Summer 2013 ~ Course Listing

Registration Opens: May 8
June Immersion: June 24-June 28
3-week Summer Session: July 1-July 18
5-week Summer Session: July 1-August 1
August Immersion I: August 5-August 9
August Immersion II: August 12-August 16

www.wesleyan.edu/masters | 860.685.2900
WESLEYAN UNIVERSITY GRADUATE LIBERAL STUDIES
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STUDENT SERVICES STAFF DIRECTORY

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Updated 05/13/2013. Subject to change without notice. See www.wesleyan.edu/masters for complete listings.
Please Note

Immersion courses are worth three units of credit and are academically as rigorous as a regular term course; the class meetings are compressed into a very short time. Students interested in immersion courses should be aware that the syllabus usually requires that students prepare for up to a month prior to the first class meeting and complete assignments in the weeks following the course.

Foundational Course Options: Students choosing this option will receive more extensive and detailed feedback on their work through more frequent writing assignments and individual meetings with the instructor. Foundational courses are intended to provide an additional level of guidance, support, and feedback to ensure that students cultivate the tools and skills necessary for graduate level research and writing. All GLS students working toward a degree are strongly encouraged to take a foundational course during their first few courses in the program. Call the GLS office at 860-685-2900 for more information about summer 2013 foundational courses.

ARTS

ARTS 616

Color Drawing

Instructor: Juliana Romano
3-week Session, July 1 – July 18
Special Schedule: Tuesday/Thursday nights, 6:00-9:30pm, Saturday July 6, 9:00am-4:30pm, and Saturday July 20, 9:00am-4:30pm
Additional course fee: $80
Enrollment limited to 18 students.
This course is not open to auditors.

Color is central to our perception of the world. It exists in the physical world in relation to light, space, volume and texture. But color also has emotional, spiritual and cultural components. In this drawing course, students will learn to see and use color accurately as well as creatively. Students will practice drawing still lifes, landscapes and the live model in full color. These forms will be used as a jumping off point for students to investigate color freely and develop their own personal vocabularies of color.

This course is suitable for both beginners and students with extensive drawing experience.

ARTS 625

Monotype Printmaking

Instructor: Keiji Shinohara
5-week Session, July 1 – August 1
Time: Tuesdays & Thursdays, 6:00-9:00pm
Additional course fee: $250
Enrollment is limited to 12 students.
This course is not open to auditors.

The monotype print is a free form of printmaking more akin to painting than to the traditional woodcut or etched print. It is also a process in which the artist encounters fewer technical difficulties than in other traditional printmaking methods. Students in this course will create images using engraving techniques on woodblocks and plexiglass, found flat objects such as leaves, and will print with watercolor and water-based and oil-based inks, using the equipment in Wesleyan University’s printmaking studio. Students may choose the images they wish to print; the instructor will help students develop image-making technique and compositional skill.

ARTS 628

The Documentary Film

Instructor: Jacob Bricea
1-week Immersion, August 12 – August 16
Time: Monday-Friday, 9:00am – 5:00pm
Enrollment is limited to 18 students.
This course is not open to auditors.

This course explores the history, theory, and the aesthetics of non-fiction filmmaking from the origins of cinema to the present day. We will trace the emergence and development of documentary modes and conventions, paying particular attention to how structural and stylistic choices represent reality and shape viewer response. In lectures, screenings, and discussions, we will explore topics central to non-fiction filmmaking, including how documentary has been defined and re-defined; how filmmakers and theorists have perceived the relationship between documentaries and the realities they represent; what conceptions of truth have guided the work of documentary filmmakers and theorists; documentary as social advocacy; the autobiographical impulse; the use of reflexivity; and the ethics of documentary filmmaking.

Updated 05/13/2013. Subject to change without notice. See www.wesleyan.edu/masters for complete listings.
ARTS 663

The Photograph: Reading, Looking, and Making
Instructor: Marion Belanger
5-week Session, July 1 – August 1
Special Schedule: Wednesdays 6:00-9:00pm and Saturdays (July 6, 20, 27) 9:00am-12:30pm, July 13 is an all-day field trip to NYC
Enrollment is limited to 18 students.
This course is not open to auditors.

