



WESLEYAN  
UNIVERSITY

CATALOG  
2012-2013

# Wesleyan University 2012–2013 Calendar

FALL 2012		FIRST SEMESTER	
<b>AUGUST</b>	21	Tuesday	Graduate housing opens
	26	Sunday	New international undergraduate students arrive
	28	Tuesday	New Graduate Student Orientation begins, 9 a.m.
	29	Wednesday	Class of 2016, new transfer, visiting, and exchange students arrive
	31	Friday	Course registration for Class of 2016, new transfer, visiting, and exchange students On-campus enrollment period for graduates and undergraduates begins
<b>SEPTEMBER</b>	1	Saturday	University housing opens for all undergraduates, 9 a.m.
	3	Monday	Classes begin Drop/Add Period begins
	10	Monday	On-campus Enrollment Period for graduates and undergraduates ends, 5 p.m.
	14	Friday	GLSP classes begin Drop/Add Period ends, 5 p.m.
<b>OCTOBER</b>	12	Friday	Last day to withdraw from 1st-quarter classes
	12–17	Friday–Wednesday	Fall Break begins at the end of classes on October 12 and ends at 8 a.m. on October 17
	19	Friday	1st-quarter classes end
	19–21	Friday–Sunday	Homecoming/Family Weekend
	22	Monday	2nd-quarter classes begin (2nd-quarter classes may be added or dropped during the five working days following the first class meeting.)
<b>NOVEMBER</b>	20–26	Tuesday–Monday	Thanksgiving recess begins at the end of classes on November 20 and ends at 8 a.m. on November 26
	30	Friday	Last day to withdraw from full-semester and 2nd-quarter classes
<b>DECEMBER</b>	7	Friday	Undergraduate and graduate classes end GLSP classes end
	8–11	Saturday–Tuesday	Reading period
	10–14	Monday–Friday	GLSP final examinations
	12–15	Wednesday–Saturday	Undergraduate final examinations
	16	Sunday	University undergraduate housing closes, noon
SPRING 2013		SECOND SEMESTER	
<b>JANUARY</b>	3	Thursday	All fall 2012 grades (freshman, sophomore, junior, senior, and graduate) submitted to the Registrar's Office. Grade Entry System closes at 11:59 p.m.
	21	Monday	On-campus enrollment period for undergraduates and graduates begins
	22	Tuesday	University Housing opens for all undergraduates, 9 a.m.
	24	Thursday	Classes and Drop/Add Period begin
	28	Monday	GLSP classes begin
<b>FEBRUARY</b>	6	Wednesday	Drop/Add Period ends, 11:59 p.m.
<b>MARCH</b>	1	Friday	Last day to withdraw from 3rd-quarter classes
	8–25	Friday–Monday	3rd-quarter classes end Midsemester recess begins at the end of class day on March 8 and ends at 8 a.m. on March 25
	25	Monday	4th-quarter classes begin. (4th-quarter classes may be added or dropped during the five working days following the first class meeting.)
<b>APRIL</b>	12	Friday	Approved graduate thesis/dissertation titles due in Graduate Office, 4 p.m. Deadline to register senior thesis/essay in Student Portfolio, 4 p.m.
	15	Monday	MA oral examinations begin
<b>MAY</b>	1	Wednesday	Last day to withdraw from full semester and 4th-quarter classes
	3	Friday	GLSP classes end
	10	Friday	PhD dissertations due in Graduate Office, 4 p.m.
	6–10	Monday–Friday	GLSP final examinations
	7	Tuesday	MA oral examinations end
	8	Wednesday	Undergraduate and graduate classes end
	10–13	Friday–Monday	Reading period
	14–17	Tuesday–Friday	Undergraduate final examinations
	18	Saturday	University housing closes, noon
	20	Monday	Spring 2013 grades for degree candidates (seniors and graduate students) submitted to the Registrar's Office by noon
	23–26	Thursday–Sunday	Reunion & Commencement 2013
	26	Sunday	181st Commencement
	29	Wednesday	All remaining Spring 2013 grades (freshman, sophomore, junior, and graduate) submitted to the Registrar's Office. Grade Entry System closes at 11:59 p.m.
SUMMER 2013			
<b>JUNE</b>	24–28	Monday–Friday	Immersion Session I (GLSP)
<b>JULY</b>	1–5	Monday–Friday	Immersion Session II (GLSP)
	8	Monday	GLSP regular-term classes begin
<b>AUGUST</b>	9	Friday	GLSP regular-term classes end

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## Wesleyan University: A Brief History

WESLEYAN UNIVERSITY WAS FOUNDED IN 1831 by Methodist leaders and Middletown citizens. Instruction began with 48 students of varying ages, the president, three professors, and one tutor; tuition was \$36 per year.

Today Wesleyan offers instruction in 40 departments and 47 major fields of study and awards the bachelor of arts and graduate degrees. The master of arts degree and the doctor of philosophy are regularly awarded in six fields of study. Students may choose from more than 900 courses each year and may be counted upon to devise, with the faculty, some 900 individual tutorials and lessons.

The student body is made up of approximately 2,700 full-time undergraduates and 200 graduate students, as well as more than 400 part-time students in the Graduate Liberal Studies Program (GLSP). An ongoing faculty of more than 300 is joined each semester by a distinguished group of visiting artists and professors. But despite Wesleyan's growth, today's student/instructor ratio remains at 9 to 1, and about two thirds of all courses enroll fewer than 20 students.

Named for John Wesley, the founder of Methodism, Wesleyan is among the oldest of the numerous originally Methodist institutions of higher education in the United States. The Methodist movement originated in England in the 1720s and was particularly important for its early emphasis on social service and education. From its inception, Wesleyan offered a liberal arts program rather than theological training. Ties to the Methodist church, which were particularly strong in the earliest years and from the 1870s to the 1890s, waxed and waned throughout the 19th and early 20th centuries. Wesleyan became fully independent of the Methodist church in 1937.

Wesleyan's first president, Willbur Fisk, a prominent Methodist educator, set out an enduring theme at his inaugural address in September 1831. President Fisk stated that education serves two purposes: "the good of the individual educated and the good of the world." Student and faculty involvement in a wide range of community-service activities reflected President Fisk's goals in the 19th century and continues to do so today.

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

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

Under the leadership of Victor L. Butterfield, who served as president from 1943 to 1967, interdisciplinary study flourished. The Center for Advanced Studies (now the Center for the Humanities) brought to campus outstanding scholars and public figures who worked closely with both faculty and students. The Graduate Liberal Studies Program, founded in 1953, is the oldest liberal studies program and the first grantor of the MALS (master of liberal studies) and CAS (certificate of advanced studies) degrees. In this same period, the undergraduate interdisciplinary programs, the College of Letters, College of Social Studies, and the now-defunct College of Quantitative Studies were inaugurated. Wesleyan's model program in world music, or ethnomusicology, also dates from this period. Doctoral programs in the sciences and ethnomusicology were instituted in the early 1960s.

During the 1960s, Wesleyan began actively to recruit students of color. Many Wesleyan faculty, students, and staff were active in the civil rights movement, and the Reverend Martin Luther King Jr. visited campus several times. By 1968, women were again admitted as transfer students. In 1970, the first female students were admitted to Wesleyan to the freshmen class since 1909. The return of coeducation heralded a dramatic expansion in the size of the student body, and gender parity was achieved very quickly.

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

An addition of the Freeman Athletic Center opened in 2005 with the 1,200-seat Silloway gymnasium for basketball and volleyball, the 7,500-square-foot Andersen Fitness Center, and the Rosenbaum Squash Center with eight courts. In January 2005, when the Wesleyan Campaign—which began in 2000—came to a close, it had raised more than \$281 million for student aid, faculty and academic excellence, and campus renewal. Fall 2007 marked the opening of the Suzanne Lemberg Usdan University Center and the adjacent renovated Fayerweather building, which retains the towers of the original Fayerweather structure as part of its façade. The Usdan Center overlooks Andrus Field, College Row, and Olin Library and houses dining facilities for students and faculty, seminar and meeting spaces, the Wesleyan Student Assembly, the post office, and retail space. Fayerweather provides common areas for lectures, recitals, performances, and other events; it contains a large space on the second floor, Beckham Hall, named for the late Edgar Beckham who was dean of the college from 1973–1990.

Michael S. Roth became Wesleyan's 16th president at the beginning of the 2007–08 academic year. He has undertaken a number of initiatives that have energized the curriculum and increased grant support for Wesleyan undergraduates who receive financial aid. These include opening the energy-efficient Allbritton Center as the home to two new programs: The Allbritton Center for the Study of Public Life, which links intellectual work on campus to policy issues nationally and internationally, and the Shapiro Creative Writing Center, which brings together students and faculty seriously engaged in writing. A multidisciplinary College of the Environment has been launched, funding for new endowed faculty chairs has been raised, and civic engagement has become more anchored in the University's curriculum. Applications for admission have increased substantially over the last four years.

## Wesleyan's Curriculum

Wesleyan is committed to the values of learning in the liberal arts and sciences and to the academic programs through which that commitment is expressed. The University aims to produce broadly educated graduates who, by virtue of their exposure to the myriad intellectual and social resources of the institution, are prepared to pursue productive and meaningful lives.

### GENERAL EDUCATION, ESSENTIAL CAPABILITIES, AND THE MAJOR CONCENTRATIONS

The University aims to accomplish these goals through a three-pronged approach that exposes students to the most essential issues in broad areas of knowledge; enhances our students' skills in interpreting, communicating, and creating knowledge; and allows them to explore one area of knowledge more deeply. The first component of this approach is fulfilled by means of the general education expectations, the second by taking courses that will enhance the students' essential capabilities, and the third by completing a concentration requirement. We believe that this combination of breadth, depth, and skills will prepare our students to meet the challenges they will face throughout their lives, to continue to be lifelong learners, and to grow as productive, creative, and ethical human beings.

**General Education.** In support of this mission and to help students pursue the goals of a general education that extends intellectual horizons, broadens perspectives, and provides a context for specialized academic knowledge, the faculty has divided the curriculum into three areas and established a distributional expectation for each of them. The three areas are the natural sciences and mathematics (NSM), the social and behavioral sciences (SBS), and the humanities and the arts (HA).

In consultation with their advisors, first-year students and sophomores choose courses that represent the essential subject matter and methodology of the natural sciences and mathematics, the social and behavioral sciences, and the humanities and the arts. The expectation is that all students will distribute their course work in the first two years so that by the end, they will have earned at least two course credits in each of the three areas, all from different departments or programs. In addition, students are expected to take one additional course credit in each of the three areas in the last two years, for a total of nine general education course credits. Students who do not meet these expectations by the time of graduation will not be eligible for University honors, Phi Beta Kappa, honors in general scholarship, and honors in certain departments.

**Essential Capabilities.** In addition to the fulfillment of general education expectations, the faculty has identified 10 essential capabilities that all graduates should acquire:

- **Writing:** The ability to write coherently and effectively. This skill implies the ability to reflect on the writing process and to choose a style, tone, and method of argumentation appropriate to the intended audience.
- **Speaking:** The ability to speak clearly and effectively. This skill involves the ability to articulate and advocate for ideas, to listen, to express in words the nature and import of artistic works, and to participate effectively in public forums, choosing the level of discourse appropriate to the occasion.
- **Interpretation:** The ability to understand, evaluate, and contextualize meaningful forms, including written texts, objects, practices, performances, and sites. This includes (but is not limited to) qualitative responses to subjects, whether in language or in a nonverbal, artistic, or scientific medium.
- **Quantitative Reasoning:** The ability to understand and use numerical ideas and methods to describe and analyze quantifiable properties of the world. Quantitative reasoning involves skills such as making reliable measurements, using statistical reasoning, modeling empirical data, formulating mathematical descriptions and theories, and using mathematical techniques to explain data and predict outcomes.
- **Logical Reasoning:** The ability to make, recognize, and assess logical arguments. This skill involves extracting or extending knowledge on the basis of existing knowledge through deductive inference and inductive reasoning.
- **Designing, Creating, and Realizing:** The ability to design, create, and build. This skill might be demonstrated through scientific experimentation to realize a research endeavor, a theater or dance production, or creation of works such as a painting, a film, or a musical composition.
- **Ethical Reasoning:** The ability to reflect on moral issues in the abstract and in historical narratives within particular traditions. Ethical reasoning is the ability to identify, assess, and develop ethical arguments from a variety of ethical positions.
- **Intercultural Literacy:** The ability to understand diverse cultural formations in relation to their wider historical and social contexts and environments. Intercultural literacy also implies the ability to understand and respect another point of view. Study of a language not one's own, contemporary or classical, is central to this skill. The study of a language embedded in a different cultural context, whether in North America or abroad, may also contribute to this ability.
- **Information Literacy:** The ability to locate, evaluate, and effectively use various sources of information for a specific purpose. Information literacy implies the ability to judge the relevance and reliability of information sources as well as to present a line of investigation in an appropriate format.
- **Effective Citizenship:** The ability to analyze and develop informed opinions on the political and social life of one's local community, one's country, and the global community and to engage in constructive action if appropriate. As with Intercultural Literacy, study abroad or in a different cultural context within North America may contribute to a firm grasp of this ability.

In contrast to the general education expectations, which are content-based and focus on broad but discrete areas of knowledge, the essential capabilities are skill-based and generally interdisciplinary. Some, such as critical thinking, are so deeply embedded in all or most of our courses that they feature prominently in our everyday discussions with students as well as in our written documents about our educational mission but are not amenable for use as course labels precisely because they are ubiquitous. Others, such as reading, which are nearly so, are antecedent and therefore embedded in other capabilities, such as writing and information literacy. Nearly all of the essential capabilities, even those that seem most content based, such as quantitative or ethical reasoning, may be honed in courses that span the curriculum. The former, for example, may be sharpened in courses in mathematics, government, architecture, or music. The latter may be deepened by taking courses in philosophy, literature, or biology. Some essential capabilities can be pursued in particular courses or, as in intercultural literacy, in clusters of courses that may be offered in fields such as anthropology, history, or environmental studies. And yet others, such as the capacity for effective citizenship, may be developed not only in the classroom but also through participation in Wesleyan's highly interactive and diverse community and student government.

**Major Concentrations.** Wesleyan students are required to choose a field of concentration because intensive work and a degree of disciplined mastery in a major field of learning are indispensable dimensions of a liberal education. The concentration may help a student prepare for a specific profession or may be necessary for a more specialized education in graduate schools or other postbaccalaureate educational institutions. But most important, the concentration helps the student to develop expertise in one area and to apply the perspectives gained from exposure to wide fields of knowledge (general education expectations) and the abilities learned by improving their skills by practicing the essential capabilities. Concentrations can take the several forms—a departmental or interdepartmental major or a college program (College of Letters or College of Social Studies). Generally, students declare a major in the spring of their sophomore year, when they have sampled widely from different areas of the curriculum, have completed the first stage of their general education expectations, have improved their skills in many of the capabilities, and are ready to develop deeper knowledge in a particular area of study. While concentrating on their majors, students continue to develop their writing and speaking skills, their logical abilities, their capacity to interpret, and so on, but they increasingly apply these skills to one discipline or to a specific area of an interdisciplinary field.

**Academic Advising.** Academic advisors are assigned to each student in fields of mutual interest. As first-year students, their advisors are assigned from faculty who teach a course the student will take in the first year or in a field in which the student has expressed interest. Once a student declares a major, the advisor is assigned from that department or program. The role of the advisor is to help the student develop a coherent program of study that will mesh general education expectations, the essential capabilities, and the requirements for the major in a way that best responds to the student's unique aspirations and talents. Students are expected to consult with their advisors and to reflect on how best to develop their strengths in each of the above areas.

Students, with the help of faculty advisors, typically put together an academic program that includes lecture-style courses, smaller seminars, laboratories, and performance courses. Every student is given the opportunity to take a seminar course specially designed for first-year students. These First-Year Initiative (FYI) seminars are offered on a range of topics spanning the curriculum and provide first-year students with an opportunity for interactive learning in small, participatory discussion groups that allow for close interaction with faculty members and other students. Frequently, a first-year student's faculty advisor is also the instructor of the student's FYI seminar.

Students are supported in these endeavors by WesMaps, an online guide to the curriculum, that, as the name implies, helps them map the courses that are offered each semester, and by the electronic portfolio that keeps track of each student's progress in fulfilling the general education expectations, in enhancing their essential capabilities, and in fulfilling the requirements for the major. The electronic portfolios contain both official information about students' progress at Wesleyan and personal information added by students. The portfolios support students as they work with faculty advisors in refining their academic goals and choosing and sequencing their courses appropriately. Electronic portfolios provide students with opportunities to assess their accomplishments at Wesleyan and to share their work with faculty advisors, prospective employers, friends, and family.

Wesleyan's approach to liberal education consists of a combination of general education expectations, the essential capabilities, and the major—all supported by individual advising and electronic tools. No one aspect of this approach can be understood without reference to the others. Together, they constitute a coherent and distinguished approach to education.

## MAJORS AT WESLEYAN

African American Studies	College of Letters	Feminist, Gender, and Sexuality Studies	Mathematics	Romance Studies
American Studies	College of Social Studies	Film Studies	*Mathematics-Economics	Russian and East European Studies
Anthropology	Computer Science	French Studies	Medieval Studies	Science in Society Program
Archaeology	Dance	German Studies	Molecular Biology and Biochemistry	Sociology
Art History	Earth and Environmental Sciences	Government	Music	Spanish
Art Studio	East Asian Studies	History	Neuroscience and Behavior	Theater
Astronomy	Economics	Hispanic Literatures and Cultures	Philosophy	University Major (individualized)
Biology	English	*Iberian Studies	Physics	
Chemistry	Environmental Studies	Italian Studies	Psychology	
Classical Civilization		Latin American Studies	Religion	
Classics				<i>*discontinued with the class of 2015</i>

## Student Academic Resources

Wesleyan provides a range of academic services to students in support of learning both in and outside the classroom. The Student Academic Resources Network (SARN) coordinates programs for intellectual enrichment and academic support. The network's goals are to foster a community culture that recognizes the relationship between intellectual growth and personal development; to ensure that students know about and are encouraged to seek out appropriate services; and to share information among programs and constituents to ensure the provision of high-quality and accessible services that facilitate academic achievement for all students.

SARN is a network of these resources that crosses organizational lines in an effort to provide seamless services to students. Partners in the network include the Writing Workshop, the Math Workshop, the class deans' peer-tutoring program. The Wesleyan Career Center also provides academic services for students with disabilities and language services for nonnative speakers. Another part of SARN is grant-funded programs, such as the Mellon Mays Undergraduate Fellowship Program and the Ronald E. McNair Post-Baccalaureate Achievement Program, that are designed to reduce the underrepresentation of people from low-income, first-generation, and certain racial and ethnic groups in specific professions and academic disciplines.

Because the services of SARN report to a variety of offices on campus, the Office of the Deans is working to coordinate these services. Questions about services and referrals can be directed to [www.wesleyan.edu/sarn](http://www.wesleyan.edu/sarn).

## CAREER ADVISING

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

Wesleyan's Career Center is an important campus resource, helping students plan for life after graduation. With a staff of trained counselors, the center provides information and advice about graduate schools, maintains a listing of job and internship opportunities and an active alumni network, assists students to prepare resumes, arranges interviews with many employers representing a wide range of occupations, and provides special guidance for pre-health, pre-medical, pre-law, and pre-business students. The Career Center's extensive web site provides the latest information about the center's resources and activities.

## HEALTH PROFESSIONS AND PRE-MEDICAL ADVISING

Health professions and medical schools welcome students with a liberal arts background. A liberal arts education does not exclude the scientific and quantitative knowledge required to become an outstanding health professional; rather, it includes courses from these disciplines within a larger intellectual context. Students are encouraged to explore and test their interest in a given health profession through internships, summer employment, and volunteer positions before applying to graduate school. Experience in conducting research is very useful in learning about a field and developing the skills needed to contribute to ongoing research and to evaluate the work of others. Students with a particular interest in the natural sciences have the opportunity to participate in laboratory research projects under the supervision of Wesleyan faculty who are principal investigators with on-campus research groups that may also include graduate students. In recent years, undergraduates have also participated in public health and clinical research both on and off campus. Some student researchers have been co-authors of papers published in scientific journals or have presented the results of their research at scholarly meetings. In addition, the Career Center and the Office of Community Service provide information about volunteer opportunities on campus and in the local community for students considering the health professions. The health professions page of the Career Center's web site offers detailed information about preparing for health-related careers and an extensive list of the internship opportunities offered nationwide for which our students are eligible.

Beginning with the first week of the first year and continuing beyond graduation, a specialized health professions advisor is available to assist students and graduates interested in any of the health professions with academic planning, identification of summer opportunities, and preparation for and navigation of the application process to health professions graduate schools. The Wesleyan Health Professions Panel offers current students and those within five years of graduation a letter of institutional sponsorship at the time of application to medical, dental, or veterinary school. The success of Wesleyan's alumni in fields such as medicine, dentistry, midwifery, psychology, and public health attests to the quality of our undergraduate curriculum and our career advising. The percentage of applicants with Wesleyan undergraduate degrees accepted into medical school is significantly above the national average.

## PRE-LAW

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

Many Wesleyan students participate in a community service related to law, including work with Connecticut Legal Services, the United Labor Agency, the Consumer Protection Agency, the Legal Defense and Education Fund, and for private firms in Middletown.

The Career Center has a designated pre-law advisor who provides resources and information for students considering careers in and related to law. Students and graduates are encouraged to meet with an advisor individually, attend informational workshops, use the center's library, and seek faculty assistance in determining which law schools would provide the best experience for them. The Career Center has an extensive section on its web site devoted to the law school admission process.

## PRE-BUSINESS

Wesleyan alumni are sought-after in the business world. A significant number of the employers who recruit on campus are business concerns. Top employers in the past two years have included McKinsey & Co., Morgan Stanley, Aetna, The Hartford, Lehman Brothers, and JP Morgan. Wesleyan has a reputation among employers for producing students who have well-developed organizational and leadership skills.

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

## CO-CURRICULAR OPPORTUNITIES

### Community Service

The Center for Community Partnerships (CCP), which includes the Service-Learning Center, the Office of Community Service and Volunteerism (OCS), the Office of Community Relations, the Center for Prison Education, and the Green Street Arts Center, facilitates community and University engagement. The CCP's underlying philosophy is to develop partnerships that are mutually beneficial. We embrace Wesleyan student curiosity and commitment; our programs are significantly influenced and shaped by students.