This class is structured around a series of essays on individual photographs, which are edited by Sophie Howarth in the book Singular Images: Essays on Remarkable Photographs. Spanning from 1835 to the present, the photographs are representative of the relatively short history of the photographic medium. Each week, students will make a series of their own photographs in response to an essay. The course will introduce the history and the art of the photographic medium through close reading, careful looking, and visual picture making.

HUMANITIES

HUMS 621/HUMS 621W

The New York Intellectuals
Instructor: Sean McCann
5-week Session, July 1 – August 1
Time: Mondays & Wednesdays, 6:30-9:30pm
Enrollment is limited to 18 students.
This course is open to auditors.

This research seminar will consider the lives and work of the small group of mainly Jewish, left-wing intellectuals who reshaped American culture in the two decades after World War II. With the possible exception of their friends and allies among the “New Critics” (former Southern Agrarians like John Crowe Ransom and Alan Tate who rebranded themselves as literary theorists after the War), no one exercised greater influence over the directions of postwar literary and cultural expression than the New York Intellectuals. Having grown up for the most part in poor immigrant neighborhoods in New York, and having schooled themselves in the intense ideological disputes of the city’s left-wing circles during the Depression, the New York Intellectuals achieved in the years after WWII a dizzying rise to prominence. Their ideas and their tastes became the guiding principles of American literary expression and literary education in the second half of the twentieth century. They formulated the era’s most influential conceptions of modern art and of popular culture, and they advanced seminal views of urban life, postmodern culture, and the sociology of ethnicity. In many respects, their views became the prevailing cultural ideology of the U.S. during the Cold War. In the later years of that global conflict, some among them became the intellectual sources of neo-conservatism and ultimately exercised significant political influence during the Reagan and both Bush administrations.

We will consider how it was that a small group of poor Jewish kids, who had grown up thinking themselves marginal to American society, ended up becoming among the most revered and influential intellectuals of the postwar era. Our main focus will be on the development of their ideas about art, politics, and culture and on the way their ideas bore fruit in some of the important literary expression of the postwar decades. But we will also consider the sociological and political factors that help explain their rise to influence. Among the writers whose work we may discuss will be: Woody Allen, James Baldwin, Daniel Bell, Saul Bellow, Ralph Ellison, Clement Greenberg, Elizabeth Hardwick, Irving Howe, Alfred Kazin, Irving Kristol, Dwight Macdonald, Mary McCarthy, Norman Podhoretz, and Lionel Trilling. Our readings will include critical essays, novels, poems, memoirs, and short stories. Optional viewings of paintings, photographs, and documentary films will be recommended.

HUMS 627

Story and Structure
Instructor: Anne Greene
5-week Session, July 1 – August 1
Time: Tuesdays & Thursdays, 2:00-5:00pm
Enrollment is limited to 18 students.
This course is not open to auditors.

This is a course for those who want to write with greater facility and with increased attention to the design of each piece. Students may choose to focus on narrative essays, memoir, or fiction. Exercises will focus on the organizational strategies that are most effective in each kind of writing. The class is informal, allowing participants to work collaboratively and to adapt the assignments to meet their own interests. Readings will be from contemporary prose writers including Annie Dillard, Jamaica Kincaid, Joan Didion, Philip Gourevitch, W. G. Sebald, and many others.
HUMS 639

The Nobel Writers
Instructor: Indira Karamcheti
5-week Session, July 1 – August 1
Time: Mondays & Wednesdays, 2:00-5:00pm
Enrollment is limited to 14 students.
This course is not open to auditors.

This class will analyze selected texts from each of the ten most recent winners of the Nobel Prize for Literature, examining the internal cultural, intellectual, and aesthetic dynamic of each work, as well as the context of the Nobel Prize itself. Alfred Nobel (1833-1896) is the subject of an enormous irony: a fortune made in explosives funds the world’s most prestigious award for peace, for "fraternity between nations." His will provides that his considerable estate award prizes in five areas: physics, chemistry, medicine, literature, as well as for work promoting world peace (economics was added later as a prize category). Since 1901, these prizes have become the most prestigious international recognition of achievement, and they have been earned by a broadly international register of scientists, activists, and authors. Nobel’s will explicitly states a desire to transcend national boundaries. He writes that the prizes should be distributed to "those who, during the preceding year, shall have conferred the greatest benefit on mankind," and that it is his "express wish that in awarding the prizes no consideration whatever shall be given to the nationality of the candidates, but that the most worthy shall receive the prize, whether he is Scandinavian or not." Keeping in mind Alfred Nobel’s desire for a prize that recognizes a genuinely human achievement that transcends human differences, and recognizing that we don’t really know what such an achievement might be, our class will analyze one selected text from each of the ten most recent winners of the Nobel Prize for Literature.

HUMS 647

"Crane Music:" Chinese Culture, Poetry, and Cross-Cultural Understanding
Instructor: Vera Schwarcz
3-week Session, July 1 – July 18
Special Schedule: Monday-Thursday, 2:00-5:00pm
Enrollment limited to 12 students.
This course is not open to auditors

This seminar is for poets and writers, as well as non-poets who seek a creative path to understanding other cultures. The focus will be on the buried treasures of classical Chinese aesthetics and how we can make them come alive through translations and renditions crafted in a language filled with the verve of common English.

MATHEMATICS

MTHS 654

Mathematical Modeling
Instructor: Philip Brown, Jr.
5-week Session, July 1 – August 1
Time: Mondays & Wednesdays, 1:00-4:00pm
Enrollment is limited to 18 students.
This course is not open to auditors.

A mathematical model is a mathematical representation of a concept, object, system, or process usually occurring in the context of a real-world problem. The model may take a variety of forms, from a set of equations, to a computer program in which the instructions represent the rules that the real-world system obeys. To illustrate various modeling techniques, applications will be drawn from the social sciences (population growth and epidemiology), ecology (predator/prey and competing species), business (revenue maximization), and random behavior (games of chance, human activity). Some basic scientific computing will be taught to assist in finding solutions to the model equations.
Some calculus is required.

SCIENCES

SCIE 618

Biology of Amphibians and Reptiles
Instructor: Geoffrey Hammerson
1-week Immersion, August 12 – August 16
Time: Monday-Friday, 9:00am – 5:00pm
Enrollment is limited to 18 students.
This course is not open to auditors.

Amphibians and reptiles are two different groups of vertebrates, as different from each other as birds are from mammals. Nevertheless, for historical and practical reasons they are often studied together. Early naturalists did not see the difference between amphibians and reptiles as particularly important, treating them as a single group. Modern biologists recognize the fundamental differences between these groups but often continue to study them together because research methods are quite similar. The assertion that amphibians and reptiles are two different groups is actually an oversimplification.
Recent interpretations of vertebrate evolution have led some systematists to classify birds as reptiles or to separate turtles and crocodilians as distinct from reptiles. For the purposes of this course we will adopt the traditional taxonomy and classify salamanders, frogs, and caecilians as amphibians and include turtles, crocodilians, lizards, worm lizards, and snakes as reptiles. This course reviews the evolution, diversity, basic anatomy, physiological ecology, reproduction, life history, feeding ecology, spatial biology, and conservation of amphibians and reptiles. Our studies will involve morning field trips that allow hands-on study of local species and afternoon classroom sessions (illustrated lectures and discussion).

SCIE 642
Mapping by Design:
GIS in the Liberal Arts
Instructor: Kim McAlear
5-week Session, July 1 – August 1
Time: Tuesdays & Thursdays, 1:00-4:00pm
Enrollment is limited to 18 students.
This course is open to auditors.