### Internships

Wesleyan students have been involved in a broad range of work experiences through internships and Career Outlook externships during the January intercession sponsored by the Career Center. Students have worked in hospitals, museums, television stations, architectural firms, publishing companies, literary agencies, brokerage firms, and educational institutions. Students on financial aid are eligible for funding for summer internships through a summer experience fund.

## Academic Regulations

### DEGREE REQUIREMENTS

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

### GRADUATION REQUIREMENTS

For those students who enter Wesleyan in and after the fall of 2000, the requirements for graduation are (1) satisfaction of requirements for a major; (2) satisfactory completion of 32 course credits, no fewer than 16 of which must be earned at Wesleyan or in Wesleyan-sponsored programs; (3) a cumulative average of 74 percent or work of equivalent quality; and (4) at least six semesters in residency at Wesleyan as full-time students for students entering in their first year (for students entering as sophomore transfers, at least five semesters in residency at Wesleyan as full-time students; for students entering as midyear sophomores or junior transfers, at least four semesters in residency at Wesleyan as full-time students). Full-time residence at Wesleyan means enrollment for at least three credits (with a normal course load being four credits) in a given semester. Any semester in which a grade is given is counted as a Wesleyan semester for purposes of graduation. If a conversion to semester hours is required, each Wesleyan credit may be assigned a value of four semester hours.

All courses taken at Wesleyan will be listed on the student's transcript. However, there are limits on the number of credits students can count toward the total of 32 course credits required for the bachelor of arts. No more than 16 courses in one department can be counted toward the degree requirements (except for double majors in art history and art studio or mathematics and computer science, for whom the limit is 20 credits). Such credits could be earned through a combination of department, prematriculant, study abroad, and/or transfer credits. If a given course appears in more than one departmental listing, i.e., is cross-listed, it must be counted in all departments in which it is listed. A student who exceeds these limits will be considered oversubscribed and the additional course credits may not count toward the 32 required for the bachelor of arts.

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

- Physical education courses and student forums
  - No more than one credit in physical education
  - A maximum of two credits of student forums
  - A combined maximum of two credits in physical education and student forums
- Teaching apprenticeships—a maximum of two teaching apprentice credits
- Tutorials—a combined maximum of four individual and group tutorial credits
- Independent study and education in the field—a combined maximum of four independent study and education-in-the-field credits

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



## MAJOR

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

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

## DEPARTMENTAL MAJOR PROGRAMS

The departmental major is an integrated program of advanced study approved by the major department. It consists of a minimum of eight course credits numbered **201** or higher. No more than four course credits in the departmental major may be elected from other than the major department. Please see Graduation Requirements for the number of credits that may be counted toward the bachelor of arts degree and oversubscription.

The major advisor must approve any change in a student's major. If the change occurs during the senior year, the student must submit a new Senior Concentration Form to the Office of the Deans.

## COMPREHENSIVE EXAMINATION

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

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

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

## INTERDEPARTMENTAL MAJOR PROGRAMS

The University offers three kinds of interdepartmental majors:

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

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

## COLLEGIATE PROGRAMS

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

## GENERAL EDUCATION EXPECTATIONS

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

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

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

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

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

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

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

## ACADEMIC STANDING

### Semester Credits and Course Load

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

### Grading System

A student's academic performance in individual courses taken at Wesleyan will be evaluated either by letter grades (A-F) or by the designations credit (CR) or unsatisfactory (U). At the discretion of the instructor, all the students in a course may be restricted to a single grading mode, or each student may be allowed to choose between the two modes, also referred to as student option (OPT). Instructors announce the grading options in WesMaps. In courses in which students have a choice of grading mode, the final choice must be made by the end of the drop/add period.

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

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

The numerical equivalents of the letter grades are

A+ = 98.3	B+ = 88.3	C+ = 78.3	D+ = 68.3	E+ = 58.3	F = 45.0
A = 95.0	B = 85.0	C = 75.0	D = 65.0	E = 55.0	
A- = 91.7	B- = 81.7	C- = 71.7	D- = 61.7	E- = 51.7	

### Sequence Courses

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

### Dean's List

Wesleyan acknowledges high academic achievement at the end of each semester. Students who earn a semester GPA of 93.350 or better will be named to the Dean's List and will have a permanent transcript notation of this achievement. To be eligible, a student must have completed at least 3.0 letter-graded credits at Wesleyan during the semester and have no unsatisfactory or failing grades. Students with incomplete grades will be evaluated after the incomplete grade is made up.

### Honors Program

A degree with honors can be earned two ways: (1) Departmental honors will be awarded to the student who has done outstanding work in the major field of study and met the standards for honors or high honors set by the respective department or program; (2) honors in general scholarship will be awarded to the student who is a University major or whose thesis topic or methodology is outside of the domain appropriate for the award of honors in the student's major department(s) or program(s). The candidate for honors in general scholarship must have a minimum grade point average of 90.00, fulfill general education expectations, and submit a senior thesis that meets the standard for honors or high honors set by the Committee on Honors. Honors recognizes a BA attained with distinction, either in the major or in general scholarship. Honors recognizes the successful completion of a mentored, independent, honors capstone project that has been evaluated by qualified examiners and that meets the standards for excellence in the major or those of the Honors Committee when completed in general scholarship. A student may receive no more than 2.0 credits for any one thesis.

In the fall semester of the senior year, all candidates for departmental honors must either enroll in a senior thesis tutorial or, if they are pursuing an alternate route to honors, must ask their department to forward their names to the Honors Committee as candidates. For honors in general scholarship, beginning with the Class of 2013, each candidate must normally submit in the spring semester of his or her junior year (1) a brief proposal describing the honors work; (2) a short statement telling how general education expectations have been or will be fulfilled; and (3) letters of support from the thesis tutor and the department chair of the student's major (or, in the case of a University major, from the supervising dean). The completed thesis is due in mid-April.

University honors is the highest award Wesleyan bestows. To be eligible, a student must fulfill general education expectations, earn high honors (either departmental or in general scholarship), be recommended for University honors, and qualify in an oral examination administered by the Committee on Honors. See Wesleyan's Online Thesis Guide or contact the Office of the Registrar for more information.

### Phi Beta Kappa

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

Fall election is based on grades through the end of a student's junior year and fulfillment of the general education expectations (Stages 1 and 2). Normally between 10 and 15 students are elected in the fall; transfer students are not eligible for consideration in the fall.

Spring election is based on grades through the end of a student's first semester of the senior year and fulfillment of the general education expectations (Stages 1 and 2). Transfer students are eligible for consideration in the spring. It is preferred that students complete their general education expectations in their first semester senior year. However, a rationale for second-semester completion is not required, provided that the secretary of the Gamma Chapter continuously monitors those students to guarantee completion of Stage 2 of the general education expectations.

In addition to fulfilling the general education expectations, students are expected to have a grade point average of 90 or above to be considered for election in the spring. The minimum grade point average for the fall election is 93. Students are nominated by their major departments.

### Academic Review and Promotion

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

REQUIREMENTS FOR ACADEMIC GOOD STANDING			REQUIREMENTS FOR PROMOTION
SEMESTER COMPLETED	EXPECTED CREDITS EARNED	MINIMUM CREDITS EARNED	
First	4	2	To be promoted to sophomore standing, a student must have satisfactorily completed at least six credits.
Second	8	6	
Third	12	10	To be promoted to junior standing, a student must have satisfactorily completed at least 14 credits and been accepted into a department/program major.
Fourth	16	14	
Fifth	20	18	To be promoted to senior standing, a student must have satisfactorily completed at least 22 credits and made acceptable progress toward the completion of the major.
Sixth	24	22	
Seventh	28	26	

## Academic Disciplines

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

**Warnings.** The mildest form of academic discipline, applied to students whose academic work in one course is passing but unsatisfactory (below C-).

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

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

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

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

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

### For all students:

- Failure to earn the required number of credits for promotion

### If a student is in good standing:

- Failure in two or more courses, or
- Failure in one course and passing but unsatisfactory work in two others

### If a student is on probation:

- Failure in one course and passing but unsatisfactory work in one other, or
- Passing but unsatisfactory work in three or more courses

### If a student is on strict probation:

- Failure in one or more courses
- Passing but unsatisfactory work in two or more courses

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

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

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

## Advanced Placement Credit, International Baccalaureate Credit, and Other Prematriculation Credit

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

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

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

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

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

Students may use up to two prematriculation credits awarded for the purpose of class promotion. However, students are not permitted to use this credit to reduce the course load, to clear up failures or unsatisfactory work, or to count toward fulfillment of the general education expectations.

## Acceleration

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

## Nondegree Undergraduate Students

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

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

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

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

**Center for Prison Education.** Wesleyan offers the Center for Prison Education, awarding undergraduate credit to incarcerated students who are admitted to and complete courses in the center. All students in the center are subject to Wesleyan academic and nonacademic policies as well as center policies. Center courses are offered on-site at the correctional institution.

**Community Scholars.** Admissions will be handled by Continuing Studies; admissions of international students will be reviewed by the director of the Office of International Studies. Individuals accepted for this category may enroll in up to four courses per semester with the instructors' approval as long as their enrollment does not displace a degree-seeking student. The tuition is a per-credit charge, based on Wesleyan's full-time tuition. Housing and financial aid are not available.

**Residential Scholars.** Admission will be handled by Continuing Studies; admission of international students will be reviewed by the director of the Office of International Studies. Individuals accepted for this category must enroll full-time, pay full tuition, and live in University housing. Financial aid is not available.

**High School Scholars.** Wesleyan permits outstanding juniors and seniors from selected area high schools to take one course per semester at Wesleyan. Application is made through the guidance counselor at each high school. The completed application should be submitted to the Office of Admission. Permission is granted by the course instructor.

## Transfer Students

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

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

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

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

## International Study

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

- Wesleyan-administered programs
- Wesleyan-approved programs

The only way in which courses taken abroad during the academic year can be credited toward a Wesleyan undergraduate degree is by prior approval from the Office of International Studies.

### Wesleyan-Administered Programs

Wesleyan-administered programs, alone or in a consortium, are

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

Study on these programs does not count toward the residency requirement. Courses taken on these programs may fulfill general education expectations if course equivalency is determined before departure or, when course listings are not available beforehand, at the point of course registration in the program.

### Wesleyan-Approved Programs Abroad

The Committee on International Studies has approved programs for Wesleyan credit in a wide range of countries in Africa, Asia, Europe, the Middle East, Oceania, and the Americas. The list is reviewed and updated annually. Students may obtain a copy of the list from the Office of International Studies, 105 Fisk Hall, or online at [wesleyan.edu/ois/studyabroad/thelist](http://wesleyan.edu/ois/studyabroad/thelist).

### Programs Abroad Approved by Petition

In exceptional cases, the Committee on International Studies may grant ad hoc approval for a program not included on the official list of Wesleyan-approved programs. Students must submit a petition, accompanied by a letter of support from a member of the Wesleyan faculty. Students should understand that the burden of justifying their choice (i.e., providing an academic justification for their participation in the program) is theirs. Approval for such programs is granted on a one-time basis and exclusively for the applicant. Regulations governing Wesleyan-approved programs (credits, fees, financial aid) apply to any program approved via petition.

### International Study Regulations and Guidelines

Copies of the guidelines and financial procedures are available in the Office of International Studies or online at wesleyan.edu/ois.

Credit toward graduation is granted automatically for preapproved course work completed on a Wesleyan-administered or Wesleyan-approved program, in departments or programs that are also at Wesleyan. Four credits are allowed for each of two semesters. Permission for a fifth credit for any given semester may be granted by the program director in the case of Wesleyan programs and by the director of international studies for Wesleyan-approved programs. Grades earned will be reported on the Wesleyan transcript and will be counted in GPA calculations. This is the only way in which credit is given for courses taken abroad, except for courses taken during the summer, which are processed as transfer credit.

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

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

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

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

**Wesleyan programs.** Program fees are set by the programs' administering committees in consultation with the Office of Academic Affairs. The committees also establish the criteria for admission and process all applications, with assistance from the Office of International Studies. For information and application forms, students should contact the Office of International Studies.

**Wesleyan-approved programs.** Besides applying directly to the sponsoring institution, students must fill out and submit to the director of International Studies a Wesleyan application form for permission to study abroad. The form is available at the Office of International Studies or online, and all applications are subject to approval by the Committee on International Studies.

## Internal Special Study Programs

### Summer Study at Wesleyan

Students may earn summer credit at Wesleyan through Wesleyan Summer Session, Graduate Liberal Studies (GLS), Wesleyan independent study, and Wesleyan education in the field. These credits must be preapproved, and students may earn a maximum of two credits (2.5 credits with a course that offers a lab) each summer to be posted to their Wesleyan University transcripts.

### Wesleyan Summer Session

In June, the University offers the Wesleyan Summer Session. Credit earned through the Summer Session is eligible to count toward the graduation requirement. Participation in the Summer Session does not count toward the residency requirement. The Summer Session does not constitute an academic semester at Wesleyan. All students in the Summer Session are subject to Wesleyan academic and nonacademic policy and are also subject to Summer Session policies. A Wesleyan undergraduate who earns credit for two Summer Session courses may not count toward the graduation requirement any other academic credit taken during the same summer. Courses taken during the Summer Session are subject to the same academic regulations as courses taken during the regular academic year. Students should consult with their class dean about how Summer Session performance may affect their academic standing or check the Office of the Deans' web site for clarification. Students are not eligible to do independent study or education in the field and take a Summer Session course simultaneously.

### Graduate Liberal Studies (GLS)

Wesleyan undergraduates, normally rising juniors and seniors, may take courses in the Graduate Liberal Studies program subject to approval by the instructor of the course, their class dean, faculty advisor or major department chair, and the GLS director. Attendance does not, however, constitute residency for the purpose of satisfying the graduation requirement of six semesters of full-time residency. Wesleyan undergraduates attending GLS are subject to its academic rules and regulations. All grades and course work attempted by Wesleyan undergraduates in GLS courses will be recorded on the students' undergraduate record and transcript.

For further information, contact Graduate Liberal Studies, 74 Wyllys Avenue.

### Independent Study

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

### Education in the Field

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

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

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

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

**Fees for independent study and education in the field and credit from unaccredited institutions:** Students should consult the Finance web site or contact the Student Accounts Office, 237 High Street, for information about fees for pursuing an independent study, enrolling only in an education in the field, or taking a course at an unaccredited institution.

### Teaching Apprentice Program

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

The Teaching Apprentice Program has two main objectives:

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

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

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

### Tutorials

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

Tutorial applications should include a concise description of the work to be done, including the number of hours to be devoted to the tutorial, the number of meetings with the tutor, a reading list, and a description of the work on which the student's performance will be evaluated. Application forms are available at the Office of the Registrar.

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

Group tutorials, numbered **411–412**, are proposed and taught by a faculty member. Applications are available at the Office of the Registrar and must be approved by the department and the academic dean. For information about tutorials during the summer term, please contact the Summer Session office.

### Student Forums

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

## External Special Study Programs

### Summer Study at Other Accredited National and International Institutions

A student may obtain credit toward the Wesleyan degree for courses taken in the summer session of another accredited institution if (1) the courses have been approved in advance by the relevant Wesleyan department, and (2) the grades in the courses are B- or better. Departments may impose other conditions for the transfer of credit, such as a higher minimum grade, review of course work, passing a departmentally-administered exam, etc. Grades earned at another institution will not be reflected in the Wesleyan academic record; only credits may be transferred. Forms for permission to transfer credit are available at the Office of the Deans or on the Office of the Deans' web site.

### Transfer of Credit from Other Domestic Institutions

A student may obtain credit toward the Wesleyan degree for courses taken during the academic year (other than summer session) at another accredited U.S. institution if (1) the courses have been approved in advance by the relevant Wesleyan department, and (2) the grades in the courses are C- or better. Departments may impose other conditions for the transfer of credit, such as a higher minimum grade, review of course work, passing a departmentally-administered exam, etc. Grades earned at another institution will not be reflected in the Wesleyan academic record; only credits may be transferred. The final amount of credit transferred to the Wesleyan transcript will be determined in accordance with Wesleyan's policy on transfer credit and the evaluation of the appropriate department. (As a guideline, it should be noted that one Wesleyan unit is equivalent to four semester hours or six quarter hours.) Study-abroad credits earned by students who currently are withdrawn or who are required to resign will not be accepted. Forms for permission to transfer credit are available at the Office of the Deans or on the Office of the Deans' web site.

A student who wishes to receive Wesleyan credit for work done at an unaccredited institution must secure the sponsorship of a Wesleyan faculty member, the approval of the chair of the corresponding Wesleyan department, and the approval of the class dean prior to undertaking the work. To apply for credit, a student should write a statement that describes the work to be done and indicates the amount of academic credit sought. The statement should be endorsed by the faculty sponsor and the department chair and submitted to the class dean. The faculty sponsor will be responsible for evaluating the completed work and reporting the amount of credit earned to the class dean. See Fees, above.

## Twelve-College Exchange Program

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

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

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

## Other Nonresident Programs

A small number of programs considered by the faculty to be of importance in supplementing the Wesleyan curriculum for students with certain academic interests are treated as approved nonresident study programs. Participants continue to be Wesleyan students, pay regular tuition to the University, and are not placed on leave of absence. Information about these programs can be obtained from the Office of International Studies or from the faculty member or office listed below. Students planning to participate in these programs should check with their faculty advisor and class dean concerning their progress toward completion of the major and graduation. Except for students who matriculated before the fall of 2000, such study does not count toward the six-semester residency requirement.

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

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

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

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

**Combined 3–2 Programs in Science and Engineering.** Wesleyan maintains a 3–2 program with Columbia and the California Institute of Technology for students wishing to combine the study of engineering with a broad background in liberal arts. A student participating in this program spends three years at Wesleyan followed by two at the engineering school. After completing all degree requirements from both schools, he or she receives two degrees, a bachelor of arts from Wesleyan and a bachelor of science from Caltech or Columbia. During the three years at Wesleyan, a prospective 3–2 student enters a normal major program and completes the minimal requirements for the major and, in addition, fulfills the science and mathematics requirements for the first two years of the engineering school he or she plans to enter. During the final two years at the engineering school, the student follows the regular third- and fourth-year program in whatever field of engineering is selected and may need to take other specific courses to satisfy degree requirements there.

**AFROTC.** Qualified Wesleyan students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program hosted by Yale University's AFROTC detachment. Students who wish to transfer credits for courses they successfully complete through these programs may do so if (1) the courses have been approved in advance by the relevant Wesleyan department, and (2) the grades in the courses are C- or better. Students who wish to request the transfer of credit to their Wesleyan degree must do so through the same process and under the same guidelines as transfer credit from any other accredited institution. For details on how to transfer credit, please refer to Transfer of Credit from Other Domestic Institutions. For general information or assistance with any aspects of Wesleyan AFROTC participation, please contact Dean Noel Garrett, coordinator of veteran and AFROTC affairs at (860) 685-2774 or [ngarrett@wesleyan.edu](mailto:ngarrett@wesleyan.edu). For further information about Yale's AFROTC program, please contact:

**Yale AFROTC Detachment 009**

(203) 432-9431

[airforce@yale.edu](mailto:airforce@yale.edu)

## Advanced Degrees

### The BA/MA Program in the Sciences—A five-year plan

Wesleyan's five-year BA/MA is a formal curricular option for students interested in an intensive research experience that a fifth year of study can provide. The program has a strong research orientation and includes course work, seminars, and, in some cases, teaching. Completion of both BA and MA requirements in five years requires careful planning of courses and research for the last two years of the program. Students in this program are expected to submit an MA thesis describing the research that they have carried out in partial fulfillment of the degree requirements. Tuition remission for the fifth year of study is provided. Students enrolled in this program receive the BA degree after four years and the MA degree at the end of the fifth year. Further information on the BA/MA program is available at [wesleyan.edu/grad/AcademicResource/bama.html](http://wesleyan.edu/grad/AcademicResource/bama.html).

### MA and PhD Programs in Physical Sciences, Mathematics, and Music

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

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

### **The MALS and MPhil in Graduate Liberal Studies**

Graduate Liberal Studies offers courses in the arts, humanities, mathematics, sciences, and social sciences leading to the master of arts in liberal studies (MALS) or the master of philosophy in liberal arts (MPhil). Fall- and spring-term courses meet evenings, once weekly, for two and a half to three hours. Weekend and one-week immersion classes also may be offered. The summer term offers an intensive schedule. Students generally study part-time and are expected to complete all graduation requirements within six years.

For more information, visit [wesleyan.edu/masters](http://wesleyan.edu/masters), send e-mail to [masters@wesleyan.edu](mailto:masters@wesleyan.edu), or visit the office at 74 Wyllys Avenue.

## **General Regulations**

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

### **Unit of Credit**

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

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

### **Enrollment**

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

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

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

### **Selection of Courses**

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

### **Changes in and Withdrawal from Courses**

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

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

An instructor may require a student to withdraw from a course if the student fails to meet the announced conditions of enrollment. The student will be required to submit a completed withdrawal slip to the Office of the Registrar to make the withdrawal from the course official.

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

### **Auditing**

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

### **Class Attendance**

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

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

### **Unsatisfactory Progress Reports**

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

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



## Submission or Change of Grades

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

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

## Incompletes/Completion of Work in Courses

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

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

Any incomplete grades remaining by midterm of the subsequent semester (March 15 for fall semesters and October 15 for spring semesters) will automatically be converted to the provisional grade by the Office of the Registrar.

A student may receive up to two incompletes per semester by this method. To receive incompletes in more than two courses, the student must petition his or her class dean. The petition can be granted only on grounds of illness, family crisis, or other extraordinary circumstances. The dean may, on petition, grant a student incompletes for these reasons, whether or not the student has contracted for any incompletes with the instructors.

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

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

## Repeating Courses

Except for designated courses (see WesMaps), a course for which a student received a passing grade may not be repeated for credit. If a student repeats a course in which a failing grade was received, the failing grade will remain on the transcript and will be calculated in the grade-point average even after the course is repeated. If a course may be repeated for credit, it may be taken twice at most for a letter grade (A-F) and it may be taken four times at most for graduation credit.