The public is more in touch with geographic information than ever before. Technologies such as Google Earth and smart phone geolocation applications like Urban Spoon, Zillow, and Facebook have increased spatial awareness. Geographic information systems (GIS) allow us to take spatial data to the next level. GIS provides researchers, policy makers, and citizens with a powerful analytical framework for spatial pattern recognition, decision making, and data exploration. This course is designed to introduce students to the applicability of spatial thinking and spatial data analysis in the liberal arts and sciences. Its combination lecture and hands-on laboratory format provides experience in spatial data collection, management, analysis, and effective map design.

SCIE 680
Molecular Biology Laboratory
Instructor: Michael McAlear
1-week Immersion, August 5 – August 9
Time: Monday-Friday, 9:00am – 5:00pm
Additional course fee: $150
Enrollment is limited to 18 students.
This course is not open to auditors.

The fields of Molecular Biology and Biotechnology are constantly in the news in articles ranging from transgenic plants to forensic sciences. This course is designed mainly for high school teachers, but is open to all who are interested. The goal is to understand what molecular biological techniques are and to acquire some ideas on how to incorporate such information into a high school classroom. This will be a hands-on experience, using the same techniques molecular biologists use to study DNA and proteins. We will isolate DNA and protein, run gels, and localize protein in tissue, among other things. In addition to the laboratory component, there will be lectures on background information and participants will be asked to discuss current molecular biological topics and ways in which the material can be transferred into the classroom. This is an intensive one-week course and students are expected to do reading in the evenings. The grade will be based on participation and on a final project that will incorporate the material learned into a unit that could be taught to students at the college level or younger. A background in biology is assumed, i.e., students should already know what DNA means.

SCIE 684
Cross-Cultural Childhoods
Instructor: Mariah Schug
1-week Immersion, June 24 – June 28
Time: Monday-Friday, 9:00am – 5:00pm
Enrollment is limited to 18 students.
This course is not open to auditors.

The goal of this course is introduce students to the wide variety of developmental experiences of children around the world and to help students to develop respect for this variation. We begin by examining different attitudes and practices during prenatal development and continue through early adulthood. A wide range of developmental topics will be considered. The strengths and weaknesses of multiple theoretical approaches, including both cultural and evolutionary theories, will be addressed and debated.

We will consider the perspectives on the child, parents, other family members and larger society. Developmental experiences will be examined in traditional societies and developing nations, as well as in modern industrialized societies. A wide range of developmental topics will be considered. Examples of topics in child development include: weaning practices, sleep patterns, paternal contribution, education, sibling relationships and childcare practices. Examples of topics in adolescence and early adulthood include: anxiety in adolescence and the age of economic independence, sexual activity and marriage. The strengths and weaknesses of multiple theoretical approaches to development will be addressed and debated. A few examples of these theories include: cultural relativism, universal learning mechanisms, evolutionary ecology and evolutionary psychology.
Nationalism is the desire of an ethnic group, a nation, to have a state of its own. It emerged as a powerful organizing principle for states and social movements in the 19th century and was integral to the wars and revolutions of the 20th century. This course examines rival theories about the character of nationalism and tries to explain its staying power as a political principle into the 21st century. It looks at the role of nationalism in countries like the U.S., France, India, China, and Japan, and nationalist conflicts in Northern Ireland, Quebec, Yugoslavia, the former U.S.S.R., and Rwanda. The course is reading- and writing-intensive.

SOCS 634
The Advent of the Global Village: Globalization in the Modern World System
Instructor: Giulio Gallarotti
5-week Session, July 1 – August 1
Time: Tuesdays & Thursdays, 6:30-9:30pm
Enrollment is limited to 18 students.
This course is open to auditors.

Globalization is considered by many to be the most powerful transformative force in the modern world system. Modernization and technology have effectively made the world a smaller place with respect to the interdependence and interpenetration among nations, which are greater today than at any time in history. But while most agree on the transformative power of globalization, many disagree on its nature and its effects on modern society. Liberals hail globalization as the ultimate means to world peace and prosperity. Marxists see it as a means of reinforcing the inequality and unbalanced division of labor created by modern capitalism. Still others, such as mercantilists and nationalists, see it as a source of political instability and cultural conflict. This course analyzes globalization principally through this tripartite theoretical lens. It traces its origins and its evolution across the 19th and 20th centuries. It also tries to determine the impact of globalization on the most important dimensions of international relations today: on domestic and international political systems, on social relations, cultural relations, and on international economic relations. Through analytical, critical, and theoretical approaches, the course attempts to ascertain the nature and impact of globalization, and ultimately shed light on the fundamental question: to what extent is globalization a force for good and evil in the modern world system? Since this course meets over the dinner hour, we will make an effort to eat together during class. Professor Gallarotti will provide food on the first night of class, then students will divide into small groups and select one or two...
class meetings for which they will provide food for the group. Contributions are strictly voluntary, and people who volunteer to bring food should bring whatever amount and kind of food they feel comfortable with.

**SOCS 639**

**A History of Europe Since 1945**

Instructor: Nathanael Greene

5-week Session, July 1 – August 1

Time: Mondays & Wednesdays, 9:00am-12:00pm

Enrollment is limited to 18 students.

This course is open to auditors.

Europe in 1945 was a scene of human and material devastation, after six years of relentless and merciless combat. Demoted in world affairs and faced with staggering economic costs of recovery, Europe’s challenges also included construction of new politics and social orders. Yet within a decade, “Europe Ascendant” and “A New Europe” had become commonly shared descriptions of remarkable changes. Despite intervals of pessimism, Europe’s nations then moved forward to the creation of the European Union and the assertion of a common destiny. This remarkable resurgence of Europe has been punctuated by commanding events and personalities. In addition to exploring a survey of Europe since 1945, this course will be devoted to examination of six major topics: (1) Liberation, the reconstruction of Western Europe, and the origins of the Cold War; (2) Charles de Gaulle, the end of empire, and the Fifth French Republic; (3) Germany, from defeat to reunification; (4) Italy and Spain, from dictatorship to democracy; (5) the construction of the European Community; and (6) the collapse of the Soviet Union.

**SOCS 684**

**Cross-Cultural Childhoods**

Instructor: Mariah Schug

1-week Immersion, June 24 – June 28

Time: Monday-Friday, 9:00am – 5:00pm

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Marion Belanger (B.F.A. Alfred University; M.F.A. Yale University) a widely exhibited photographer whose current projects focus on visualizing ecology. Her photographs were recently shown in the main terminal of the Tampa International Airport, and in Germany as a part of Contemporary American Photography, 7. Internationale Fototage Mannheim/Ludwigshafen. She has been awarded fellowships from the John Simon Guggenheim Foundation and from the Connecticut Commission Culture & Tourism. Her book *Everglades: Outside and Within*, was published by Center for American Places at Columbia College in 2009.

Jacob Bricca (B.A. Wesleyan University; M.F.A. American Film Institute) is visiting assistant professor of film studies at Wesleyan University. He is a film director, cinematographer, and editor whose credits include *Lost in La Mancha*, a feature documentary about Terry Gilliam's ill-fated attempt to make a film adaptation of *Don Quixote*; *Jimmy Scott: If You Only Knew*, a feature documentary about the famed jazz singer that has won rave reviews in *Variety* and *The Los Angeles Times* and appeared on PBS's *Independent Lens* in February 2004; *Homeland; What a Girl Wants*; and *Copworld*, an A&E special.

Philip Brown, Jr. (B.A. Wesleyan University, S.M. Massachusetts Institute of Technology, M.S Trinity College) is Professor of Applied Mathematics, Emeritus at Trinity College.

Kim Diver (B.A. Carthage College, M.A., Ph.D. Syracuse University) is visiting assistant professor of Earth & Environmental Science.

Giulio Gallarotti (B.A., Hunter College; M.I.A., Ph.D., Columbia University) is Professor of Government and Tutor in the College of Social Studies at Wesleyan University. He has also been a Visiting Professor in the Department of Economic Theory at the University of Rome. He is the author of *The Anatomy of an International Monetary Regime: The Classical Gold Standard 1880-1914* (Oxford University Press, 1995), *The Power Curse: Influence and Illusion in World Politics* (Lynne Rienner Publishers, 2010), and *Cosmopolitan Power in International Relations: A Synthesis of Realism, Neoliberalism, and Constructivism* (Cambridge University Press, 2010). In addition, he has published numerous articles in leading journals across five disciplines: economics, politics, law, history, and business. In 2010 and 2011 his biography was published in Marquis *Who's Who in America*.