## Regulations Governing the Scheduling of Classes

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

- Meeting patterns: Classes that meet three times weekly may meet only on Monday, Wednesday, and Friday. Classes that meet twice weekly may meet within regulated times on Tuesday and Thursday or Monday and Wednesday afternoons, or on any two mornings combining Monday, Wednesday, or Friday (MW, MF, or WF) from 8:30 a.m. to 9:50 a.m. Courses that meet once weekly may meet in the afternoon or evening on any day. Classes and laboratory sessions should be scheduled between 8 a.m. and 4 p.m. and in the evenings after 7 p.m.
- Morning classes: On Monday, Wednesday, and Friday, classes are scheduled for three periods of 50 minutes each beginning at 8 a.m. On Tuesday and Thursday, classes are scheduled for two 80-minute periods beginning at 9 a.m. and 10:30 a.m.; any combination of two on Monday, Wednesday, or Friday (MW, MF, or WF) may be scheduled at 8:30 a.m. or 11 a.m. Eight a.m. classes and noon classes (Monday, Wednesday, and Friday only) are 50 minutes each.
- Afternoon classes: On Monday, Wednesday, and Friday, classes are scheduled for three periods of 50 minutes each. Monday and Wednesday or Tuesday and Thursday classes are scheduled for two periods of 80 minutes each. All afternoon classes should begin at 1:10 p.m. or 2:40 p.m.

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

## Reading Week

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

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

## Scheduled final examinations

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

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

If a student is absent from the final examination with the permission of the instructor, a grade of absent will be assigned. A grade of absent will be accompanied by a provisional grade that will become the final grade if the final examination is not made up by the end of the first full week of classes of the subsequent semester. Grades are due in the Office of the Registrar no later than the date published in the academic calendar. If a student has three or more final examinations on one day or four in two days, the student may request a rescheduled examination from one instructor.

## Student grievance procedure

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

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

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

## Make-up examinations for suspended students

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

## Leave, Withdrawal, Readmission, and Refund Policy

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

**Leave of absence.** An undergraduate may take an approved leave of absence for a specified period, normally not to exceed two semesters. Students who interrupt their enrollment at Wesleyan by taking a nonacademic leave for more than four consecutive semesters must apply for readmission. Leave-of-absence application forms are available in the Office of the Deans, the Office of the Registrar, or on the department web sites.

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

Notice of intention to return to Wesleyan from academic and nonacademic leaves should be filed with the registrar by the end of the last semester for which the leave was taken. Students wishing to return for a spring semester must submit their notice of intention by December 1, and students wishing to return for a fall semester must submit their notice of intention by April 1. Students who do not return or renew their leave at the end of their leave will be considered to have withdrawn voluntarily. Application for readmission will be considered.

- *Academic leave:* A student on academic leave must earn a minimum of three course credits per semester (full-time status) at another institution. Academic leave is limited to one year but may be renewed for an additional year upon request to the class dean and the faculty advisor. Students may not go on an academic leave to study abroad. Please see Transfer of Credit from Other Institutions for transfer credit criteria. Credits earned while on leave must be processed two weeks prior to the semester in which a student returns for purposes of class-year classification.
- *Nonacademic leave:* Wesleyan permits students to interrupt their college careers for a semester or year of nonacademic experience. Students may receive assistance from the Office of the Deans and from the Career Center in exploring opportunities for the period of the leave. Nonacademic leave is limited to one year but may be extended upon request to the faculty advisor and class dean. Students will be reclassified to the appropriate class year at the end of the semester in which they file their leave. Students who have obtained prior approval may earn academic credit while on leave and will be reclassified, if appropriate, once these credits are posted to their transcript.
- *Medical leave:* A medical leave is authorized by the vice president for student affairs on the basis of a recommendation from the medical director of University Health Services or the director of Counseling and Psychological Services (CAPS). Students on a medical leave must leave campus and focus on the evaluation of, treatment for, and recovery from the illness or condition which necessitates the leave. The appropriate class dean will communicate the terms of the leave as well as the conditions and procedures for returning to Wesleyan. When a medical leave is authorized, students are withdrawn from the courses in which they are enrolled. In exceptional cases, some incomplete grades may be granted, depending on course content and the date of the leave. (Note that any semester in which a grade is given is counted as a Wesleyan semester for purposes of graduation.)

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

### Voluntary

- *Withdrawn:* A student has voluntarily left Wesleyan.

### Involuntary for Academic Reasons

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

### Involuntary for Nonacademic Reasons

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

**Readmission.** Students who have withdrawn or have been required to resign may apply to the Office of the Deans for readmission. The readmission application requires a \$50 fee and other accompanying materials specified at the time of departure. Students wishing to enter the University for the fall semester must notify the Office of the Deans of their intent by May 1 and submit readmission materials by June 1; for the spring semester, notification must be made by November 1 with materials submitted by December 1. Candidates are strongly urged to meet all requirements well in advance of deadlines, since housing assignments and financial aid awards cannot be made until readmission is granted. Credits earned while away are subject to the conditions described in the section on Transfer of Credit from Other Institutions.

**Refunds.** The following guidelines govern refunds to students who terminate enrollment before the end of the semester:

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

## Key to Symbols and Abbreviations

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

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

## Symbols Used in Course Descriptions

### General Education Areas

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

### Grading Modes

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

### Table of Departments, Programs, and Course Subject Codes

- AFAM** African American Studies
- AMST** American Studies
- ANTH** Anthropology
- ARCP** Archaeology

#### ART AND ART HISTORY

- ARHA** Art History
- ARST** Art Studio

#### ASIAN LANGUAGES AND LITERATURES

- ALIT** Asian Literatures in English
- CHIN** Chinese
- JAPN** Japanese
- ASTR** Astronomy
- BIOL** Biology
- CHUM** Center for the Humanities
- CHEM** Chemistry

#### CLASSICAL STUDIES

- ARAB** Arabic
- CCIV** Classical Civilization
- GRK** Greek
- LAT** Latin
- COL** College of Letters
- CSPL** Center for the Study of Public Life
- CSS** College of Social Studies
- DANC** Dance
- E&ES** Earth and Environmental Sciences
- EAST** East Asian Studies
- ECON** Economics
- ENGL** English
- ENVS** Environmental Studies Program
- FGSS** Feminist, Gender, and Sexuality Studies
- FILM** Film Studies

#### GERMAN STUDIES

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

#### MATHEMATICS

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

#### RELIGION

- HEBR** Hebrew
- HEST** Hebrew Studies
- RELI** Religion

#### ROMANCE LANGUAGES AND LITERATURES

- FIST** Romance Literatures in Translation
- FREN** French
- FRST** French Studies
- IBST** Iberian Studies
- ITAL** Italian Studies
- RLIT** Romance Literature
- SPAN** Spanish
- RULE** Russian Literature in English
- RUSS** Russian Language and Literature
- REES** Russian and East European Studies
- SISP** Science in Society
- SOC** Sociology
- THEA** Theater
- WRCT** Writing Center

# African American Studies Program

**PROFESSORS:** Ashraf Rushdy, *English, Chair*

**ASSOCIATE PROFESSORS:** Elizabeth McAlister, *Religion*; Gina Ulysse, *Anthropology*

**ASSISTANT PROFESSOR:** Leah Wright, *History*

**DEPARTMENTAL ADVISING  
EXPERT 2012–2013:** Ashraf Rushdy

The African American studies major offers an interdisciplinary approach to studying the experiences of people of African descent in the black Atlantic world, especially in the United States and the Caribbean. The major allows undergraduates to apply the methodologies and insights of many disciplines to understanding the cultural, historical, political, and social development of people of African descent. Our courses explore the social structures and cultural traditions that Africans in the diaspora have created. They also provide students with the necessary tools for understanding Western conceptualizations of race and the relationship between issues of race and identity. African American studies offers all Wesleyan students, and especially its majors, a solid grounding in theories of race and a deep understanding of the Americas. Students who complete the requirements for the major will receive a degree in African American studies, with concentration in a specific discipline or topical study.

**Major requirements.** Students must earn a grade of B- or better in one of the three **AFAM** core courses (**AFAM202**, **203**, or **204**) to be admitted to the major. African American studies majors must complete 11 semester courses. At least seven of these courses must be cross-listed with African American studies (the three required core courses, the required junior colloquium, and the three elective courses). All courses must be letter-graded and must be completed at Wesleyan. One research tutorial can be counted toward the 11 required courses, as can two courses taken away from Wesleyan (toward the concentration). The major program must include the following:

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

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

**AFAM elective courses (3 courses).** Majors must complete one elective course in each of the following three areas:

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

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

**Junior Colloquium.** Theory and Methods in African American Studies (**AFAM301**) is required of all majors, and should be taken in the first semester of the junior year.

**Field of concentration (4 courses).** Each major must take four courses for his or her concentration. Concentrations may be conceived either disciplinarily, with the four courses coming from a single department, or thematically, with courses selected from different disciplines but designed around a specific topic. Concentration courses do not necessarily have to be cross-listed with **AFAM**. One 100-level course can count in the concentration. None of the four courses taken in the field of concentration can count toward the **AFAM** core courses or the **AFAM** elective courses. Students should design their concentrations in consultation with their advisor.

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

## AFAM119 What Is History?

All human societies have a shared understanding of their past, a narrative that provides their origin as a people. However, not all of them would have referred to such understandings as history. In this course, we shall examine the phenomenon that since the writings of the Greeks, Western societies have come to identify as history. We shall engage some of significant interventions, from Antiquity to the 19th-century U.S., in the ongoing discussion of “what is history,” examining the theoretical and methodological complexities that necessarily involve the practice of recounting the past.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: HIST144 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: EUDELL, DEMETRIUS L. SECT: 01

## AFAM151 The Long Civil Rights Movement in 20th-Century America

This course traces the major sites of protest, opposition, and resistance in African American history since 1896. By examining the development of the American Civil Rights Movement, this course complicates traditional understandings of black liberation struggles in America. Who were these civil rights activists? How did they unify? What were their priorities? How did they imagine black freedom? How did these events play out in public life? The readings and assignments facilitate a critical analytical approach to the 20th-century struggle for civil rights and racial equality in America.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: HIST140 PREREQ: NONE

## AFAM152 Staging America: Modern American Drama

IDENTICAL WITH: ENGL175

## AFAM177 August Wilson

IDENTICAL WITH: THEA175

## AFAM201 Post-Quake Haiti: Myths and Realities

IDENTICAL WITH: ANTH210

## AFAM202 Introduction to African American Literature

This course is a survey of the history and traditions of African American literature from its earliest folk origins to its most modern manifestations. We will examine, in particular, the poetry, essays, and fiction produced by people of African descent from the 18th to the 21st centuries. In our exploration

of this body of writing, we will focus on the ways African Americans used literature to respond to historical and political conditions, to help shape social movements in the 19th and 20th centuries, and to address key questions concerning what literature can do to reflect, represent, and challenge American cultural, social, and political conditions.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ENGL240 OR AMST275] PREREQ: NONE  
FALL 2012 INSTRUCTOR: RUSHDY, ASHRAF H.A. SECT: 01

## AFAM203 African American History, 1444–1877

This course will examine the history of blacks in the New World from the 15th to the late 19th centuries. Beginning with the expansion of Europeans into the, from their perspective, newly discovered lands in Africa and the Americas, this class explores the Middle Passage, the history of slavery and emancipation in a hemispheric context, as well as the ideology of race during the 18th and 19th centuries in the wake of transformative intellectual movements in the U.S. and Europe. The course adopts a diasporic conceptual framework to elucidate the world-systemic dimensions of the history of blacks in the Americas. Moreover, it aims to show that rather than constituting a “minority,” blacks represent one of the founding civilizations (along with Western Europeans and the Indigenous populations) to the “new worlds” that would be instituted in the wake of the Encounter of 1492.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: HIST241 PREREQ: NONE  
FALL 2012 INSTRUCTOR: EUDELL, DEMETRIUS L. SECT: 01

## AFAM204 Introduction to Modern African American History

This course explores some of the defining social, political, and cultural moments that reflect the experience of African Americans within the United States, Reconstruction to present day. Over the course of the semester, we will focus on several broad themes, including identity, citizenship, agency, and impact. As scholars, we will examine major moments in African American history, including segregation under Jim Crow, the Great Migration, the modern Civil Rights Movement, and the development of hip-hop culture. How did African Americans define their relationship with the nation? How did their

notions of race, citizenship, and freedom intersect with broad ideas about class, gender, and culture? How did African Americans challenge the legacies of slavery over the course of the 20th century? Our semester-long historical investigation will highlight and trace a multitude of events and concepts, all of which will help us to reveal the diversity, breadth, and significance of the black experience in modern America.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [HIST242 OR AMST238] PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: WOODARD, LAURIE AVANT SECT: 01

**AFAM207 Race and Globalization**  
 IDENTICAL WITH: ANTH205

**AFAM208 Gender and Labor: Ideology and "Women's Work"**

This course is an exploration of the links between gender and labor. Grounded primarily in ethnography and political economy, we will look at some of the changes and continuities in what is understood as women's work. While this exploration of gender ideology and labor practices will necessarily take us through a number of contexts, this course will primarily be grounded in the experiences of workers in Latin America and the Caribbean.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS206 PREREQ: NONE

**AFAM209 Economics of Race and Ethnicity in U.S. Labor Markets**  
 IDENTICAL WITH: ECON209

**AFAM210 Portuguese Expansion to Africa and the Atlantic World, 1440-1640**

This course on European overseas expansion in the early modern era, the 15th to the 17th centuries, studies the Portuguese sea-borne empire, with a focus on Africa. The course examines the origins of culture contact between Europe and Africa and the creation of mixed cultures, two defining characteristics of the modern world. We will approach the subject matter in an interdisciplinary manner, drawing on the methodologies of history and art history.

We will study primarily secondary historical sources as well as travel narratives from the 15th to the 17th centuries. Paintings and sculpture also offer insight into European attitudes toward people of different cultures and physical appearance. We will consider both sculpture made by West African artists and paintings by European artists. Together, written documents and artistic depictions of Africans and of Europeans afford us an understanding of an era that was critical to the formation of intercultural contact and the establishment of European images of Africans.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [HIST299 OR ARHA268] PREREQ: NONE

**AFAM214 20th-Century Black Conservatism**  
 IDENTICAL WITH: HIST193

**AFAM215 The Long Civil Rights Movement in 20th-Century America**

This course traces the major sites of protest, opposition, and resistance in African American history since 1920. By examining the development of the American Civil Rights Movement, this course complicates traditional understandings of black liberation struggles in America. Who were these civil rights activists? How did they unify? What were their priorities? How did they imagine black freedom? How did these events play out in public life? The readings and assignments facilitate a critical analytical approach to the 20th-century struggle for civil rights and racial equality in America.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AMST296 OR HIST272] PREREQ: NONE

**AFAM216 Introduction to the Culture and Politics of the Caribbean**

The Caribbean is a region that has long been foundational to both global processes and theorizations of "the global." This course will expose students to central themes in Caribbean studies, both historical and contemporary. While units of analysis have been assigned to particular weeks for the purpose of course organization, it will become clear as we progress that the Caribbean offers no such division. For instance, our readings on color and class in the region will be deeply rooted in those on colonialism, and our work on cultural nationalism will necessarily reference our "gender" readings. Michel-Rolph Trouillot has written that the Caribbean proves a challenge to anthropologists because of its lack of a "gatekeeping concept"—a singular unit of analysis that would neatly stand in for the region (e.g., religion). This course takes that claim seriously and aims to introduce students to the dynamism (geographically, culturally, and theoretically) of the Caribbean.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: ANTH216 PREREQ: NONE

**AFAM217 Introduction to U.S. Racial Formations**  
 IDENTICAL WITH: AMST217

**AFAM218 From Blackface to Black Power: The Art of Politics in 20th-Century African American History and Culture**

This course looks at the formation and representation of African American identity within the context of the quest for the full rights of U.S. citizenship during the 20th century. Focusing upon the intersection between the cultural and political realms, we will explore the roots and routes of the African cultural diaspora as the foundation of urban, northern, politically-conscious cultural production. Using a variety of texts including literature, plays, films, and visual arts, we will examine touchstone moments of the African American experience including the Great Migration and World War I; the New Negro

Movement; the Great Depression and the New Deal; postwar America and the Civil Rights and black power movements.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AMST212 OR ENGL219] PREREQ: NONE  
 FALL 2012 INSTRUCTOR: WOODARD, LAURIE AVANT SECT: 01

**AFAM219 Love in the Time of Slavery**

What's love got to do with it? Did Sally Hemings love Thomas Jefferson? Scholars have long debated the nature of slavery's immediate and long-term effects on the love lives of African Americans. Some maintain that American slavery completely undermined and effectively destroyed not only the institutions of marriage and family but the morale and mores of bondsmen and women; others insist that slaves found creative ways to be together, love each other, and build enduring intimate relationships and family networks. Drawing on songs, poetry, fiction, and autobiographical and historical writings from the 18th and 19th centuries, this course examines representations of love, intimacy, and marriage in early African American literature.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [AMST228 OR ENGL228] PREREQ: NONE

**AFAM222 African American Anticolonial Literature**

Over the course of the 20th century, the United States came to wield increasing power over much of the globe, supporting and extending racialized systems of domination at home and abroad. This course will examine African American literary responses to American imperialism, from W. E. B. Du Bois' *Dark Water* (1920) to John A. Williams' *The Man Who Cried I Am* (1967). Our goals are to map out the contours of a defined theme in African American literature and to understand the diverse ways that black writers challenged, and contributed to, the expansion of American power in the world. Our method of inquiry will be interdisciplinary, combining the insights of literary and historical scholarship. Each week we will focus on a primary text, contextualized by accompanying interpretations.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AMST221 OR ENGL221] PREREQ: NONE

**AFAM223 20th-Century Franco-Caribbean Literature and the Search for Identity**  
 IDENTICAL WITH: FREN225

**AFAM228 African American Literary Movements: Harlem Renaissance to Cave Canem**

This course will introduce students to the three most important literary movements of African American culture: the Harlem Renaissance of the 1920s, the Black Arts Movement of the 1960s and 1970s, and the contemporary (1996-) Cave Canem program. It will provide brief overviews of major authors and books of the first two movements, concentrating in depth on the Cave Canem movement, which is still very much alive. Course materials will include books of poetry and audio and video recordings, in addition to interviews in person or via Skype.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ENGL355 OR AMST224] PREREQ: [AFAM202 OR ENGL240 OR AMST275]

**AFAM229 Poets and Playwrights of Negritude**  
 IDENTICAL WITH: FREN383

**AFAM233 Introduction to the Harlem Renaissance**  
 IDENTICAL WITH: ENGL267

**AFAM240 Postwar African American Fiction**

This course will chart the evolution of modern African American fiction. We will consider the ways in which the African American literary tradition is not just progressive but continuous; we will investigate its recent developments, its ongoing concerns, and its engagement with contemporary cultural issues. The first section of the course will focus on the genre of historical fiction (including the convention of the neoslave narrative); the second section of the course will introduce the African American *bildungsroman*; and the final section will consider modern narratives of community and community-building.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ENGL239 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: MAHURIN, SARAH JOANNA SECT: 01

**AFAM241 Ebony Singers: Gospel Music**  
 IDENTICAL WITH: MUSC448

**AFAM242 African Diaspora Feminisms (FGSS Gateway)**  
 IDENTICAL WITH: FGSS242

**AFAM243 Caribbean Literature**  
 IDENTICAL WITH: ENGL243

**AFAM248 Imagining the American South**  
 IDENTICAL WITH: ENGL248

**AFAM249 Sacred and Secular African American Musics**  
 IDENTICAL WITH: MUSC269

**AFAM250 Performing "Africa" in Brazil**  
 IDENTICAL WITH: LAST250

**AFAM251 African Presences II: Music in the Americas**  
 IDENTICAL WITH: MUSC266

**AFAM259 African American Women's Drama**  
 IDENTICAL WITH: ENGL261

**AFAM261 Jazz Dance I**  
 IDENTICAL WITH: DANC208

**AFAM262 Jazz: Hip-Hop**  
 IDENTICAL WITH: DANC213

**AFAM267 Image, Music, Text, and the Politics of Representation**

This course explores race, gender, and sexuality in terms of relations of power and the politics of representation in the media and popular culture. We begin by developing a theoretical framework for understanding the evolution of race and gender by examining theories of late-19th-century scientists and the eugenics movement that conspired to legitimize a particular racialized worldview. We explore the ways in which the eugenics movement advanced the “science” of heredity and the notion of a “perfect” human race by filtering out “undesirables” while multiplying its “desirables” in what Darwin called “survival of the fittest.” Connotation and denotation of images in the American media and popular culture are taken up to better understand the politics of race, gender, and sexuality. We use the critical tools of Roland Barthes, Stuart Hall, Angela Davis, Herman Gray, Marlon Ross, Devon Carbado, Kara Keeling, Charles Nero, E. Patrick Johnson, bell hooks, Darnell Hunt, and Trinh Minh-ha to inform our understandings of media production and practice. The last half of the semester will focus on representations of women in the media and popular culture with an emphasis on the role of music videos and the news media in circulating these representations and shaping a worldview of the African diaspora. We interrogate current notions of “blackness” through transnational feminist and queer theories—looking into some of the signifying practices of race, gender, sexuality, and the politics of difference in the media with particular attention to the notion of “desirables” and “undesirables.” The sources for this course are wide-ranging; mainly academic texts, but also documentary films, music videos, news media reports, and personal accounts of corporate television news anchors/reporters.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS268 PREREQ: NONE

**AFAM268 From Assimilation to Self Expression: Afro-American Art 1865–1990**  
IDENTICAL WITH: ARHA267**AFAM279 Special Topics in Analysis and Criticism: Award-Winning Playwrights**  
IDENTICAL WITH: THEA280**AFAM280 Religion and the Social Construction of Race**

IDENTICAL WITH: RELI391

**AFAM282 Mixed in America: Race, Religion, and Memoir**

IDENTICAL WITH: RELI280

**AFAM289 Everyday Forms of Resistance**

IDENTICAL WITH: GOVT257

**AFAM293 Contemporary Art in Africa and Diaspora in War and Peace**

IDENTICAL WITH: ARHA293

**AFAM296 Building Houses, Building Identities: Architecture in the Atlantic World, from Africa to America**

IDENTICAL WITH: ARHA294

**AFAM297 African American Literary Theory**

IDENTICAL WITH: ENGL317

**AFAM299 African History and Art**

IDENTICAL WITH: ARHA299

**AFAM300 Sociology and Race**

IDENTICAL WITH: SOC300

**AFAM301 Junior Colloquium: Theory and Methods in African American Studies**

This course will introduce students to the field of African American studies with some emphasis on the black diaspora. It will provide an interdisciplinary overview of key issues in the field through explorations of theories and methods that seek to both explicate and document black experiences. Particular attention will be paid to the continuous and discontinuous impact of history on current political, socioeconomic, and cultural developments. Topics include, but are not limited to, slavery and resistance, racial inequity, self-definition, black radicalism, gender politics, and cultural productions. Course materials also include film, music, and video in addition to scholarly texts that offer nuanced perspectives on diverse black communities in the United States.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: ULYSSE, GINA ATHENA SECT: 01

**AFAM304 Prisons, Sports, and Ghettoes: The Black Urban Experience of the 20th Century**

An overview of the black urban experience during the 20th century, the course covers change and continuity of work, language, customs, and leisure as both cause and consequence of a socioeconomic situation dominated by residual effects from agriculture replacement, institutional alienation, segregation, and limited mobility.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: HIST270 PREREQ: NONE

**AFAM306 American Media and the Politics of Representation**

This course explores race, gender, and sexuality in terms of relations of power and representations of “blackness” in the media. We begin by developing a theoretical framework for understanding the evolution of race and gender by examining theories of late-19th-century scientists and the eugenics movement that conspired to legitimize a particular racialized worldview—reaching its height in 1923. English scientist Francis Galton, Charles Darwin’s cousin, coined the word “eugenics” to advance the science of heredity and the notion of a “perfect” human race by filtering out “undesirables” while multiplying its

“desirables” in what Darwin called “survival of the fittest.” This course also examines the politics of race, gender, and sexuality by taking a critical look at the social policies that came out of the Moynihan Report (1965) in the construction of the black family—particularly black women—and the Kerner Commission, a 1968 report motivated by urban riots in the United States that sought to analyze the specific triggers for the riots and pointed to the need for diversity in newsrooms across the country. We also use the critical tools of Stuart Hall, Herman Gray, Marlon Ross, Devon Carbado, Kara Keeling, Charles Nero, E. Patrick Johnson, bell hooks, Darnell Hunt, and Trinh Minh-ha to inform our understandings of media production and practice.