Anne Greene (B.A., Radcliffe College; M.A., Brandeis University) is adjunct professor of English, director of writing programs, and director of the Wesleyan Writers Conference. She was awarded the 2006 Binswanger prize for excellence in teaching.

Nathanael Greene (B.A. Brown University; M.A., Ph.D. Harvard University) is professor of history. He is author of *Crisis and Decline: The French Socialist Party in the Popular Front Era* (Cornell University Press); *From Versailles to Vichy: The Third French Republic, 1919-1940* (Crowell); and is editor of *Fascism: An Anthology* (Crowell); and *European Socialism Since World War I* (Quadrangle Books).

Geoffrey Hammerson (B.S. University of California, Berkeley; Ph.D. University of Colorado, Boulder) is a research zoologist at NatureServe and is author of more than 70 reports and publications, most recently, *The status of the world's land and marine mammals: Diversity, Threat and Knowledge*. (Science, 2008).

Indira Karamcheti (B.A., M.A., Ph.D. University of California, Santa Barbara) is associate professor of English and American Studies. Her teaching and research interests include postcolonial literature and theory, the literature of the South Asian diaspora, and the writing of ethnic and racial minorities in the U.S. She has written on such authors as Salman Rushdie, Anita Desai, Simone Schwarz-Bart, and Aime Cesaire.
Michael McAlear (B.S., Ph.D. McGill University) is associate professor of molecular biology and biochemistry. His research focuses on DNA replication, DNA repair, and rRNA metabolism in yeast, and his articles have appeared in the journals Biochemistry, Molecular and Cellular Biology, Genetics, Molecular Genetics, and the Journal of Biological Chemistry.


Juliana Romano (B.A. Wesleyan University, M.F.A UCLA) was visiting assistant Professor of Art. She has had recent solo exhibitions at Brand New Gallery in Milan, Italy and the Marvelli Gallery in New York. View her work at http://julianaromano.com/.

Peter Rutland (B.A. Oxford University; D. Phil. York University) is professor of government and author and editor of numerous books, including Business and State in Contemporary Russia (Westview, 2001); The Politics of Economic Stagnation in the Soviet Union: The Role of Local Party Organs in Economic Management (Cambridge University Press, 1993); and The Myth of the Plan: Lessons from Soviet Planning Experience (Open Court, 1985).

Mariah Schug (B.A. University of Minnesota – Twin Cities, M.S., Ph.D. University of Utah) is visiting assistant professor of Psychology.

Vera Schwarcz (BA Vassar College; MA Yale University; PhD Stanford University) is professor of history, Mansfield Freeman Professor of East Asian Studies, and founding director of the Freeman Center for East Asian Studies. She is author of more than 50 articles and seven books, most recently, In the Garden of Memory, (March Street Press, 2004), and Singing Crane Garden: Art and Atrocity in One Corner of China (forthcoming from University of Pennsylvania Press).


Keiji Shinohara, a master Ukiyo-e woodcut printmaker, is artist in residence in art and East Asian studies. His work has been exhibited at the Library of Congress, the Art Institute of Chicago, the Worcester Museum of Art, the Asia Society, and the Smithsonian. He is known for highly sculptural landscape prints, which speak to the spirit of Ukiyo-e in a modern voice. His Sumi-e paintings were featured in the collaborative artists' book, The Language of Her Body, with photos by Derek Dudek, fragments of text by Amy Bloom, and typography by Robin Price.
### Graduate Liberal Studies Program Summer 2013 Course Schedule Chart
(As of 5/10/13. Classes and schedules subject to change.)