The last half of the semester will focus on media representations of women with an emphasis on the role of the news media in circulating these representations and shaping a worldview of the African diaspora. We interrogate current notions of “blackness” through transnational feminist and queer theories, looking into some of the signifying practices of race, gender, sexuality, and the politics of difference in the media with particular attention to the notion of “desirables” and “undesirables.” The sources for this course are wide-ranging; mainly academic texts, but also documentary films, news media reports, and personal accounts of corporate television news anchors/reporters.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS308 PREREQ: NONE

**AFAM307 Performing Black Womanhood: Theorizing African American Women’s Identity in 20th-Century Politics and Culture**

African American women’s identity is a highly contested social, cultural, and political—not to mention deeply personal—site. Throughout the 20th century, black and white men and white women generated the dominant images of black women in literature, theater, film, music, and the media, casting them as mammy, peola, jezebel, welfare queens, quota queens, and nappy-headed hos. Cultural producers, politicians, and spin doctors have dismissed, castigated, objectified, sexualized, and demonized black women. Yet, simultaneously, black women have defined themselves and fought bitterly to claim control of their bodies, representations, and rights as citizens of the United States.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ENGL369 OR AMST312] PREREQ: NONE

**AFAM309 Black Political Thought**

IDENTICAL WITH: HIST309

**AFAM310 Iberian Expansion and the “Discovery” of Africa in Travel Narratives and Art, 1420–1640**

This seminar is broadly centered on Atlantic history from the early 15th to the middle of the 17th centuries. It addresses the origins of culture contact between Europe and Africa and the subsequent creation of mixed cultures. The course will trace European expansion from the earliest Portuguese sea voyages along the African coast, shortly after 1420, to the opening of maritime commerce to West Africa and the origins of the trans-Atlantic slave trade. We will examine evolving attitudes on the part of both Europeans and African peoples toward each other as documented in travel literature and in artistic representations of Africans by European artists and of Europeans by African sculptors. After Portuguese explorations of Africa began around 1420, the expansion of commerce and the settlement of Europeans, mostly Portuguese, on the West African coast led to a period of extensive *métissage* (mixture), both cultural and physical, and of remarkable fluidity in attitudes toward Africans. However, by the early 17th century, the Atlantic slave trade had begun to take on important dimensions, setting the stage for the increasingly racist attitudes that would characterize European relations with Africa during the colonial period.

GRADING: A–F CREDIT: 1 GEN ED: HA  
IDENTICAL WITH: [ARHA300 OR AMST308 OR HIST232] PREREQ: NONE

**AFAM311 Color and the Canon: Rethinking American Literary Criticism**

Taking inspiration from Toni Morrison’s critical monograph *Playing in the Dark: Whiteness and the Literary Imagination*, this seminar examines the “Africanist presence” in American literature and assesses the impact of race and gender theory on American literary criticism. What difference do race and gender make? How have thinking and theorizing about race and difference affected the way we read the canon?

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [AMST311 OR ENGL333] PREREQ: NONE

**AFAM312 African American Autobiography**

This course will examine the genre of African American autobiography, from slave narratives to contemporary memoirs. What makes this genre distinctive, and how do its individual narratives (that is, the narratives of individual African Americans) relate to—or create—a larger literary tradition? How do writers retrospectively confront the knotty issues of family, identity, geography, and memory (or “re-memory,” to borrow a phrase from Toni Morrison)? We will consider a range of first-person narratives and their representations of race, of space, of migration, and of violence, as well as the historical circumstances that inform these representations.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ENGL307 PREREQ: NONE  
FALL 2012 INSTRUCTOR: MAHURIN, SARAH JOANNA SECT: 01

**AFAM318 Love and Marriage in Modern Black Fiction**

Much like its Anglo-American counterpart, the African American novel has developed around the marriage plot, with love as its “subject par excellence.” This seminar examines the ways in which black writers, from Nella Larsen and Jean Toomer to Alice Walker and Andrea Levy, have appropriated and revised both the genre of the novel and the structure of the marriage plot, often exposing how racism and sexism complicate the marriage convention. We will also explore critically the difference between “literary” and “popular” fiction and what it means that a number of these love stories have found their way to television and film.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ENGL352 PREREQ: NONE

**AFAM323 Survey of African American Theater**

IDENTICAL WITH: THEA323

**AFAM324 Black Power and the Modern Narrative of Slavery**

IDENTICAL WITH: ENGL324

**AFAM325 Writing Black Radicalism:****W. E. B. Du Bois, C. L. R. James, and Richard Wright**

In his influential work *Black Marxism* (1983), Cedric Robinson charted a history of the encounters between Marxist thought and the collective struggles of black men and women in the West. Robinson highlighted the work of three intellectuals who most forcefully articulated a theory of black radicalism in the 20th century: W. E. B. Du Bois, C. L. R. James, and Richard Wright.

Each of these thinkers was committed not only to the theorization of black resistance and liberation, but also to the literary expression of their ideas. They experimented with form and genre in novels, memoirs, essays, and histories. This course will explore the importance of the acts and the processes of writing for these thinkers and the significance of writing to the larger project of articulating black radicalism.

Our method of inquiry will be interdisciplinary, combining the insights of literary and historical scholarship. Each week we will focus on primary texts, contextualized by accompanying interpretations.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AMST351 OR ENGL320] PREREQ: NONE

**AFAM328 Word Up! African American Literature, Theory, and Action**

IDENTICAL WITH: ENGL328

**AFAM330 Topics in African American Literature: Charles Chesnutt and Pauline Hopkins**

IDENTICAL WITH: ENGL331

**AFAM333 Modernity and the Work of History**

IDENTICAL WITH: HIST333

**AFAM349 Toward an Archaeology of the U.S. Prison System**

This course examines a central institution in our (that is, Western) culturally-specific approach to dealing with social transgressions: the prison system. Using an archaeological approach that examines intellectual foundations, it attempts to ask how and why prisons developed as the central mode for adjudicating breaches of the social order. Beginning in the 19th century with the discovery of the asylum and the work of Italian criminologist Cesare Lombros, this course seeks to interrogate the historical and cultural origins of what has more recently come to be known as the prison industrial complex.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AMST349 OR HIST357] PREREQ: NONE

**AFAM350 Contextualizing Inequity: An Interdisciplinary Approach**

IDENTICAL WITH: ENV5350

**AFAM357 Toni Morrison**

Winner of the Nobel and Pulitzer prizes, Toni Morrison is an undeniable literary and cultural force. This course will enable students to explore her entire body of work as well as its impact on modern American culture, particularly concerning issues of race, gender, sexuality, memory, and identity.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ENGL357 PREREQ: NONE

**AFAM358 Southern Literature as Migration Studies**

IDENTICAL WITH: ENGL359

**AFAM360 The Black '60s: Civil Rights to Black Power**

This course will explore the development of African American political activism and political theory from 1960 to 1972, with particular focus on student movements in these years. We will familiarize ourselves with the history of political activism and agitation for civil rights and social equality during the '60s by examining the formation of specific organizations, especially the Student Nonviolence Coordinating Committee and the Black Panther Party, and tracing the changes in their political agendas. While our primary focus will be African American social movements in the '60s, we will also situate these movements in terms of the long history of African American political struggles for equality and in terms of other predominantly white student movements in the '60s.

GRADING: A–F CREDIT: 1.25 GEN ED: SBS IDENTICAL WITH: [AMST361 OR FGSS360]

PREREQ: [AFAM203 OR HIST241] AND [AFAM204 OR HIST242 OR AMST238]

**AFAM361 The Psychology of Prejudice and Discrimination**

IDENTICAL WITH: PSYC361

**AFAM375 Workshop in African American Poetry**

This course will engage with the socially-oriented poetics of contemporary African American poets and will apply those poetics to poetry written by students in the workshop.

GRADING: A–F CREDIT: 1 IDENTICAL WITH: ENGL244 PREREQ: NONE

**AFAM385 Music of Coltrane, Mingus, and Coleman**

IDENTICAL WITH: MUSC270

**AFAM386 Theory of Jazz Improvisation**

IDENTICAL WITH: MUSC210

**AFAM387 Anthropology of Black Religions in the Americas**

IDENTICAL WITH: RELI268

**AFAM388 Materials and Principles of Jazz Improvisation I**

IDENTICAL WITH: MUSC459

**AFAM389 Materials and Principles of Jazz Improvisation II**

IDENTICAL WITH: MUSC460

**AFAM390 Jazz Improvisation Performance**

IDENTICAL WITH: MUSC456

**AFAM392 Music of Lennie Tristano, Miles Davis, and Max Roach**

IDENTICAL WITH: MUSC271

**AFAM393 Music of Sun Ra and Karleinz Stockhausen**

IDENTICAL WITH: MUSC293

**AFAM396 Jazz Orchestra I**

IDENTICAL WITH: MUSC457

**AFAM397 Jazz Orchestra II**

IDENTICAL WITH: MUSC458

**AFAM401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**AFAM409/410 Senior Thesis Tutorial**

GRADING: OPT

**AFAM411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**AFAM465/466 Education in the Field, Undergraduate**

GRADING: OPT

**AFAM467/468 Independent Study, Undergraduate**

GRADING: OPT

# American Studies

**PROFESSORS:** Patricia Hill, *Chair*; Elizabeth L. Milroy, *Art and Art History*; Joel Pfister, *English*

**ASSOCIATE PROFESSORS:** Indira Karamcheti, *English*; J. Kehaulani Kauanui, *Anthropology*; Elizabeth McAlister, *Religion*

**ASSISTANT PROFESSORS:** Amy Tang, *English*; Margot Weiss, *Anthropology*

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Patricia Hill; Indira Karamcheti; J. Kehaulani Kauanui; Elizabeth McAlister; Elizabeth Milroy; Joel Pfister; Claire Potter; Amy Tang; Margot Weiss

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

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

**Admission to the major.** Beginning with the class of 2016, prospective majors will be required to earn a B+ or better in two **AMST** or **AMST** cross-listed courses taken at Wesleyan. Ordinarily, one of these should be the required Introduction to American Studies (**AMST175**). This course is offered at least once each year. Majors are required to complete it before the end of their junior year. It is strongly recommended that students take it in their first two years at Wesleyan. In addition, students applying for the major must have an overall grade average of B (85.00) or better at Wesleyan. Students who are enrolled in an **AMST** or **AMST** cross-listed courses at the time of application must ask the professor to certify that the student is earning a B+ or better to be admitted provisionally to the major. Status will be reviewed at the end of the semester. If, at that time, the student has not met the requirement, the student will be required to drop the major.

To major in American studies, students should submit a major declaration request through their electronic portfolio. Each student should present the following to the administrative assistant at the Center for the Americas: (1) the completed major application and (2) a printout of their academic history.

Transfer students are exempted from the requirement that **AMST** or **AMST** cross-listed courses required for admission to the major be taken at Wesleyan. Transfer students must meet with the department chair to discuss what courses taken elsewhere can be offered as substitutes for Wesleyan courses.

Students who do not meet the criteria for admission may petition for a special review of their applications. They must submit a letter of interest, written work completed in **AMST** courses, and any additional materials requested by the department chair. **AMST** faculty members review the petitions; all decisions are final.

**Major requirements.** Majors in American studies must take 10 courses to complete the major, or 11 if they are honors candidates. The department recommends that first-year students and sophomores considering the major enroll in one of the following survey courses. Each of these courses offers an introduction and overview of important issues and questions in American studies and would be a solid foundation for advanced work in the major. Recommended courses include Early North America to 1763 (**HIST237**), The Long-19th Century in the United States (**HIST239**), The 20th-Century United States (**HIST240**), American Literature from the Colonial Period to the Civil War (**ENGL203**), American Literature, 1865–1945 (**ENGL204**), Rebellion and Representation: Art in North America to 1867 (**ARHA270**), and Making and Marketing American Art, 1900–1976 (**ARHA271**).

**Junior core courses constitute the foundational base for the major.** Colonialism and Its Consequences in the Americas (**AMST200**) and one junior colloquium are required of every major. The colonialism course situates American studies in a hemispheric frame of reference and introduces a variety of theoretical and methodological approaches to an intercultural analysis of the Americas. Junior colloquia explore in-depth a range of theoretical perspectives utilized in American studies, consider the history and changing shape of the multifaceted American studies enterprise, and engage students in research and analysis. Students may take more than one junior colloquium.

**Concentration and electives.** In addition to junior core courses and the senior requirement, the major includes seven upper-level electives that focus on the cultures of the Americas. The heart of each major's course of study consists of a cluster of four courses among those electives that forms an area of concentration. (These should be numbered **AMST211** and above. NOTE: A second colloquium may also be applied.)

A concentration within American studies is an intellectually coherent plan of study, developed in consultation with an advisor, that explores in detail a specific aspect of the culture(s) and society of the United States. It may be built around a discipline (like history, literary criticism, government, sociology), a field (such as cultural studies, ethnic studies, queer studies), or a "problematic" (such as ecology and culture, politics and culture). As models and inspiration for prospective concentrators, we have developed descriptions of seven standing concentrations—queer studies, race and ethnicity, cultural studies, material culture, visual culture, historical studies, and literary studies—that we encourage majors to select or adapt. Some majors choose a disciplinary concentration; others devise their own concentrations. Among the latter in recent years have been concentrations in urban studies, gender studies, education, and environmental studies. In addition, to ensure chronological breadth, majors must take at least one course (among electives or as a course taken to fulfill the senior requirement) that focuses on American culture(s) in the period before 1900. To encourage interdisciplinary range, students are asked to take at least one course in each of the following areas: literature, history, social sciences, and the arts.

**Comparative Americas courses.** Students are also asked to consolidate the comparative Americas focus by taking two courses that build on the foundation supplied in **AMST200**. Courses may be counted both toward a concentration and the comparative Americas component of the major. A senior seminar, essay, or thesis that utilizes a hemispheric perspective may count as a comparative Americas course.

**Senior requirement.** Senior majors must choose a senior seminar, ordinarily but not necessarily one that facilitates advanced work in their area of concentration. A senior honors thesis (**AMST409** and **410**) or a senior essay tutorial (**AMST403** or **404**) may be substituted for the seminar requirement. The American Studies Department encourages proposals for senior honors theses, including research projects, critical essays, works of fiction, and other artistic productions.

## **AMST117 Education in Society: Universities as Agents of Change, Ivory Towers, or Knowledge Factories**

IDENTICAL WITH: HIST116

## **AMST118 Social Norms and Social Power**

This FYI is an interdisciplinary exploration of the privileges and penalties associated with "the normal" in the United States. We will think through the intersections of such categories of identity as race, ethnicity, religion, class, ability, gender, and sexuality in terms of social power: The ways regimes of normativity are produced, reproduced, and challenged by various social groups. Drawing on a wide range of genres, including novels, ethnographies, theory, memoirs, and films, we will pay particular attention to the ways bodily difference and social

identity interarticulate with "normalness" to locate individuals within hierarchical power structures, and we will think creatively about ways to challenge this.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS119 PREREQ: NONE

## **AMST124 The Environmental Imagination: Green Writing and Ecocriticism**

IDENTICAL WITH: ENGL112

## **AMST125 Staging America: Modern American Drama**

IDENTICAL WITH: ENGL175

## **AMST135 American Food**

IDENTICAL WITH: HIST135

## **AMST142 Poverty in the United States**

IDENTICAL WITH: HIST142



**AMST175 Soundscapes and Aurality in American Culture: An Introduction to American Studies**

This course is intended as an introduction to interdisciplinary thought, to American studies as a field, and to the hemispheric and transnational intellectual direction of the American Studies Department at Wesleyan. Its goal is to answer the question, “What is American studies?” The focus for this semester is the emerging scholarship on sound and aurality that addresses, as a special issue of *American Quarterly* argued recently, the following questions: “What role can sound play in analyzing contemporary debates around empire, immigration, and national culture? Where is sound in the cultural and political legacies of ‘American’ culture and where is it in the long history of nation-building? What role have hearing and listening played in ‘American’ formations of race, ethnicity, sexuality, gender, and class, and how has the birth of recorded sound in the late 19th century informed those formations? How are new sound technologies and sonic media practices impacting ‘American’ identities in the age of globalization? What are the political economies of sound? Does citizenship have a sound?” Over the course of the semester, we will listen to archived sounds as well as sample new ways of interpreting the enculturated nature of sound, from the howling wilderness of the colonial era to the aural pluralism of digital media and music in the Internet era.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
 FALL 2012 INSTRUCTOR: HILL, PATRICIA R. SECT: 01

**AMST195 Readings in American Drama**

We will read and discuss some canonized and uncanonized American plays written between the 1910s and the 1980s. Playwrights will include Susan Glaspell, Neith Boyce, Eugene O’Neill, Clifford Odets, Arthur Miller, Tennessee Williams, Amiri Baraka, Arthur Kopit, Ntozake Shange, and David Mamet. The course will consider how modern American drama serves as a resource for formulating cultural critique and cultural theory. In this respect the seminar serves also as an introduction to American studies critical thinking.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST195 PREREQ: NONE

**AMST198 Superculture and Subculture in American Music**

This course looks at American music in terms of interaction between the overarching superculture and some of the many subcultures, or embedded micro-musics, that both bounce off and influence the mainstream.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

**AMST200 Colonialism and Its Consequences in the Americas**

Why does colonialism and settler colonialism matter to the fields of Latin American studies and American studies? What have been the consequences for the nations that make up the Western Hemisphere? This course offers a comparative analysis of colonial ventures and their consequences in the Americas. Topics to be investigated include the often violent encounters of Indigenous, European, and African peoples; the formation of colonial and settler colonial societies; independence movements and the emergence of nation-states, as well as ongoing nationalist struggles for decolonization. Diverse theoretical and methodological approaches allow us to approach critical issues relating to land and labor in relation to indigeneity and race as they are embedded in cultural and material forms, from an interdisciplinary perspective.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: LAST200 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: KAUANUI, J. KEHAULANI SECT: 01

**AMST201 Junior Colloquium: Critical Queer Studies**

This junior colloquium will give you a solid theoretical foundation in the field of queer studies. Although “queer” is a contested term, it describes—at least potentially—sexualities and genders that fall outside normative constellations. However, as queer studies has been institutionalized in the academy, in popular culture, and in contemporary political movements, many argue that today, “queer” shorthands gay and lesbian (or LGBT...), is too easily co-optable (e.g., *Queer Eye For The Straight Guy*), or that queer studies’ construction of the body, desire, and sexuality effaces or ignores crucial material conditions, bodily experiences, or cultural differences.

This course, a reading-intensive seminar, will address these debates. After a brief exploration of some of the foundational works in queer theory, we will focus on the relationships—and disagreements—between queer theory and other social and cultural theories designed to illuminate and critique power, marginality, privilege, and normativity: critical race theory, transgender studies, queer anthropology, Marxism, feminist theory, and disability studies. Rather than understanding queer studies as a singular or coherent school of thought, we will continuously problematize queer studies as a field and a mode of analysis, asking: What kinds of bodies or desires does queer describe? What are the politics of queer? What are the promises of queer theory, and what are its perils? What are the key sites for queer activism today? What is the future of queer?

This course is excellent preparation for a queer studies concentration in American studies. Students should expect to end the semester confident of their

ability to read queer theory, critique it, and imagine the uses to which queer theory can be applied, such as research, activism, or conceptualizing community.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: WEISS, MARGOT SECT: 01

**AMST202 Junior Colloquium: Representing Race in American Culture**

This junior colloquium offers an introduction to several key critical issues and debates concerning the representation of race in American culture. In addition to reading several accounts and critiques of how racial minorities have been represented by the dominant culture, we will also consider how racial subjects have theorized ways of representing themselves in response to the burden of such stereotyping and objectification. The course is organized around two case studies. The first of these will focus on one of American culture’s “primal scenes” of racial representation: blackface minstrelsy. Considering a variety of critical, literary, and visual texts, we will examine how African American images and culture became a way for working-class and other whites to negotiate their own identities, and how African American artists and intellectuals have responded to this troubling legacy. In the second half of the course, we will turn our attention to questions of cultural representation that originate from the racial context often deemed to be the opposite of the African American experience: that of Asian Americans. If African Americans have long been the target of overtly negative stereotypes, Asian Americans have been subjected to what one critic has called “racist love”—that is, a tradition of putatively positive stereotypes that have produced a different set of representational problems for Asian Americans. Together, these case studies will allow us to explore a wide range of models for thinking and writing about race in American culture.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**AMST204 Junior Colloquium: Cultural Power and American Studies**

Our interdisciplinary venture focuses on the 19th century to the present. We will explore key American studies critical concerns such as the analysis of how cultural power relates to the reproduction of contradictory social relations and to efforts to bring about social transformation. Thus, we will consider not only what Americans are involved in—politically, economically, culturally—but what they might do about it. Our critical dialogues will engage cultural theory (Eagleton, Kavanagh, Weedon, West, Hooks), cultural criticism (Frank), literature (Hawthorne, Melville, Howells, Dodd, Glaspell, Baraka), historical critique (Zinn, Levine, Leary), art and advertising (Berger, Kruger), and films (Capra, Lee, Moore). We will help one another develop as theoretically aware and creative American studies thinkers.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: PFIISTER, JOEL SECT: 01

**AMST206 Junior Colloquium: Citizenship and Sovereignty in the United States**

This junior colloquium examines the shifting definitions and uses of “citizenship” and “sovereignty” in the United States. Both terms are understood broadly so that citizenship, for example, encompasses not only U.S. citizenship, but also belonging in relationship to ethnic, racial, gender, and class groups. The chronological span of the course runs from the late 18th century to the turn of the 21st century. We will focus on claims of various groups—women, immigrants, blacks, and Native Americans—to citizenship and on contestations over sovereignty and the extent of sovereign power through explorations of the Revolutionary era, contention that sovereignty rested within “the people,” the separation of church and state, the relationship between state and federal powers, and the sovereignty of tribal nations. In particular, the course will investigate political arguments over sovereignty voiced during the founding of the United States, the nullification crisis, the Civil War and slave emancipation, the Cold War, and the advent of Native American casinos. It will also analyze the relationship between citizenship and social movements like women’s suffrage, second-wave feminism, the Civil Rights Movement, and gay rights. The course contends that, ironically, it was Revolutionary political and ideological rhetoric focused on freedom, equality, and independence that set the stage for ongoing social and political turmoil over citizenship and sovereignty.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**AMST207 Jr. Colloquium: Methodologies in Critical Race Studies**

This seminar is geared toward exploring a wide variety of approaches to the study of critical race studies. We will examine research methodologies within this field by attending to a selection of recuperated histories within a range of different geographical sites and regions, communities, and political terrains through focus on racial formations theory and critical race theory. We will examine the importance of race as a category of analysis, especially in relation to class, gender, sexuality, and citizenship. Readings will include historical, anthropological, and sociological works, as well as comparative and interdisciplinary scholarship that tends to the ways that histories of colonization and

sovereignty, enslavement, immigration, imperialism, and citizenship all shape race in the United States.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: KAUANUI, J. KEHAULANI SECT: 01

**AMST210 Jr. Colloquium: Presence of Mind—The Study of Material Culture**  
Material culture is not a single discipline or analytical method. Rather, it is an approach shared by scholars of many disciplines (notably art history, archaeology, anthropology, ethnology, folklore, history, and sociology) who explore how intentionally produced objects, environments, and experiences both shape and reflect the beliefs—values, ideas, attitudes, and assumptions—of a particular community or society. The theoretical methods scholars may utilize include linguistics, Marxism, semiotics, and structuralism (and its several descendants). Artifacts, craft systems, patterns, and/or spaces of use might range from a gas pump to a tall-case clock, from marble sculpture to colonial construction techniques, from the floor of a factory to the promenades of a city park. In this colloquium students will gain a basic working knowledge of the theoretical approaches that have been applied to American material culture studies, as well as practical experience in the physical and contextual analysis of artifacts. We will focus on the history of design in the 19th and 20th centuries, with particular attention paid to the material culture of American domestic spaces. How do we define “home”? What methods of research and analysis can be used to recover and interpret artifacts associated with the domestic sphere and the structures within which these artifacts function? What is “good” design? Who is the “designer”? How are designed objects as well as designed spaces analyzed and critiqued? Students will work extensively with actual artifacts from local sites and collections, and an original research project is required. Preference to American studies juniors and seniors; nonmajors in order of seniority.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: MILROY, ELIZABETH SECT: 01

**AMST212 From Blackface to Black Power: The Art of Politics in 20th-Century African American History and Culture**  
IDENTICAL WITH: AFAM218

**AMST214 African Presences II: Music in the Americas**  
IDENTICAL WITH: MUSC266

**AMST216 Chosen Peoples, Chosen Nation**  
IDENTICAL WITH: RELI275

**AMST217 Introduction to U.S. Racial Formations**

This course is an introduction to the theory of racial formation with a focus on race and citizenship in the United States. Turning to the entangled histories of colonialism, slavery, imperialism, immigration, racism, disenfranchisement, and labor exploitation, we will examine how different peoples become American. With special attention to the role of law in racial formations, we will come to better understand how differently situated people(s) negotiate state-structured systems of exclusion and assimilation in relation to sovereignty, democracy, equality, and self-determination.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [ANTH217 OR AFAM217] PREREQ: NONE

**AMST219 American Pastoral**

IDENTICAL WITH: ENGL277

**AMST220 Religion in the United States**

IDENTICAL WITH: RELI222

**AMST221 African American Anticolonial Literature**

IDENTICAL WITH: AFAM222

**AMST222 Directorial Style: Classic American Film Comedy**

IDENTICAL WITH: FILM314

**AMST223 American Jewish History, 1492–2001**

IDENTICAL WITH: HIST210

**AMST224 African American Literary Movements: Harlem Renaissance to Cave Canem**

IDENTICAL WITH: AFAM228

**AMST225 Healers, Quacks, and Mystics: Alternative Medicine in Nineteenth and Twentieth Century America**

This history of complementary and alternative medicine has been reinvigorated by recent medical studies that report as many as 40 percent of Americans visit or purchase services and products provided by alternative practitioners of medicine. Situating this phenomenon historically, this course will not only explore how holistic healing systems survived and prospered over the course of the 19th and 20th centuries, but also will analyze the way alternative approaches to healing gave voice to larger social, cultural, and political debates in the United States.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [HIST284 OR SISP224] PREREQ: NONE

**AMST226 20th-Century Franco-Caribbean Literature and the Search for Identity**

IDENTICAL WITH: FREN225

**AMST227 Bodies of Evidence: American Material Culture**

IDENTICAL WITH: HIST152

**AMST228 Love in the Time of Slavery**

IDENTICAL WITH: AFAM219

**AMST229 Hymnody in the United States Before the Civil War**

IDENTICAL WITH: MUSC274

**AMST230 The 20th-Century United States**

IDENTICAL WITH: HIST240

**AMST231 Sophomore Seminar: American Utopias in the 19th Century**

IDENTICAL WITH: HIST175

**AMST232 American Architecture and Urbanism, 1770–1914**

IDENTICAL WITH: ARHA246

**AMST233 Making and Marketing American Art, 1900–1976**

IDENTICAL WITH: ARHA271

**AMST235 American Literature, 1865–1945**

IDENTICAL WITH: ENGL204

**AMST236 Religion and National Culture in the United States**

This lecture/discussion course offers sustained analysis of the role of religion in the intellectual life of the nation. We will examine both the work of American theologians and the ways that other American intellectuals have thought about religion and its function as a language of authority in both state and society. We will consider the ramifications of conceptions of the United States as a Protestant and millennial nation and the challenges to that conception posed by the growing diversity of religions in the country. The variety of spiritual practices and the clashes between religion and science generated debates that continue to haunt both the study of religion and political life. From participation in a transatlantic evangelical culture to the rise of the social gospel and theological modernism through the fundamentalist response to liberal religion and Darwinism, the course charts the influence of Protestant Christianity in American culture and evaluates claims about the development of a distinctively American religious style. The replacement of overt anti-Catholicism and anti-Semitism with the notion of a Judeo-Christian heritage that celebrated the incorporation of Protestant, Catholic, and Jewish traditions into American civil religion figures as the central dynamic of the 20th century. The course concludes with a consideration of the culture's surprising resistance to the secularist tendencies of most other Western powers and the continuing centrality of religion(s) in the national culture.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [HIST235 OR RELI285] PREREQ: NONE  
SPRING 2013 INSTRUCTOR: HILL, PATRICIA R. SECT: 01

**AMST238 Introduction to Modern African American History**

IDENTICAL WITH: AFAM204

**AMST239 African American Women's Drama**

IDENTICAL WITH: ENGL261

**AMST240 Imagining the American South**

IDENTICAL WITH: ENGL248

**AMST241 Qualitative Research Methods in Psychology**

IDENTICAL WITH: PSYC202

**AMST242 Mixed in America: Race, Religion, and Memoir**

IDENTICAL WITH: RELI280

**AMST243 American Literature from the Colonial Period to the Civil War**

IDENTICAL WITH: ENGL203

**AMST244 Comparative Race and Ethnicity**

IDENTICAL WITH: SOC240

**AMST245 Personalizing History**

We will read examples of the ethnic/immigrant memoir genre. In addition, students will write a memoir(s) that explores the personal dimensions of history and the historical dimensions of the personal.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ENGL246 PREREQ: NONE  
FALL 2012 INSTRUCTOR: KARACHETI, INDIRA SECT: 01

**AMST246 Social Movements**

IDENTICAL WITH: SOC246

**AMST247 Caribbean Literature**

IDENTICAL WITH: ENGL243

**AMST248 Native American History: Pre-Columbian Era to 1890**

This course examines the experiences of indigenous North Americans from the period immediately preceding the arrival of Europeans in America to the close of the 19th century. Particular attention is paid to the viewpoints from which both Natives and Euro-Americans perceived their historical relations and to Native beliefs, values, and sociocultural practices. The class is designed to provide students with a general knowledge of the Native American experience in colonial America and the United States. In addition, it explores the various strategies Natives employed in response to the European conquest of America and examines Native cultural continuity and change. The course asserts that Native history is not peripheral but, rather, is central to U.S. history and argues that neither Natives nor indigenous cultures are “disappearing.”

Students investigate a number of topics, including precontact Native cultures and economies, early interactions between Native Americans and Europeans, the fur trade, slave trade, and the establishment of military and economic alliances. The course also explores Native American roles in North American empires and Indian participation in the American Revolution. The latter part of the class focuses on Native relations with the United States and the strategies Natives used to contend with American expansion.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: HIST226 PREREQ: NONE

**AMST249 The First Gilded Age: Media and Modernity in the United States, 1865–1913**

IDENTICAL WITH: ARHA276

**AMST250 Confidence and Panic in 19th-Century U.S. Economic Life**

IDENTICAL WITH: HIST227

**AMST254 American Modernisms: Time, Space, and Race**

IDENTICAL WITH: ENGL245

**AMST259 Discovering the Person**

IDENTICAL WITH: PSYC259

**AMST260 Native Sovereignty Politics**

The course will survey selected historical moments, geographical and institutional sites, cases, and periods to explore the complexities of life for Native peoples in the United States—including American Indians, Alaskan natives, Native Hawaiians, Chamorros, and American Samoans. We will examine legal issues in relation to the recognition and assertion of collective rights, treaty rights, land title and claims, and variations of the federal trust relationship. Through a focus on contested issues of citizenship and self-governance, students will learn about self-determination, constitutional development, and indigenous politics vis-à-vis the states, the United States Congress, the United States Supreme Court, and the United Nations. Films and guest lectures will complement the course readings.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ANTH261 PREREQ: NONE

**AMST261 Protestantism: From the Reformation to the Religious Right**

IDENTICAL WITH: HIST261

**AMST262 Middletown Materials: Archaeological Analysis**

IDENTICAL WITH: ANTH227

**AMST263 Transnational Sexualities**

IDENTICAL WITH: ANTH228

**AMST264 Introduction to Asian American Literature**

IDENTICAL WITH: ENGL230

**AMST265 Introduction to Trans Studies: Interdisciplinary Approaches**

This course is an introduction to the interdisciplinary field of trans studies. Although gender-variant identities have a long history in the United States, and while gender diversity has been recorded in many societies, trans and transgender are relatively new social categories. And, while many academic disciplines—including feminist studies, queer studies, anthropology, and history—have studied trans communities, subjects, and bodies, it is only very recently that the field has become institutionalized in the academy as a discipline.

This course is organized around trans studies as an emergent field of study. We will take as our entry point a formative moment in academic institutionalization: the publication of the first academic reader in trans studies, Susan Stryker and Stephen Whittle's *The Transgender Studies Reader* in 2006. Thinking critically about the categories of knowledge in this anthology (sex, gender, and science; feminist investments; queering gender; selves: identity and community; transgender masculinities; embodiment; ethics of time and space; and multiple crossings: gender, nationality, race), as well as the ways other disciplines have understood trans and other sexual minority communities, we will ask, What are the foundational objects and methods of trans studies? What are the guiding questions and debates within the field? What forms of knowledge does the category "trans" enable? What are the problems and possibilities of using "trans" cross-culturally? How are trans studies marked as different from the studies that have come before? Is institutionalization seen as necessary to knowledge production? And, finally, what are the (activist/academic) politics of the field's institutionalization?

Readings will be interdisciplinary and will include theory, memoir, film, history, activism, legal studies, science studies, feminist and queer studies, and ethnography. Student interest, input, and participation are crucial to the course; the last weeks of the course are TBA to allow us to explore your particular interests."

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS263 PREREQ: NONE

**AMST266 Taking Spaces/Making Places: American Artists and the Landscape**

IDENTICAL WITH: ARHA174

**AMST267 Music and Downtown New York**

IDENTICAL WITH: MUSC275

**AMST268 Desire and Power: The Sociology of Sexuality**

IDENTICAL WITH: SOC293

**AMST269 New World Poetics**

IDENTICAL WITH: ENGL258

**AMST270 Rebellion and Representation: Art in North America to 1867**

IDENTICAL WITH: ARHA270

**AMST271 Work and Leisure: The Sociology of Everyday Life**

IDENTICAL WITH: SOC265

**AMST272 Sculpture in the United States, 1776–1976**

IDENTICAL WITH: ARHA272

**AMST273 Obscenity, Censorship, and the Regulation of Morals in the U.S. from 1873 to Present**

This course examines the social, cultural, and political foundations of censorship in the United States from 1873 to the present. Beginning with the passage of the Comstock Act and continuing through the pornography wars of the 1980s, students will evaluate an array of primary and secondary sources that illuminate the anxieties, fears, and changing understandings of morality that informed the drive against indecency. The readings will pay particular attention to the role that gender, class, sexuality, and religion played in establishing a modern definition of obscenity. The class will also chronicle the continuing struggle to promote civil liberties, exercise freedom of speech, and subvert censoring regimes through direct resistance and subtle manipulation. Documenting campaigns against the birth control movement, sex radicals, film, theater, homosexuality, comic books, pornography, and political dissidents, this course seeks to critically examine the role of censorship in a democratic society.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS273 PREREQ: NONE  
FALL 2012 INSTRUCTOR: HOFFMAN, BRIAN SCOTT SECT: 01**AMST274 Economics of Wealth and Poverty**

IDENTICAL WITH: ECON213

**AMST275 Introduction to African American Literature**

IDENTICAL WITH: AFAM202

**AMST276 Contemporary American Indian Societies**

The purpose of this class is to investigate current American Indian societies through both written and visual materials. The class will begin by interrogating the stereotypes most often associated with American Indians with the goal of understanding how these are part of the continuing process of colonization. The course will also provide a historical context for understanding the challenges that American Indian nations face today. The last half of the class will be devoted to the processes of nation-building and associated economy-building happening in these societies in the 21st century.

Upon completion of this course, students should be able to (1) critically interrogate the stereotypes associated with American Indians; (2) discuss the history and current forces of settler colonialism in the United States; (3) discuss 21st-century American Indian processes of nation-building and economy-building.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE

FALL 2012 INSTRUCTOR: LEWIS, COURTNEY AMBER SECT: 01

**AMST278 Introduction to Latino/a Literatures and Cultures**

IDENTICAL WITH: ENGL279

**AMST279 Aesthetics and/or Ideology**

IDENTICAL WITH: ENGL269

**AMST281 Ethics of Embodiment (FGSS Gateway)**

IDENTICAL WITH: FGSS210

**AMST283 Housing and Public Policy**

IDENTICAL WITH: SOC271

**AMST284 Early North America to 1763**

IDENTICAL WITH: HIST237

**AMST285 Excavating America: Historical Archaeology of the Modern World**

IDENTICAL WITH: ANTH225

**AMST286 Sociology and Race**

IDENTICAL WITH: SOC300

**AMST287 Critical Issues in Education**

This seminar explores critical traditions in education from both theoretical and practical perspectives. We investigate a number of nontraditional educational projects, with a focus on the Center for Prison Education's (CPE) college-in-prison initiative. All students will participate in a CPE practicum that will be central to our work, requiring ethnographic research and reflection on teaching, learning, and curriculum development.

Course readings will address the challenges of work with "underprepared" students and the complex problems posed by teachers who bring identities and positions to their work with particular students or groups of students who possess their own, quite different identities and positions. The institutional, intellectual, and political workings of public schools in the contemporary U.S. are the template against which we raise questions and imagine possibilities for education in alternative settings.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**AMST288 The End of the World: The Millennium and the End Times in American Thought**

IDENTICAL WITH: RELI287

**AMST290 Style and Identity in Youth Cultures**

IDENTICAL WITH: ANTH290

**AMST294 Diasporas, Transnationalism, and Globalization**

IDENTICAL WITH: COL294

**AMST296 The Long Civil Rights Movement in 20th-Century America**

IDENTICAL WITH: AFAM215

**AMST297 Religion and the Social Construction of Race**

IDENTICAL WITH: RELI391

**AMST297 Religious Worlds of New York**

IDENTICAL WITH: RELI272

**AMST298 From Seduction to Civil War: The Early U.S. Novel**

IDENTICAL WITH: ENGL209

**AMST299 Survey of African American Theater**

IDENTICAL WITH: THEA323

**AMST300 Culture Performs: The American Revolution to the Civil War**

IDENTICAL WITH: ENGL309

**AMST301 Research Methods for the Digital Humanities**

This course provides an introduction to the theoretical questions and methodological strategies that define the emerging field of the digital humanities. Just as the Internet has changed the way we communicate, socialize, and access information, it is also transforming the way scholars research, teach, and produce scholarship. The use of the Web and communication technology to create and share historical knowledge through databases, hypertextualization, and networks offers exciting possibilities and unique challenges. To examine the rapidly evolving approaches of the digital humanities and new media, this course is divided into three parts. The class begins by evaluating the theory of a digital methodology by evaluating the characteristics that define the field, the limits of its approaches, and the way it does or does not transform traditional forms of scholarship. The second unit addresses the presentation of historical knowledge on websites, as historical scholarship, and as a form of public history. The course concludes by exploring how digital methods and strategies can be practically applied in conducting research, teaching in the classroom, and in displaying historical data on the Web. The final project of the class will be to construct an interactive visually rich website using an open source program called SIMILE ([simile.mit.edu/](http://simile.mit.edu/)). This class will equip students with the skills to use digital sources in future research projects while also developing the technological methods and strategies essential in the 21st century classroom and in a variety of other postgraduate careers.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: HOFFMAN, BRIAN SCOTT SECT: 01

**AMST304 Histories of/History and the U.S.–Mexican Border**

IDENTICAL WITH: LAST304

**AMST308 Iberian Expansion and the “Discovery” of Africa in Travel**

Narratives and Art, 1420–1640

IDENTICAL WITH: AFAM310

**AMST309 Black Political Thought**

IDENTICAL WITH: HIST309

**AMST310 Freedom and Slavery in Early America**

IDENTICAL WITH: HIST306

**AMST311 Color and the Canon: Rethinking American Literary Criticism**

IDENTICAL WITH: AFAM311

**AMST312 Performing Black Womanhood: Theorizing African American Women’s Identity in 20th-Century Politics & Culture**

IDENTICAL WITH: AFAM307

**AMST313 Stein and Woolf**

IDENTICAL WITH: ENGL308

**AMST314 The United States in the Pacific Islands**

The relationship between the United States of America and the nations and territories that comprise the Pacific Islands is complex and has historical and continuing significance in international and global affairs. American involvement in the Pacific was and continues to be primarily structured by strategic interests in the region. Oceania has been greatly affected by American colonial rule, temporary engagement, and neocolonial hegemony including economic, military, and cultural power. How did the United States come to dominate the Pacific basin? Using an expanded definition of the Western frontier, we will examine the Pacific basin as a region that was subject to imperialist development that was an extension of the continental expansion. The course will focus on the history of American influence in Hawai‘i that culminated in the unilateral annexation in 1898 and statehood in 1959, as well as the historical and contemporary colonial status of Guam and Samoa, where questions of self-determination persist. We will also examine the Pacific as nuclear playground for atomic bomb testing by the United States military, and the United States administration of the Trust Territory of the Pacific after World War II until the self-governance of the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau in the 1980s and 1990s. The course will have a concentrated focus on Hawai‘i.

GRADING: A-F CREDIT: 1 GEN ED: SB5 IDENTICAL WITH: ANTH301 PREREQ: NONE

**AMST315 Native Americans as Slaves and Slaveholders**

This course will examine Native American slave systems from the pre-Columbian period to the late 19th century. It will explore captivity and slavery, Native holding of black slaves, experiences of enslaved Natives, and how slavery complicated Native relations with Euro-Americans.