#### JULY 1- AUGUST 1
5-WEEK COURSES

*Class numbers are in parenthesis  **FDN indicates Class numbers for foundational courses

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<th>MONDAY / WEDNESDAY MORNINGS</th>
<th>TUESDAY / THURSDAY MORNINGS</th>
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<tr>
<td>Mon &amp; Wed 9:00 - 12 noon SOCS 639 (1044) A History of Europe Since 1945</td>
<td>Tues &amp; Thurs 9:00 - 12 noon SOCS 629/SCCS 629W (1059) (FDN-1069) Nationalism</td>
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<tr>
<th>MONDAY / WEDNESDAY AFTERNOONS</th>
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<tbody>
<tr>
<td>Mon &amp; Wed 1:00-4:00pm MTHS 654 (1053) Mathematical Modeling</td>
<td>Mon &amp; Wed 2:00 - 5:00pm HUMS 639 (1039) The Nobel Writers</td>
<td>Tues &amp; Thurs 1:00 - 4:00pm SCIE 642 (1058) GIS in the Liberal Arts</td>
</tr>
<tr>
<td>Mon &amp; Wed 6:00-9:00pm SOCS 617/SCCS 617W (1045) (FDN-1067) Magic, Miracle and Witchcraft</td>
<td>Mon &amp; Wed 6:30-9:30pm HUMS 621/HUMS 621W (1051) (FDN-1068) The New York Intellectuals</td>
<td>Tues &amp; Thurs 6:00-9:30pm ARTS 625 (1037) Monotype Printmaking</td>
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<th>JUNE 24-28 1-WEEK IMMERSION</th>
<th>AUGUST 5-9 1-WEEK IMMERSION</th>
<th>AUGUST 12-16 1-WEEK IMMERSION</th>
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<td>Tuesday, Thursday, Saturday ARTS 616 (1049) Color Drawing Please Note: SPECIAL SCHEDULE Tuesday/Thursday nights, 6:00-9:30pm, Saturday July 6, 9:00-4:30pm, and Saturday July 20 9:00-4:30pm</td>
<td>Monday-Thursday 2:00-5:00 HUMS 647 (1040) Crane Music: Chinese Culture, Poetry and Cross-Cultural Understanding Please Note: SPECIAL SCHEDULE!</td>
<td>Wednesdays and Saturdays ARTS 663 (1052) The Photograph: Reading, Looking, and Making Please Note: SPECIAL SCHEDULE!</td>
<td>Monday-Friday 9:00-5:00 SCIE 684 (1050)/SOCS 684 (1071) Cross-Cultural Childhhoods</td>
<td>Monday-Friday 9:00-5:00 SCIE 680 (1047) Molecular Biology Laboratory</td>
<td>Monday-Friday 9:00-5:00 SCIE 618 (1042) Biology of Reptiles and Amphibians</td>
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<td>Tuesday, Thursday, Saturday ARTS 616 (1049) Color Drawing Please Note: SPECIAL SCHEDULE Tuesday/Thursday nights, 6:00-9:30pm, Saturday July 6, 9:00-4:30pm, and Saturday July 20 9:00-4:30pm</td>
<td>Monday-Thursday 2:00-5:00 HUMS 647 (1040) Crane Music: Chinese Culture, Poetry and Cross-Cultural Understanding Please Note: SPECIAL SCHEDULE!</td>
<td>Wednesdays and Saturdays ARTS 663 (1052) The Photograph: Reading, Looking, and Making Please Note: SPECIAL SCHEDULE!</td>
<td>Monday-Friday 9:00-5:00 SCIE 684 (1050)/SOCS 684 (1071) Cross-Cultural Childhhoods</td>
<td>Monday-Friday 9:00-5:00 SCIE 680 (1047) Molecular Biology Laboratory</td>
<td>Monday-Friday 9:00-5:00 SCIE 618 (1042) Biology of Reptiles and Amphibians</td>
</tr>
</tbody>
</table>

**Please Note:**
- SPECIAL SCHEDULE
- IMMERSION COURSES

** immersions:
- Monday - Friday 9:00-5:00 SCIE 628 (1048) The Documentary Film