GRADING: OPT CREDIT: 1 GEN ED: SB5 IDENTICAL WITH: HIST292 PREREQ: NONE

**AMST316 Television Storytelling: The Conditions of Narrative Complexity**

IDENTICAL WITH: ANTH308

**AMST319 Monumental Cultures of Pre-Columbian North America**

IDENTICAL WITH: ANTH364

**AMST320 Nationalism and the Politics of Gender and Sexuality**

IDENTICAL WITH: ANTH322

**AMST321 Youth Culture**

IDENTICAL WITH: ANTH324

**AMST322 Crossing the Color Line: Racial Passing in American Literature**

Narratives of racial passing having long captivated readers and critics alike for the way in which they provocatively raise questions about the construction, reinforcement, and subversion of racial categories. This course will consider several examples of the “literature of passing” as it has been established as a category within African American literature alongside more ambiguously classified 20th-century narratives of ethnic masquerade and cultural assimilation as a way of exploring how literary and filmic texts invoke, interrogate, and otherwise explore categories of race, gender, class, and sexual identity.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ENGL319 PREREQ: NONE

**AMST323 Trauma in Asian American Literature**

The relationship between Asian Americans and the U.S. nation-state has been understood by a number of scholars as reciprocally traumatizing. The incorporation of racially-marked Asian Americans into the U.S. has been historically perceived and figured as an incursion, a wound, a rupture in the homogeneity of a national body that must be managed through legal exclusions and discrimination. Meanwhile, many argue that these historical exclusions have in turn “traumatized” Asian American identity, such that, as Anne Cheng wrote, “in Asian American literature...assimilation foregrounds itself as a repetitive trauma.” This course will examine the concept of trauma and the cultural work it performs in both Asian American fiction and criticism. As we explore the ways trauma has enabled certain discussions about immigration, assimilation, and historical memory, we will also ask questions about the limits of trauma as a model for understanding these processes and consider what discussions this widely prevalent paradigm might obscure or occlude.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ENGL323 PREREQ: NONE

**AMST325 Faulkner and the Thirties**

IDENTICAL WITH: ENGL260

**AMST326 Intimacy Matters: The Reform Aesthetic in Victorian America**

This seminar examines the ways in which popular literature mapped the terrain of social reform in 19th-century America and explores the relationship between narratives grounded in a sentimental aesthetic (one frequently gendered feminine and often produced by women) and the transformation of the radical politics of the antebellum era into the genteel reforms of late Victorianism. Efforts by novelists to reshape popular attitudes and influence public policy toward disadvantaged groups will be juxtaposed to an analysis of the cultural empowerment that the production of such narratives conferred upon both writers and readers.

GRADING: A-F CREDIT: 1 PREREQ: NONE

SPRING 2013 INSTRUCTOR: HILL, PATRICIA R. SECT: 01

**AMST328 The Immigrant City in the United States, 1880–1924**

IDENTICAL WITH: HIST328

**AMST329 Word Up! African American Literature, Theory, and Action**

IDENTICAL WITH: ENGL328

**AMST331 American Literature as American Studies**

Together we will consider how literature can advance American studies as an interdisciplinary critical and self-critical project. Literature—like life, and like American studies—is not divided into disciplines. Indeed, literature functioned as a form of “American studies” long before American studies took shape as a field in the 1930s. Literature investigated some areas of American experience well before historians recognized and researched these areas as “history” and focused on key theoretical concerns well before theorists formulated and abstracted these concerns as “theory.” We will read a variety of literary forms: novels (Twain, Adams), stories (Hawthorne, Hughes, Cheever), plays (Glaspell, Odets, Gold, Kopit), essays (Emerson, London), literary cultural criticism (Eastman, Du Bois), utopian fiction (Bellamy), memoirs (Cabeza de Vaca). And, we will reflect on writing by some key critics (Trilling, Bercovitch) and theorists (Marx, Williams, Eagleton, Bourdieu, Butler). Our goal is to reassess how literature can help us develop as creative American studies thinkers.

GRADING: A-F CREDIT: 1 GEN ED: HA

IDENTICAL WITH: [ENGL345 or FG55333] PREREQ: NONE

**AMST332 Topics in African American Literature: Charles Chesnutt and Pauline Hopkins**

IDENTICAL WITH: ENGL331

**AMST334 Black Power and the Modern Narrative of Slavery**

IDENTICAL WITH: ENGL324

**AMST335 United States Political History Since 1945: Citizens, Institutions, and the State**

IDENTICAL WITH: HIST335

**AMST339 The Caribbean Epic**

IDENTICAL WITH: CHUM325

**AMST342 Future Visions: Temporality and the Politics of Change**

IDENTICAL WITH: CHUM329

**AMST343 Contesting American History: Fiction After 1967**

IDENTICAL WITH: ENGL343

**AMST345 Intimate Histories: Topics in the History of Sex, Gender, and the Body**

IDENTICAL WITH: HIST349

**AMST346 American Revolutions and Counterrevolutions:****A Short 18th Century**

IDENTICAL WITH: ENGL302

**AMST347 Science and the State**

IDENTICAL WITH: HIST336

**AMST348 Frank Lloyd Wright: Myth and Fact**

IDENTICAL WITH: ARHA348

**AMST349 Toward an Archaeology of the U.S. Prison System**

IDENTICAL WITH: AFAM349

**AMST351 Writing Black Radicalism: W. E. B. Du Bois, C. L. R. James, and Richard Wright**

IDENTICAL WITH: AFAM325

**AMST352 Collecting Native America: Cultural and Literary Perspectives**

This course will explore Native American studies through the lens of collecting, broadly conceived. It will address collecting as a form of cultural appropriation and consumption as it relates to colonialism, power, and the politics of identity and difference. How is the appropriation of stories, sacred objects, knowledge, cultural expressions, images, land, even ancestral remains, related to colonialism and structures of power? And in what ways is this resisted and subverted by Native American communities? How do museums, the art market, the tourist industry, and New Age spirituality markets commodify Native American cultures? To what degree does the commodification of culture shape and/or limit how forms of indigeneity can be articulated, enacted, and (for nonnatives) understood? We will explore sites of resistance to different forms of cultural appropriation, both discursive and legal.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**AMST354 Chicago Architecture and Urbanism, 1880–2000**

IDENTICAL WITH: ARHA345

**AMST355 Reading Latinidad: Ethnicity and Strategies of Representation**

IDENTICAL WITH: ENGL310

**AMST356 Time Is Money: Capitalism and Temporality**

IDENTICAL WITH: CHUM322

**AMST357 Latina Feminisms: (Re)presenting the Latina Body**

IDENTICAL WITH: ENGL335

**AMST359 Southern Literature as Migration Studies**

IDENTICAL WITH: ENGL359

**AMST360 Museum Studies**

IDENTICAL WITH: ARHA360

**AMST361 The Black '60s: Civil Rights to Black Power**

IDENTICAL WITH: AFAM360

**AMST362 Authenticity in the Americas: Constructions and Contestations of Identity**

IDENTICAL WITH: LAST362

**AMST363 Vietnam and the American Imagination**

IDENTICAL WITH: ENGL364

**AMST364 Photography and Representation**

IDENTICAL WITH: ARHA365

**AMST365 Querying the Nation: American Literature and Ethnic Studies**

IDENTICAL WITH: ENGL365

**AMST366 The Body as Text in Latina/o Theater and Performance**

IDENTICAL WITH: ENGL362

**AMST368 Early American Literature, 1492–1800**

IDENTICAL WITH: ENGL368

**AMST370 Science and Technology Policy**

IDENTICAL WITH: HIST378

**AMST371 American Autobiography**

IDENTICAL WITH: ENGL374

**AMST374 Topics in Cultural Landscapes: The Art of Frederick Law Olmsted**

IDENTICAL WITH: ARHA374

**AMST375 The American Villa: Style and Lifestyle**

In this course we will study how and why the villa as a domestic building type and an associated lifestyle was imported and adapted in the United States from the early 18th century and to the late 19th century. Wesleyan's campus boasts several important 19th-century houses that were built as high-style "villas" (dwellings intended as suburban or country retreats) for prosperous Middletown residents, including the Russell House, the Alsop House, and the Coite-Hubbard House (now the president's house). We will use the campus as our "laboratory" to explore how and why the villa came to be identified with progressive construction technology as well as the ideology of democratic domesticity and the rise of the suburb. Research topics will include the ideology of the villa, construction techniques, interior construction and design, and gardens and landscape design. Students may also pursue research topics that compare modern-day approaches to sustainable construction with historic technologies.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ARHA375 PREREQ: NONE

SPRING 2013 INSTRUCTOR: MILROY, ELIZABETH SECT: 01

**AMST376 Topics in 19th-Century Painting: Thomas Moran, Thomas Eakins, and Mary Cassatt**

IDENTICAL WITH: ARHA376

**AMST379 Christianity and Sexuality**

IDENTICAL WITH: REL1379

**AMST382 American Literary Regionalism**

IDENTICAL WITH: ENGL382

**AMST383 The Making of American Jewish Identities: Blood, Bris, Bagels, and Beyond**

IDENTICAL WITH: REL1384

**AMST386 Mapping Metropolis: The Urban Novel as Artifact**

Taking as its starting point an obscure detective novel published in 1874 and subtitled *A Tale of Hartford and New York*, this seminar will explore the many facets of urban culture in Gilded Age America. With a primary focus on New York City, students will reconstruct the social, commercial, institutional, and intellectual worlds that constituted the nation's metropolis in the aftermath of the Civil War. Clues in the novel suggest ways of mapping class, gender, and race in the city's social geography. The novel comments perceptively and acerbically on manners, mores, religion, politics, and publishing in the Gilded Age. Institutional structures to be investigated include fashionable churches, department stores, charity nurseries for working mothers, jails, and police courts. Kleptomania, epilepsy, and alcoholism figure prominently in the narrative. Popular entertainment in bourgeois parlors, saloons, and gaming halls enlivens the text. The novel also charts the beginnings of the colonial revival movement with its emphasis on historic preservation. The class will collectively construct an archive of primary sources that reveal the understandings of city life that prevailed among the novel's original audience. The seminar offers students the opportunity to pursue original research as principal investigators on key topics in urban cultural history.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: HIST396 PREREQ: NONE

FALL 2012 INSTRUCTOR: HILL, PATRICIA R. SECT: 01

**AMST393 Materia Medica: Drugs and Medicines in America**

IDENTICAL WITH: HIST393

**AMST398 Queer/Anthropology: Ethnographic Approaches to Queer Studies**

IDENTICAL WITH: ANTH398

**AMST401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**AMST409/410 Senior Thesis Tutorial**

GRADING: OPT

**AMST411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**AMST465/466 Education in the Field, Undergraduate**

GRADING: OPT

**AMST467/468 Independent Study, Undergraduate**

GRADING: OPT

# Anthropology

<b>PROFESSORS:</b>	Douglas K. Charles, <i>Chair</i> ; Elizabeth G. Traube
<b>ASSOCIATE PROFESSORS:</b>	Daniella Gandolfo; J. Kehaulani Kauanui, <i>American Studies</i> ; Aradhana Sharma, <i>Feminist, Gender, and Sexuality Studies</i> ; Gina Ulysse, <i>African American Studies</i>
<b>ASSISTANT PROFESSORS:</b>	Sarah Croucher; Gillian Goslinga; Margot Weiss, <i>American Studies</i>
<b>ADJUNCT ASSISTANT PROFESSOR:</b>	Patrick Dowdey, <i>Curator, Freeman Center for East Asian Studies</i>
<b>DEPARTMENTAL ADVISING EXPERTS 2012–2013:</b>	Douglas K. Charles; Elizabeth Traube

The discipline of anthropology is as much one of the humanities as one of the social sciences, and it also has affinities with the natural sciences through its bio-archaeological component. Anthropology majors are expected to become acquainted with the major subfields of the discipline and to pursue an individually tailored concentration of courses designed in consultation with their advisors. These individual programs should draw on courses available in this department and others. No more than three courses taken outside Wesleyan may be counted toward the major.

**Major requirements.** If you plan to major in anthropology, you should take Introduction to Cultural Anthropology (**ANTH101**), the department's required gateway course, during your first or second year. Starting with the class of 2014, a minimum grade of B in **ANTH101** is expected as a condition of acceptance into the major. Students enrolled in **ANTH101** during the spring of their sophomore year may declare the major. In addition to **ANTH101**, majors are required to earn a minimum of nine anthropology credits numbered **201** or higher. These must include two core courses in anthropological theory, Theory 1 (**ANTH295**) and Theory 2 (**ANTH296**), offered in fall and spring, respectively. As the precise topics of these courses will sometimes vary in consecutive years, it may be possible to repeat one or the other for credit and fulfill the requirement, as long as the topics are different. Archaeology-track majors should take either Theory 1 or Theory 2 plus another advisor-approved course in archaeological theory. The major must also include one course on anthropological methods (**ANTH230**, **ANTH232**, **ANTH307**, **ANTH349**, or another advisor-approved course). It is strongly recommended that students work out their plans to fulfill the major requirements with their advisor by keeping their Major Certification Form up to date.

**Concentrations.** In addition to the two core theory courses and a course in anthropological methods, students must develop and complete an area of concentration consisting of four elective courses; it is encouraged that one of these courses come from outside the discipline of anthropology, with advisor approval of the selected course using the Major Certification Form. Concentrations are conceived of as flexible specializations reflecting the students' particular areas of interest. They work with their faculty advisors to decide on a coherent set of four courses that demonstrate their specific focus within anthropology. Our areas of concentration currently include

- Social and cultural theory
- Crafting ethnography
- Producing and consuming culture
- Colonial and postcolonial worlds
- Capitalist modernities: past and present
- Social and political geographies
- Material culture and temporal processes
- Axes of difference
- Embodiment and biopolitics
- Performance, representation, identity

**Senior writing requirement.** Senior majors are required to write an honors thesis, a senior essay, or an extended paper as part of their capstone experience.

**Honors thesis.** It is strongly recommended that students contemplating an honors thesis either enroll in an individual tutorial (**ANTH402**), in which they would begin library research on their area of interest, or else take a course that is relevant to their research concerns in the spring semester of their junior year. A minimum grade of B+ in either Theory I or Theory II and departmental approval are required for the pursuit of honors. For thesis projects involving field research, proposals are due on the last day of spring semester classes; these projects are also eligible for partial funding through the department. If students wish to compete for these funds, they should include a budget in their proposal. Proposals for library-based theses may also be submitted in the spring, or up until the end of the drop/add period of the fall semester of their senior year.

In the fall semester of their senior year, all students pursuing honors take **ANTH400** Cultural Analysis, a research seminar in which students pursue individual research projects in a group context. In the spring semester, honors candidates enroll in an individual thesis tutorial (**ANTH410**).

**Senior essay.** This involves fewer requirements but also represents a serious research commitment. If students choose to do an essay, they have two options. They may (and are strongly encouraged to) enroll in **ANTH400**, Cultural Analysis, the research seminar described above. In this case, they would complete a draft of their essay in the fall semester for final submission in February. Alternately, if their project is one that a particular faculty member is especially qualified (and willing) to supervise, they may take a department/program project (**ANTH403/404**) with that person in either the fall or the spring semester, respectively, of their senior year. Please note that if they intend to do a spring semester tutorial, they must make the arrangements with their advisor before the end of fall semester.

An extended paper is a revised and extended version of a term research paper. Students who select the extended paper option should take a **300**-level course in their senior year (or an advisor-approved **200**-level course) in which they complete a substantial research paper. The revised version is completed in consultation with an appropriate faculty member. No additional course credit is earned. Extended papers are due on the last day of spring semester classes and should be submitted to the department chair. The arrangements for the completion of the extended paper must be detailed and approved by the major advisor in the student's Major Certification Form prior to spring break of their senior year.

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

**Double majors.** Students may pursue double majors, for example, anthropology/history, anthropology/biology, anthropology/sociology, anthropology/music, anthropology/film, anthropology/English, or anthropology/E&S. All the requirements for the two majors must be met, except when faculty representatives of the two departments approve alterations in your program. Please consult with the department chair and/or a department advisor.

**Study abroad.** Majors are welcome to take advantage of semester-abroad programs and, with the approval of your advisor via the Major Certification Form, you may be able to substitute up to three of your study abroad courses for specific concentration or elective courses, or for the methods requirement. Theory courses may not be substituted. A grade of B or higher is required for study abroad courses to count toward the major. The Office of International Studies has information about specific programs, etc.

## ANTH101 Introduction to Cultural Anthropology

This course introduces students to concepts, theories, and methods of cultural anthropology. Lectures, readings, and audiovisual materials invite critical analysis of broader themes in contemporary anthropology, such as the nature of culture, the problematic notions of social evolution and progress, and the negotiation of power within and among diverse peoples.

GRADING: A–F CREDIT: 1 GEN ED: **SBS** PREREQ: **NONE**  
 FALL 2012 INSTRUCTOR: **GANDOLFO, DANIELLA** SECT: **01**  
 SPRING 2013 INSTRUCTOR: **GOSLINGA, GILLIAN** SECT: **01**

## ANTH103 Gifts and Giving

What is a gift? Our common understanding is that a gift is something given gratuitously and without the expectation of a return (just look the word up in any dictionary). Why, then, upon receiving a gift, do we feel indebted to the giver? And rather than gratuitous, isn't most gift-giving occasioned by socially significant events and regulated by relatively rigid rules? This course is an in-depth examination of gift giving as one of the most powerful forces binding individuals and groups in society. Students will become familiar with

critical anthropological and philosophical debates about the gift and consider their application to contemporary forms of gift giving in the United States, including international aid, philanthropy, political donations, and new types of giving made possible by recent advances in technology, such as organ donation and surrogacy. We will attend to the economic, political, and gender dimensions of gift giving in their remarkable power to make and break social bonds. Readings will include anthropological and philosophical works by Emerson, Nietzsche, Mauss, Levi-Strauss, Malinowski, Bataille, Irigaray, Derrida, Gayle Rubin, and Janice Raymond, as well as media accounts of particular gift-giving events.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: GANDOLFO, DANIELLA SECT: 01

#### **ANTH110 Forensic Anthropology**

Forensic anthropology is the application of the science of physical anthropology to the legal process. The course will introduce students to aspects of the judicial system, crime scene investigation, biological profiling (e.g., sex, age-at-death, ancestry, stature), pathology and trauma, and identification. Hands-on experience with skeletal material and demonstration casts will be included in the course.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **ANTH111 Hawai'i: Myths and Realities**

This course explores the symbolic myths of Hawai'i and Kanaka Maoli (Native Hawaiians) in contrast to material realities relating to colonialism, land, nation, gender, race, rank, class, self-determination, and contests over indigenous and Western sovereignty.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: KAUANUI, J. KEHAULANI SECT: 01

#### **ANTH202 Paleoanthropology: The Study of Human Evolution**

Paleoanthropology is the study of human origins, of how we evolved from our apelike ancestors into our modern form with our modern capabilities. Drawing on both biological anthropology (the study of fossils, living primates, genetics, and human variation) and archaeology (the study of material culture, such as tools, art, food remains), the course will examine what we know about our own evolutionary past and how we know it. The history of paleoanthropology—how our views of our past have changed—will also be explored.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ARCP202 PREREQ: NONE  
FALL 2012 INSTRUCTOR: CHARLES, DOUGLAS K. SECT: 01

#### **ANTH203 Sex, Money, and Power: Anthropology of Intimacy and Exchange**

This course focuses on the dense exchanges between money and sex/intimacy in various cultural and historical contexts, from the normalized arrangement of sex/money in marriage to the stigmatized arrangement of sex/money in sex work. We will combine recent ethnographic explorations of the relationships between sex/intimacy and money/commodification with interdisciplinary analysis of capitalism, globalization, and neoliberalism. Case studies will be drawn from sex work and tourism; marketing and pornography; reproduction, domestic labor, transnational adoption; marriage; class and sexual lifestyle; labor and carework; the global market in organs and body parts; outsourced surrogacy; sex stores and commodities; and sexual activism and identity politics. Throughout, we will ask, How do practices or bodies gain value? How are intimacies—sexual and social—commoditized? Who benefits from such arrangements, and who does not? And, finally, how are transnational flows complicating relationships between sex and money in a variety of sites?

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS223 PREREQ: NONE

#### **ANTH204 Introduction to Archaeology**

IDENTICAL WITH: ARCP204

#### **ANTH205 Race and Globalization**

In the *Introduction to Globalization and Race*, Kamari Clarke and Deborah Thomas argue for the existence of “racialized circulations.” That is, they point to the need to ask “who travels, what travels, and how transnational alliances are tied to particular knowledge economies.” In much the same way, this course explores the continued salience of race during this moment of globalization. Does race affect experiences of globalization? How has globalization affected understandings of race and gender? While scholars have argued that a global regime of accumulation leads to a world far less concerned with specific identities (such as race, place, and gender), drawing primarily from ethnographic texts, this course explores the continuing centrality of these identities in relation to globalization.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AFAM207 PREREQ: NONE

#### **ANTH207 Gender in a Transnational Perspective (FGSS Gateway)**

IDENTICAL WITH: FGSS207

#### **ANTH208 Crafting Ethnography**

In this course students will explore interpretive, political, and moral dimensions of ethnographic research and writing. This course will prepare students for pursuing ethnographically-based theses and essays in their senior year and

is the preferred way for anthropology majors to fulfill the methods requirement for the major.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: ANTH101

#### **ANTH210 Post-Quake Haiti: Myths and Realities**

Haiti has long been regarded as something of an oddity within the Caribbean. Branded the “nightmare republic” since it gained independence in 1804, in current popular imagination it remains conceptually incarcerated as a “failed republic” incapable of self-governance, “the poorest nation in the Western Hemisphere,” and the birthplace of “voodoo.” This course uses an interdisciplinary approach to deconstruct the myths and realities in these and other popular representations of Haiti. In so doing, it critically examines the continuing impact of the island’s colonial history on the present. Particular attention will be paid to the January 12, 2010, earthquake, current conditions, and possible futures.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AFAM201 PREREQ: NONE

#### **ANTH211 Reproductive Technologies, Reproductive Futures**

Though around for more than 60 years now, the reproductive technologies—from contraceptive to gestational surrogacy to transspecies reproduction—still seem as “new” and as “cutting edge” as ever. These technologies promise to reconfigure life as we know it, spawning controversial, and to many, liberating kinship and social formations, harrowing ethical dilemmas, unprecedented reproductive contractual arrangements, and, more recently, a growing market in the transnational traffic of gametes and gestational services. Through feminist, anthropological, and historical lenses, we will contextualize and query this global phenomenon of assisted reproductive technologies (ARTs) with special attention to their social impact on human lives, kinship formation, imaginations of the facts of life, and knowledge/power. We will also consider their uses in neoliberal projects of globalized health, social reform, and economic redress in the global South. Topics include technology and the body; gender, sexuality, and health; race, class, and the biopolitics of reproduction; reproduction and the state; reproduction and the law; reproduction and intellectual property; cultures of reproductive science and medicine; feminist critiques of reproduction.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS211 OR SISP211 PREREQ: NONE  
FALL 2012 INSTRUCTOR: GOSLINGA, GILLIAN SECT: 01

#### **ANTH216 Introduction to the Culture and Politics of the Caribbean**

IDENTICAL WITH: AFAM216

#### **ANTH217 Introduction to U.S. Racial Formations**

IDENTICAL WITH: AMST217

#### **ANTH225 Excavating America: Historical Archaeology of the Modern World**

This course covers the archaeology of approximately the last 500 years in the Americas, by its nature covering sites for which at least some historical documentation exists. In this course, we will focus on understanding how material remains can be used as a rich source of history in and of themselves and how archaeological data works in conjunction with historical sources to produce rich interdisciplinary narrative of the past.

The period covered by historical archaeology in the Americas has been a time of upheaval, most notably from settler colonialism, the forced diaspora of enslaved Africans to work on plantations, and from the move into industrialization that changed conditions of life and labor for many. We will address all of these changes, paying particular attention to how archaeology informs our understanding of resistance and hybridity in colonial contexts, the contribution of archaeology to understanding processes of racialization, and the commitment of historical archaeologists to furthering social justice in the present through their work on the past.

Sites and topics studied will include those relating to Spanish settlement in California and the Caribbean; Native sites that intersected with periods of settler colonialism; British plantations in the Chesapeake; domestic sites of enslaved Africans and free black communities; early merchant and industrializing cities, including New York City and Lowell, Mass.; the archaeology of trash and sewerage; forensic archaeology and the African Burial Ground in NYC; sites of institutional confinement; and the heritage value of modern ruins.

The course will also introduce students to archaeology through a half day-trip to the Mashantucket Pequot Museum and via a hands-on lab session in the Cross Street Archaeology Lab.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [ARCP225 OR AMST285] PREREQ: NONE  
FALL 2012 INSTRUCTOR: CROUCHER, SARAH KATHARINE SECT: 01

#### **ANTH226 Feminist and Gender Archaeology (FGSS Gateway)**

This course focuses on the impact of feminism on the discipline of archaeology and the way in which archaeologists have attempted to incorporate gender into interpretation and representation. Theoretical issues will be investigated in further depth through case studies along temporal and thematic lines. Specific topics include human evolution and early prehistory, political

economies, gender and space, historical archaeology, masculinity, mortuary contexts, and the archaeology of prostitution.

Throughout the course we will also examine some broad key issues in engendered archaeological narratives. These will include the way in which gender roles in prehistory are related to ideas of gender in contemporary society, how different gendered identities and sexuality may be accessed through archaeological data, and how gender roles in society have changed through time.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [ARCP226 OR FG55237] PREREQ: NONE

#### **ANTH227 Middletown Materials: Archaeological Analysis**

Buried beneath you as you walk the streets of Middletown is the residue of former residents. Mostly consisting of fragments of ceramics, glass, and other objects, these hold the potential to begin to unlock the day-to-day history of their past owners and users. On the triangle of land between Vine Street, Cross Street, and Knowles Avenue (known as the Beman Triangle), a community of African Americans began to build houses from the mid-19th century on land owned by one of their community, Leveret Beman. Although few above-ground traces now suggest the presence of this community, material about their lives survives in the record of their trash and other archaeological features that remain beneath the backyards of the houses on this land.

In this class we will study the archaeology of this site, in partnership with members of the wider Middletown community, particularly from the AME Zion Church. Academic material in the class will cover the archaeology of 19th-century African Americans and studies of how community archaeology projects can be formulated as an equal partnership between community stakeholders and archaeologists.

We will conduct two weekends of excavation at the site that will involve learning to excavate, processing archaeological materials, and how to tour visitors around the excavations. We will also work with community members to collect oral histories about the site and will hold discussions to determine local wishes in relation to how the heritage of the site should be presented and preserved. Our other angle of research will delve into local archives to supplement historical knowledge about the site and to interpret objects and features found on excavations.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [ARCP227 OR AMST262] PREREQ: NONE

#### **ANTH228 Transnational Sexualities**

This course is an introduction to the anthropology of sexuality. Our focus will be on practices and relationships understood as nonnormative—and thus on the relationships between gender, sexuality, and power. For anthropologists, this might mean same-sex marriage or mail-order brides, butch/femme relationships or ritualized homosexuality, two-spirit people or transgender sex workers, gay immigration or Caribbean sex tourism, female genital surgeries or plastic surgery.

We will explore bodies, genders, desires, sexual practices, sexual identities, sexual labor, and socio-sexual relationships in a variety of locations: the United States, Brazil, Suriname, India, the Dominican Republic, Nigeria, Indonesia, China, Thailand, and Japan, among other places. Our readings will range from the classic to the contemporary: Margaret Mead's *Coming of Age in Samoa* (1928) to Esther Newton's *Mother Camp* (1972) to several ethnographies published in the last year or two. Throughout, we will ask, How do sexuality, sex, desire, and gender vary across cultures? How are our concepts—queer, gay and lesbian, transgender, sex worker, or heterosexual—challenged by these similarities and differences? What happens when our concepts travel across temporal, national, and cultural boundaries? And, finally, how does thinking both locally and globally help us understand, analyze, and reformulate the content of basic social categories like gender, sex, and sexuality?

Our course will take an intersectional and transnational approach, paying careful attention to the ways sexuality intersects with class, nation, and race, as well as the effects of globalization, transnational mass media, and cross-border economies and activism on local or “traditional” genders and sexualities. Our aim is to use ethnography to illuminate important cultural and national differences between people and to unsettle U.S.-centric approaches to gender, sexuality, and queer studies.”

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [FG55241 OR AMST263] PREREQ: NONE  
SPRING 2013 INSTRUCTOR: WEISS, MARGOT SECT. 01

#### **ANTH229 Introduction to Social, Cultural, and Critical Theory**

IDENTICAL WITH: CHUM227

#### **ANTH230 Anthropology of Cities**

This course is an introduction to the theory and practice of urban anthropology. The first part of the course is a theoretical examination of “the modern city” and of contemporary global urban trends, such as the explosion of cities into megalopolises. Attention is placed on new intellectual challenges these trends present to us in our attempts to think and write about urban

space and metropolitan life today. Readings on urbanism and urbanization, the production of space and place, and transnationalism include perspectives from Marxism, the avant garde, feminism, poststructuralism, and globalization theory. The second part of the course focuses on the study of cities as they are experienced, imagined, and made every day by those who live in them. We consider how cities become foremost spaces for the exercise and contestation of power, for social cohabitation and conflict, for cultural creation and repression. Themes include class and racialization, public and “sacred” spaces, “informality” and its cultures, carnivals and parades, crime and policing, and storytelling in the city.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **ANTH232 Alter(ed)native Approaches: Middletown Lives**

In this city, there's a restaurateur who was a paratrooper, a florist who is a playwright, a minister who is a barber, a farmer who is an optician, an unmarked house that was part of the Underground Railroad, and a landfill with stories to tell. Working with different community partners and integrating a wide range of methods from the humanities to the social sciences, this course seeks to identify, interpret, and document various (un)known stories and histories of people, places, and spaces in contemporary Middletown. Our primary theoretical aim is to consider what is interdisciplinary. How can it be put into practice? And what is its potential for the making of public engagement and scholarship? To this end, we take a contemplative approach to learning to raise fundamental epistemological and pedagogical questions concerning research as praxis. In the process of this engagement, we will create a public anthropology project intended to benefit our broader community and environment. This is a service/learning course.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: ULYSSE, GINA ATHENA SECT. 01

#### **ANTH239 Cross-Cultural Childhoods**

IDENTICAL WITH: PSYC339

#### **ANTH242 All Our Relations? Kinship and the Politics of Knowledge**

What can imaginations and practices of kinship teach us about our worlds, our bodies, ourselves, and others? Everything, according to feminist anthropologists, because all “big ideas” can be found in the everyday details of how peoples, communities, and nations think, do, and regulate “relatedness.” This course explores this claim in historical and cross-cultural perspective, tracing the rise of kinship studies in anthropology; feminist revisionings of kinship's intersections with gender, race, sexuality, class, and nation-building; and how reproductive, cloning, and Internet technologies are today reconfiguring imaginations of kin and kind. We'll also discuss imaginations of cross-species kinship with our fellow animal critters and companion species.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: SIS242 PREREQ: NONE

#### **ANTH243 Gendered Movements: Migration, Diaspora, and Organizing in a Transnational Perspective(FGSS Gateway)**

IDENTICAL WITH: FG55244

#### **ANTH245 Anthropology of Contemporary Chinese Art**

This course will survey the contemporary Chinese art world from an anthropological perspective. It puts the accent back on China to survey the course of modernization in an ancient art tradition. Beginning in 1930, Chinese artists developed new forms of artistic practice, organization, and expression in a process of creative diversification that leads directly to the profusion of styles and expressions we see today. We will examine the historical and cultural impetus for modernization in the Chinese art world: the complicated initial engagements with Western art; the effects of politicization of the art world under the CCP; the spirited and complex development of visual art during the reform period; and, finally, the effects of Chinese artists' gradual entry into the international art world. Our focus on Chinese concerns including painting from life, figure drawing, line vs. chiaroscuro, realism, folk arts, and the importance of heritage will orient our survey and keep us focused on the Chinese rather than international art world. The style of the course will be syncretic: Materials from anthropology, art history, and history, as well as images from comics, design, photography, and, of course, painting, will be presented in a rich cultural context. Readings from the anthropology of art, on art in contemporary and traditional China, and on history will help us develop an idea of the way that artistic practices help form an art world. Students will gain a deeper understanding of the native background for the current craze for Chinese art in the West as well as the ability to discuss art worlds and relations between art worlds with different aesthetic systems. No knowledge of Chinese or Chinese history is required for this course.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ARHA255 OR EAST165] PREREQ: NONE

#### **ANTH250 Foragers to Farmers: Hunting and Gathering and the Development of Agriculture**

Almost all humans today derive their sustenance, directly or indirectly, from agriculture, but for more than 90 percent of our existence, people subsisted



by hunting, gathering, fishing, and gardening. We tend to think of hunter/gatherers as living like the Dobe of the Kalahari desert in southern Africa, Australian Aborigines, or the Inuit of the Canadian Arctic. Ethnographic accounts of these and other peoples give us some insight into the hunter/gatherer way of life, but they describe populations existing in marginal environments. The foragers of the Upper Paleolithic and Mesolithic periods of human prehistory inhabited environmentally rich river valleys, lake shores, and coastal areas in temperate and tropical climates. They were characterized by high population densities, productive economies, intense material culture production, and complex regional social interaction. Initially, the course will explore this “lost” period of human existence. The second part of the course will examine the domestication of plants and animals, the environmental and other impacts of the early development of intensive farming, and the beginnings of “civilization.” The archaeological methods and theories underlying our understanding of these societies and processes will also be explored.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ARCP250 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: CHARLES, DOUGLAS K. SECT: 01

**ANTH255 Religious Worlds of New York**  
 IDENTICAL WITH: RELI272

**ANTH256 African Archaeology**

Africa’s past is too often written about in clichés, with the darkness of prehistory presumed to shroud most of that which archaeologists study. This course will take a different approach through the archaeology of Africa’s historic past, which includes those centuries of prehistory that are historical in Africa by merit of their ties to oral histories of contemporary societies.

Chronologically, we will begin with the origins of agriculture in sub-Saharan Africa, moving on to ironworking, complex societies, urbanism, and the archaeology of the recent and contemporary past. Topics of study will include archaeological approaches to social identities and gender; ethnoarchaeology (the study of contemporary material culture to inform the past) including studies of potters, ironworkers, housing, and cuisine; the archaeology of Islam and Christianity in Africa; studies of the African diaspora through material approaches; and contemporary heritage issues on the continent.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ARCP256 PREREQ: NONE

**ANTH259 Anthropology of Development**

Our purpose in this course will be to examine the ideas, institutions, and practices of Third World development through an anthropological lens. We begin by looking at modernization and political economic paradigms of development and reading ethnographies that elaborate on these theoretical frames. We then study critical anthropological analyses of development that approach it as a discourse of power and domination, but also as a discourse of entitlement. We examine, through ethnographies, how development programs and practices work on the ground, how they are received and contested by the people they are targeted at, and what effects, both intended and unintended, they produce. We take up specific topics such as gender, microenterprise, environmentalism, dams, humanitarianism, empowerment, etc.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**ANTH261 Native Sovereignty Politics**

IDENTICAL WITH: AMST260

**ANTH268 Prehistory of North America**

At or before the end of the Pleistocene, people living in Siberia or along the Pacific Coast of Asia traveled east and found an uninhabited hemisphere of arctic, temperate, and tropical climates. Over the next 12,000+ years, populations diversified into, and thrived in, a range of environments—the last great experiment in human adaptation. This course will follow that process as it unfolded across the continent of North America, starting with the early Paleoindians and culminating with the arrival of Europeans. Particular emphasis will be on the nature and timing of the colonization(s) of North America, the impact of environmental diversity across the continent, and the rise of complex societies.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ARCP268 PREREQ: NONE

**ANTH271 Modern Southeast Asia**

IDENTICAL WITH: HIST287

**ANTH277 Commodity Consumption and the Formation of Consumer Culture**

The commodity form is not restricted to capitalism, but the development of capitalism has involved its continual extension to ever more realms of social life. Capitalist development has also involved the formation of a consumer culture that defines commodity consumption as central to identity formation and notions of the good life. A multistranded critique of these processes unfolds at the levels of popular thought as well as high theory. Commodity production has been portrayed as alienating, mystifying, and dehumanizing, oriented toward profit versus human life, while commodity consumption has been charged with homogenizing, distracting, individualizing, and depoliticizing consumers.

In this course we will take these critiques seriously, but we will also seek to unsettle a number of the binaries they presuppose, such as production/consumption, commodity/gift, and control/liberation. Designed as a conversation between a historical archaeologist and a cultural anthropologist, the course will use particular cases drawn from a number of historical periods and societies to explore commodification as a contradictory and contested process. We will suggest that the increased access of consumers to commodities and to commercial spaces can have both enabling and limiting effects, and often has both at the same time. Specific topics to be considered include the rise of modern advertising, the development of department stores and malls as classed and gendered spaces, the postwar celebration of domestic consumption and its entanglement with ideals of the family, the social dynamics of taste and style, the commodification of the body, the growth of fast food and restaurants in the U.S., and the promotion of ethical consumption. The course will (weather permitting) include the option of a field trip to a supermarket or mall. Students are encouraged to develop their personal interests in consumer culture and commodities in final research papers.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS278 PREREQ: NONE

FALL 2012 INSTRUCTOR: CROUCHER, SARAH KATHARINE SECT: 01  
 INSTRUCTOR: TRAUBE, ELIZABETH G. SECT: 01

**ANTH289 Ritual, Health, and Healing**

Modern medicine in its colonial and postcolonial history has long imagined itself in opposition to ritual and religious healing and as progress over “traditional” medicine. In this course, we will problematize this narrative historically, ethnographically, and methodologically. We will explore on the one hand the moral and material worlds of ritual and religious healing in a variety of settings and, on the other, the phenomenologies and politics of encounter between local systems of healing and state-sponsored medicines increasingly intent in the present moment on promoting secular and neoliberal models of global health and civil society. Topics include the intersections of illness, subjectivity, and socio-historical experience; spirit possession; shamanism; indigenous medicine; gender and healing; epistemologies of embodiment; colonialism and affliction; and alternative medicine.

In addition, through a weekly movement lab and because the body is so integral to human ritual, health, and healing, we will use physical explorations, exercises, and improvisations as an additional means of inquiry into concepts significant to the study of ritual and healing. Putting texts, con/texts, and soma in conversation, we will explore questions like: What kinds of modes of knowing are rituals? Why are bodies and embodiment so critical to healing rituals? How do rituals heal and what do they heal? What can rituals contribute to the health of individuals and communities as a political project? And how do rituals talk back to hegemonic systems?

GRADING: A-F CREDIT: 1.50 GEN ED: SBS IDENTICAL WITH: [SISP289 OR DANC289] PREREQ: NONE

**ANTH290 Style and Identity in Youth Cultures**

This course focuses on young people’s engagements with commercially provided culture and their implications for identity formation. We begin in the postwar U.S., when producers of symbolic goods, such as movies, music, and clothes, began aggressively tailoring products for young people; over the rest of the 20th century and into the 21st, new youth-oriented cultural commodities and sites of consumption have been used by young people in diverse ways to define themselves in relationships to adult society and to other young people. We will examine young people’s intensifying involvement with the cultural market, with attention to both the diversity of youth-cultural formations that have emerged within the United States and to the global circulation of Euro-American youth culture. Using case studies, we will consider the ways in which young people’s consumption practices have both reinforced and transgressed intersecting boundaries of class, race, gender, and nationality. An overarching concern in the course will be to assess whether or to what extent particular cultural practices may help prepare young people for positions of privilege, reconcile them to structural disadvantages, or provide them with resources to challenge the dominant society.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST290 PREREQ: NONE

SPRING 2013 INSTRUCTOR: TRAUBE, ELIZABETH G. SECT: 01

**ANTH294 Cosmopolitan Islams**

IDENTICAL WITH: RELI295

**ANTH295 Theory 1: Anthropology and the Person**

Theory 1 and Theory 2 are core courses for the major, designed to elucidate historical influences on contemporary anthropological theory. While precise topics may vary from year to year, the overall goal of the courses remains the same: to familiarize students with the main traditions from which the discipline of anthropology emerged and to explore the diverse ways in which contemporary anthropological practice defines itself both with and against them. This semester our topic will be anthropology and the person.

Anthropology has long been haunted by the problem of the person. A central contention of the classic anthropological traditions is that personhood is culturally constructed, which is to say that individuals receive from society/culture the concepts and values through which they understand and experience themselves. While anthropological approaches identified (and arguably exaggerated) differences between societies/cultures with regard to personhood, they discouraged attention to the nature and diversity of personal experiences within them. In the extreme, the person was reduced to a reflex of society/culture, and the private, inner self was seen as an invention of Western societies. But the person in all societies has a social character and is also a willful actor with the capacity to reflect on, criticize, or resist the normative social order. In this course we will read classic works from the French, British, and American anthropological traditions, with a focus on their approach to personhood; we will go on to review and assess selected tendencies in cultural theory and ethnographic writing that take particular selves, including the ethnographer, as sites of anthropological inquiry, foregrounding questions of agency, creativity, reflexivity, power, contestation, and change.

GRADING: A-F CREDIT: 1 PREREQ: ANTH101  
FALL 2012 INSTRUCTOR: TRAUBE, ELIZABETH G. SECT: 01

#### **ANTH296 Theory 2: Anthropology and the Experience of Limits**

Theory 1 and Theory 2 are core courses for the major, designed to elucidate historical influences on contemporary anthropological theory. While precise topics may vary from year to year, the overarching goal of the courses remains the same: to familiarize students with the main traditions from which the discipline of anthropology emerged and to explore the diverse ways in which contemporary anthropological practice defines itself both with and against its antecedents. This semester, our topic is anthropology and the experience of limits.

This course considers the possibilities of an anthropology of transgression, excess, and unreason. This would be an anthropology of all things cultural that work outside the logic of function and utility—that is, of actions and events that, while being eminently social, exceed reason and rational explanation. We will take as our point of departure the work of Georges Bataille and his notion of “profitless expenditure” (*dépense*), with which he worked to develop a political economy that no longer has production and rationality as its core principles but rather, consumption and waste. For this “general economy,” as he called it, in opposition to a “restricted economy,” focused on utility, he drew from the anthropology of his time and its study of so-called primitive societies organized around complex systems of gift-giving, collective ritual, and periods of wasteful consumption (through festivals, for example). Ultimately, Bataille sought to formulate a critique of the early 20th-century European political and economic order, which emphasized individualism, rationality, and profit and which, he believed, was breeding disenchantment with liberal democracy, fostering totalitarian impulses, and leading to war and calamity.

Class readings and discussions will be organized around topics such as *dépense* and the festival; gift-giving and sacrifice; taboo and transgression; formlessness and abjection; sex and eroticism; and subjectivity, excess, and the experience of limits. Students will develop research projects on these and other topics of their interest, which could include theoretical and ethnographic explorations of, for example, particular festivals, games of chance, religious experience, the writing of poetry, nonreciprocal giving (organ donation, surrogate motherhood), and the experience of extreme sports and high-risk tourism.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: GANDOLFO, DANIELLA SECT: 01

#### **ANTH301 The United States in the Pacific Islands**

IDENTICAL WITH: AMST314

#### **ANTH302 Critical Perspectives on the State**

In the course we will examine the state from a variety of social science perspectives. These will include feminist, Marxist, and culture-based conceptualizations and critiques of the state. Our purpose will be to look at the state, including its structure, practices, and policies, from these various perspectives to see what they reveal about the nature of the state and the consequences of actions undertaken through the state. We will analyze, for example, how the state is implicated in and engenders social inequalities and cultural transformation. Specific examples of states/state practices will be drawn from the Caribbean, Europe, the United States, and South Asia, among others. Students will not only examine the state as a culturally-embedded institution (through specific examples of microlevel state practices, disaggregating the state) but will also interrogate the state-civil society binary. Throughout, we will pay particular attention to the gendered nature of the state.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS302 PREREQ: NONE

#### **ANTH305 Future Visions: Temporality and the Politics of Change**

IDENTICAL WITH: CHUM329

#### **ANTH308 Television Storytelling: The Conditions of Narrative Complexity**

This course examines the industrial and cultural conditions for the development of relatively complex forms of storytelling in commercial U.S. television. Narrative complexity is a cross-generic phenomenon that emerged over the 1980s and has proliferated within an increasingly fragmented media environment. In class discussions and individual research projects, students will analyze particular programs in-depth, with attention to their industrial and social conditions of production, their aesthetic and ideological appeals, and the cultural tastes and viewing practices they reflect and promote. We will also consider how television studies has responded and contributed to the increased prestige of certain types of programs.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AMST316 OR FILM319] PREREQ: NONE  
SPRING 2013 INSTRUCTOR: TRAUBE, ELIZABETH G. SECT: 01

#### **ANTH311 Representing China**

This course will introduce perspectives that anthropologists, ethnographers, writers, filmmakers, artists, and photographers have taken to understand contemporary social life in China. Students will learn to differentiate the strengths and weaknesses of each perspective and, at the same time, will develop their own nuanced appreciation for Chinese culture and recent Chinese history. Beginning with basic concepts of family and family relationships, we will survey giftgiving and banqueting, changes in the role and status of women, education, organization of the workplace, rituals, festivals, and changes since the beginning of the reform and opening up in the early 1980s. Anthropological essays and ethnographies will be supplemented by short stories, first-person narratives, and class presentations of films, photographs, and art works to illuminate the different ways that natives and foreigners represent Chinese culture. Lectures will provide cultural and historical context for these materials. No previous knowledge of China or Chinese is required for this class.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: EAST311 PREREQ: NONE

#### **ANTH312 Bodies of Science, Bodies of Knowledge**

This seminar explores scientific, medical, and anthropological constructions of the body with the aim of jostling reductive representations of bodies as entities that end at the skin and simply house minds. Readings will be interdisciplinary, from critical medical anthropology, feminist science studies, philosophy, and other disciplines interested in the body. We'll put our minds together to think about how imaginations of embodiment tie to political and knowledge-making projects both of domination and of resistance and what it means for a range of actors to live in bodies at the turn of the third millennium.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [SISP313 OR FGSS312] PREREQ: NONE  
FALL 2012 INSTRUCTOR: GOSLINGA, GILLIAN SECT: 01

#### **ANTH313 The Variety of Religious Expressions: Movements, Mediation, and Embodiment in an Anthro. Perspective**

IDENTICAL WITH: REL306

#### **ANTH322 Nationalism and the Politics of Gender and Sexuality**

This course explores the politics of gender and sexuality within a variety of nationalist contexts, including cultural nationalisms in the United States, and histories of resistance with a focus on the role of women in nationalist struggles. Beginning with a historical exploration of women and colonialism, we will also examine how colonial processes, along with other forms of domination that include racializing technologies, have transformed gender and sexuality through the imposition of definitions of proper sexual behavior, preoccupations with sexual deviance, sexual expression as a territory to be conquered, legacies of control, legal codification, and commodification. We will then assess how diverse modes of self-determination struggles negotiate differences from within with regard to gender and sexual politics. This part of the course will examine feminist interventions in nationalist productions that sustain masculinist and homophobic agendas.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST320 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: KAUANUI, J. KEHAULANI SECT: 01

#### **ANTH324 Youth Culture**

This seminar explores relations among modern culture industries, young people, and concepts of youth. We will look at how young people have been constructed over the last century as markets for cultural products and how they have used music, film, television, sports, and fashion in constructing relationships and identities and in forming coalitions.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST321 PREREQ: NONE

#### **ANTH325 Perspectives in Dance as Culture: Dance as Research/Research as Choreography**

IDENTICAL WITH: DANC377

#### **ANTH334 Emplaching the Local: Community, Place, and History in Middletown**

IDENTICAL WITH: CHUM324

#### **ANTH336 Ethnicity, Nationality, Identity**

This seminar is geared toward exploring concepts of ethnic boundaries, the nation-state, and group identities as they change within cultural contexts and historical circumstances. In this course, students will examine theories of race, ethnicity, indigeneity, and national identity within varied locations

with multi-ethnic societies. The ethnographic and interdisciplinary readings address traditions and technologies of rank, gender, class, and race as they relate to ideological constructions of citizenship and belonging across national borders. Attending to (neo)colonialism and postcolonialism, we will explore globalism, migration, and transnationalism as culture, people, identities, and boundaries move.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **ANTH349 The Human Skeleton**

This course is a general introduction to a range of osteological topics including basic anatomy, evolution of bipedalism, mechanical properties of bone, histology, functional and comparative anatomy, growth and development, age and sex determination, paleodemography, paleopathology, dietary reconstruction, assessment of biological relatedness, and forensics. The course will be divided between lectures on the preceding topics and hands-on learning of skeletal anatomy using specimens from the archaeology and anthropology collections.

GRADING: A-F CREDIT: 1 PREREQ: NONE

SPRING 2013 INSTRUCTOR: CHARLES, DOUGLAS K. SECT: 01

#### **ANTH351 Contextualizing Inequity: An Interdisciplinary Approach**

IDENTICAL WITH: ENV5350

#### **ANTH364 Monumental Cultures of Pre-Columbian North America**

A number of pre-Columbian Native American cultures in North America are known for their monumental constructions, including the Poverty Point site and culture in what is now Louisiana, Hopewellian earthworks in Ohio, the Mississippian city of Cahokia in Illinois, and the Chacoan Great Houses in New Mexico. The course will explore the history, means of subsistence, technology, social organization, and ritual practices of these societies, as well as the nature, construction, and meaning of the monuments and their surrounding landscapes.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [ARCP364 OR AMST319] PREREQ: NONE

#### **ANTH372 Archaeology of Death**

The material culture and biological remains associated with death represent a major component of the archaeological record. Funerary assemblages can provide information about, for example, ritual practices, beliefs, social organization, the division of labor, diet, and health. Tombs and monuments are important elements of sacred landscapes. The course will examine how archaeologists and biological anthropologists investigate and analyze mortuary facilities, grave goods, skeletal remains, and sacred landscapes to make inferences about the past.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ARCP372 PREREQ: NONE

#### **ANTH381 The Development of Archaeological Theory and Practice**

IDENTICAL WITH: ARCP381

#### **ANTH395 The Anthropology of Religion**

IDENTICAL WITH: REL1395

#### **ANTH397 The Politics of Nature: Modernity and Its Others**

This seminar explores the ways in which imaginations of nature-culture anchor particular regimes of living and power. Our larger query will concern ontology and cosmology—the worlds and worldviews we inhabit—and what happens when there is basic disagreement about what “nature” is. For example, do rocks, mountains, and glaciers “listen” as some indigenous peoples claim? Or are these claims a matter of cultural belief? Conversely, how do scientists listen to and relate to their natural objects? What social, historical, and intellectual practices make their visions of nature? And why do some visions appear more “real” than others? What circumstances decide? We will read across histories of science, philosophy, anthropology, postcolonial studies, cultural studies, and feminist science studies to probe the politics, meanings, and materialities of “nature” and the “natural” in a variety of contexts, from natural history in the 18th and 19th centuries to current struggles over the management of natural resources and bioprospecting initiatives.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: SISP397 PREREQ: NONE

SPRING 2013 INSTRUCTOR: GOSLINGA, GILLIAN SECT: 01

#### **ANTH398 Queer/Anthropology: Ethnographic Approaches to Queer Studies**

This advanced seminar is organized around one central question: Can there be a queer anthropology?

Cultural anthropology and queer studies are often posed as oppositional fields, with the debate boiling down to methods/people/social science versus theory/abstractions/the humanities. Some anthropologists accuse queer studies scholars of excessive theoretical abstraction, narrow interest in Western forms of knowledge and power, and elitist, nonpopulist critiques of the political goals or modes of sexuality that “everyday” people desire (e.g., same-sex marriage). Meanwhile, while queer studies scholars take a less overtly hostile stance toward anthropology, they instead borrow its hallmark methodology (participant observation and cultural analysis) while ignoring questions of the politics of representation, the relationships between history and change, and

the vexed understandings of culture that produce anthropology’s most finely-tuned, sensitive ethnographic texts.

This course asks, Is it possible to resist this disciplinary debate and instead see anthropology and queer studies working productively with and against each other? We will pursue this question through a careful reading of a series of newly published queer ethnographies as well as work within queer studies that takes a more or less ethnographic approach. We will ask, Can a field such as anthropology, a foundationally humanistic field, be queer? Can there be an anti-agentic ethnography—an ethnography without people-as-agents? Or, conversely, can queer studies be coupled with ethnographic methodologies? How might one do an ethnography of queerness?

GRADING: A-F CREDIT: 1 GEN ED: SBS

IDENTICAL WITH: [FG55398 OR AMST398] PREREQ: NONE

#### **ANTH400 Cultural Analysis**

This seminar is required for all senior sociocultural anthropology majors who intend to write honors theses and is very strongly recommended for those writing senior essays. It is designed to enable students to pursue individual research projects in a group context and with attention to debates on the nature of anthropological interpretation. Each student gives a series of presentations on her/his own research project to the group; equally important is engaging with and offering constructive criticism of the projects presented by others.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: ANTH296 OR ANTH295

FALL 2012 INSTRUCTOR: GANDOLFO, DANIELLA SECT: 01

#### **ANTH401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

#### **ANTH409/410 Senior Thesis Tutorial**

GRADING: OPT

#### **ANTH411/412 Group Tutorial, Undergraduate**

GRADING: OPT

#### **ANTH465/466 Education in the Field, Undergraduate**

GRADING: OPT

#### **ANTH467/468 Independent Study, Undergraduate**

GRADING: OPT

# Archaeology Program

**PROFESSORS:** Douglas Charles, *Anthropology*; Clark Maines, *Art and Art History*; Christopher Parslow, *Classical Studies*; Phillip Wagoner, *Art and Art History*, *Chair*

**ASSISTANT PROFESSOR:** Kathleen Birney, *Classical Studies*; Sarah Croucher, *Anthropology*

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Douglas Charles; Sarah Croucher; Clark Maines; Christopher Parslow; Phillip Wagoner

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

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

- One “Gateway” course (*see list below*)
- One “Thinking through Archaeology” course (*see list below*)
- One course in each of the four areas (*see lists below*)
  - Anthropology
  - Art History
  - Classical Civilization
  - Methods and Theory
- Two electives in archaeology or related disciplines
- Senior essay/thesis tutorial (1 or 2 credits)

All majors must write a senior honors thesis or a senior essay that involves interpretation of material remains. This may include work on objects in the archaeological and anthropology collections or research tied to a project of a Wesleyan faculty member.

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

## GATEWAY COURSES

- **ARCP201** Art and Archaeology of Bronze Age Mediterranean
- **ARCP202** Paleanthropology: The Study of Human Evolution
- **ARCP214** Survey of Greek Archaeology
- **ARCP215** Art and Archaeology of Anglo-Saxon England, 400–1100
- **ARCP223** Survey of Roman Archaeology and Art
- **ARCP225** Excavating America: Historical Archaeology of the Modern World
- **ARCP256** African Archaeology
- **ARCP268** Prehistory of North America

## THINKING THROUGH ARCHAEOLOGY

- **ARCP244** Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt
- **ARCP2\*\*** Greek Vase Painting
- **ARCP227** Middletown Materials: Archaeological Analysis
- **ARCP234** Art and Society in Ancient Pompeii
- **ARCP292** Archaeology of Food, Trade, and Power in South India
- **ARCP304** Medieval Archaeology
- **ARCP372** Archaeology of Death

## ANTHROPOLOGY

- **ARCP202** Paleanthropology: The Study of Human Evolution
- **ARCP225** Excavating America: Historical Archaeology of the Modern World
- **ARCP250** Foragers to Farmers: Hunting and Gathering and the Development of Agriculture
- **ARCP256** African Archaeology
- **ARCP268** Prehistory of North America
- **ARCP300** Archaeological Perspectives on the African Diaspora
- **ARCP364** Monumental Cultures of Pre-Columbian North America

**Study abroad.** Students are encouraged to spend a semester abroad at the University of Sheffield, the Intercollegiate Center for Classical Studies in Rome, the College Year in Athens, or at a number of other suitable institutions.

**Fieldwork Opportunities.** Majors have participated in faculty-directed summer fieldwork opportunities at Morgantina, Sicily (Greek); Pompeii, Italy (Roman); Soissons, France (medieval); Illinois (prehistoric Native American), and Tanzania (colonial Africa). Excavation experience, either with Wesleyan projects or with other approved field schools, is strongly encouraged.

## ART HISTORY

- **ARCP215** Art and Archaeology of Anglo-Saxon England, 400–1100
- **ARCP292** Archaeology of Food, Trade, and Power in South India
- **ARCP304** Medieval Archaeology
- **ARCP380** Relic and Image: Archaeology and Social History of Indian Buddhism
- **ARCP387** Water’s Past, Water’s Future: A History and Archaeology of Water Use

## CLASSICAL CIVILIZATION

- **ARCP201** Art and Archaeology of Bronze Age Mediterranean
- **ARCP214** Survey of Greek Archaeology
- **ARCP216** The Archaic Age: The Art and Archaeology of Early Greece
- **ARCP223** Survey of Roman Archaeology and Art
- **ARCP234** Art and Society in Ancient Pompeii
- **ARCP283** Museums, Cultural Heritage, and Classical Archaeology
- **ARCP290** Archaeology of Greek Cult
- **ARCP321** The Archaeology of the Greek City-State
- **ARCP328** Roman Urban Life
- **ARCP329** Roman Villa Life

## METHODS AND THEORY

- **ARCP226** Feminist and Gender Archaeology
- **ARCP227** Middletown Materials: Archaeological Analysis
- **ARCP372** Archaeology of Death
- **ARCP373** Field Methods in Archaeology
- **ARCP375** Science in Archaeology
- **ARCP383** Monument, Site, and Historical Memory

### ARCP153 Single Combat in the Ancient World IDENTICAL WITH: CCIV153

### ARCP201 Art and Archaeology of the Bronze Age Mediterranean IDENTICAL WITH: CCIV201

### ARCP202 Paleanthropology: The Study of Human Evolution IDENTICAL WITH: ANTH202

### ARCP204 Introduction to Archaeology

Archaeology is the study of the past through its physical traces. This course will introduce how archaeologists use material culture (artifacts and other physical remains) and, in some cases, documentary materials, to reconstruct past human history and societies, cultures, and practices.

GRADING: A–F CREDIT: 1 IDENTICAL WITH: [ANTH204 OR ARHA201 OR CCIV204] PREREQ: NONE

### ARCP214 Survey of Greek Archaeology IDENTICAL WITH: CCIV214

### ARCP215 Art and Archaeology of Anglo-Saxon England, 400–1100 IDENTICAL WITH: ARHA215

### ARCP216 The Archaic Age: The Art and Archaeology of Early Greece IDENTICAL WITH: CCIV216

### ARCP223 Survey of Roman Archaeology and Art IDENTICAL WITH: CCIV223

### ARCP225 Excavating America: Historical Archaeology of the Modern World IDENTICAL WITH: ANTH225

### ARCP226 Feminist and Gender Archaeology (FGSS Gateway) IDENTICAL WITH: ANTH226

### ARCP227 Middletown Materials: Archaeological Analysis IDENTICAL WITH: ANTH227

### ARCP234 Art and Society in Ancient Pompeii IDENTICAL WITH: CCIV234

**ARCP244 Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt**

IDENTICAL WITH: CCIV244

**ARCP250 Foragers to Farmers: Hunting and Gathering and the Development of Agriculture**

IDENTICAL WITH: ANTH250

**ARCP256 African Archaeology**

IDENTICAL WITH: ANTH256

**ARCP268 Prehistory of North America**

IDENTICAL WITH: ANTH268

**ARCP283 Museums, Cultural Heritage, and Classical Archaeology**

IDENTICAL WITH: CCIV285

**ARCP290 Archaeology of Greek Cult**

IDENTICAL WITH: CCIV245

**ARCP292 Archaeology of Food, Trade, and Power in South India**

IDENTICAL WITH: ARHA292

**ARCP304 Medieval Archaeology**

IDENTICAL WITH: ARHA218

**ARCP328 Roman Urban Life**

IDENTICAL WITH: CCIV328

**ARCP329 Roman Villa Life**

IDENTICAL WITH: CCIV329

**ARCP364 Monumental Cultures of Pre-Columbian North America**

IDENTICAL WITH: ANTH364

**ARCP372 Archaeology of Death**

IDENTICAL WITH: ANTH372

**ARCP380 Relic and Image: The Archaeology and Social History of Indian Buddhism**

IDENTICAL WITH: ARHA381

**ARCP381 The Development of Archaeological Theory and Practice**

In the first half of the semester, we will examine archaeology from its origins as an interest in ancient material culture, through its establishment as an academic discipline, to its current multidisciplinary sophistication. In the second half of the course, we will concentrate on developments in the last 30 years. The focus will be on how archaeologists think about the past and how they (re)construct representations of it, tracing developments in method, theory, and ethics. Archaeological remains and archaeological practices will be examined within a global framework.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: ANTH381 PREREQ: NONE

**ARCP387 Water's Past—Water's Future: A History and Archaeology of Water Use and Management**

IDENTICAL WITH: ENVS387

**ARCP401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**ARCP409/410 Senior Thesis Tutorial**

GRADING: OPT

**ARCP411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**ARCP465/466 Education in the Field, Undergraduate**

GRADING: OPT

**ARCP467/468 Independent Study, Undergraduate**

GRADING: OPT

# Art and Art History

<b>PROFESSORS OF ART:</b>	Jeffrey Schiff; David Schorr; Tula Telfair
<b>PROFESSORS OF ART HISTORY:</b>	Jonathan Best; Clark Maines; Peter A. Mark; Elizabeth L. Milroy; Joseph M. Siry, <i>Chair</i> ; Phillip B. Wagoner
<b>ASSOCIATE PROFESSORS OF ART HISTORY:</b>	Nadja Aksamija; Katherine Kuenzli
<b>ASSISTANT PROFESSORS OF ART:</b>	Elijah Huge; Julia Randall; Sasha Rudensky
<b>ASSISTANT PROFESSOR OF ART HISTORY:</b>	Clare Rogan, <i>Curator, Davison Art Center</i>
<b>ARTIST-IN-RESIDENCE, ART:</b>	Keiji Shinohara
<b>DEPARTMENTAL ADVISING EXPERTS FOR ART STUDIO 2012–2013:</b>	Elijah Huge, <i>Architecture</i> ; Julia Randall, <i>Drawing</i> ; Jeffrey Schiff, <i>Sculpture and Design</i> ; David Schorr, <i>Printmaking and Graphics</i> ; Keiji Shinohara, <i>Japanese Style Woodcuts and Ink Painting</i> ; Tula Telfair, <i>Painting</i>
<b>DEPARTMENTAL ADVISING EXPERTS FOR ART HISTORY 2012–2013:</b>	Nadja Aksamija, <i>Renaissance Art History</i> ; Jonathan Best, <i>East Asian Art History</i> ; Katherine Kuenzli, <i>Modern European Art History</i> ; Clark Maines, <i>Medieval Art History and Archaeology</i> ; Peter Mark, <i>African and African American Art History</i> ; Elizabeth Milroy, <i>American Art History and Feminist, Gender, and Sexuality Studies</i> ; Clare Rogan, <i>History of Prints and Photography, Museum and Curatorial Studies</i> ; Joseph Siry, <i>Modern Architectural History</i> ; Phillip Wagoner, <i>South Asian and Islamic Art History</i>

The Department of Art and Art History is the administrative umbrella for two distinct major programs: art history and art studio. Majors within the department can be pursued in both areas. Students majoring in one area are allowed to count toward the 32 courses required for graduation up to 16 courses in the department. (University regulations regarding the maximum number of courses allowed in a department should be applied to the major itself: art history or art studio. Thus, majors in either program may count toward their graduation requirements no more than 16 credits in their major program [of which no more than 3 may be 100-level courses and no more than 13 may be 200-level and above. These 16 would include 2 credits of thesis in the case of students majoring in art studio or writing a senior thesis in art history, or 1 credit for a senior essay in art history.]) Students double-majoring in both programs of the department are permitted to take up to 20 credits in the department, providing that 2 of these credits are for senior thesis tutorials. In addition to listed courses, a limited number of tutorials, internships, and teaching apprenticeships are available under specific conditions. Prior approval must be obtained to transfer credit from another institution. Review and approval by a faculty member in the area of study must also be made after completion of such course work.

## ART HISTORY

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

**Major requirements.** To complete the major in art history, you must

- Take one introductory course (numbered **100-199**) and nine courses numbered **200** or above. The nine upper-level courses must include at least two seminars (numbered **300-399**). (N.B.: Tutorials for honors essays and theses—**403, 404, 409, and 410**—do not count toward the nine required courses.)
- Satisfy the requirements for your area of concentration. The art history major offers two distinct areas of concentration:
  - Concentration in the history of European, American, or African art. For this concentration, the nine upper-level courses must include at least one course in each of the four historical periods—classical, medieval, Renaissance/Baroque, and modern—and at least one course in the areas of either African or Asian art.
  - Concentration in the history of Asian art. For this concentration, the nine upper-level courses must include five Asian art history courses—one of which must be a seminar—and at least one course in the European, American, or African traditions.
- Satisfy the language requirement. Demonstrated proficiency is required in at least one foreign language for completion of the major. Proficiency is defined as a minimum of two full years of study at the college level, or the equivalent, as measured by a placement test administered by the language department in question. German, French, and Italian are normally considered the most valuable for study in the discipline. Students concentrating in the history of Asian art may use a relevant Asian language to satisfy the language requirement.

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

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

### Other regulations:

*Wesleyan courses taken outside the department.* One or two of the required nine upper-level courses may be relevant courses taught at Wesleyan outside the art history program in such departments as history, religion, classical studies, or anthropology. These courses must be preapproved by your major advisor.

**Courses taken outside Wesleyan.** A *minimum* of five courses within the major must be taken at Wesleyan. All study abroad must be preapproved by the Office of International Studies (to receive Wesleyan credit) and by the student's major advisor (to receive credit toward the major requirements). Study at other educational institutions in the United States must also be preapproved by the student's major advisor. In both cases, transfer of major credit will be awarded only if the student submits a course description and/or syllabus in advance of taking the course.

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

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

**Honors.** The Honors Program in art history is designed to meet the needs of students who wish to pursue a long-term scholarly research project in an area of particular interest. The research project can take the form of either a yearlong senior thesis or a one-semester senior essay (see below), but in either case, candidates for honors are also required to earn a minimum GPA of B+ for their major course work and to be compliant with the University's general education expectations (through Stage II). *The senior thesis/essay does not replace the two required seminar courses.* Students wishing to consider an honors project must discuss their research interests with a member of the art history faculty and secure the professor's agreement to serve as tutor for the project by the last day of classes of the student's junior year. After consulting with the tutor, the student is expected to carry out preliminary research during the course of the summer and is

required to submit a detailed proposal and preliminary bibliography for the project by the first day of classes of the fall term of the senior year. No one who fails to meet these minimum requirements will be allowed to pursue honors. The two options for honors projects are

- A senior thesis: A two-term project involving substantial research and writing on a topic agreed upon by the student in consultation with a faculty member who will serve as tutor for the thesis. The senior thesis courses for honors in the major are **ARHA409** (fall) and **ARHA410** (spring).
- A senior essay: The senior essay option will be discontinued starting with the class of 2014. For classes up until 2013, a single-semester essay project may be undertaken for honors in lieu of a yearlong thesis project, but it must be based on a research paper on the same topic, written by the candidate in the context of earlier course work. This will ensure that preliminary research has been completed before the essay tutorial has begun. The essay must represent a considerable expansion and refinement of the earlier work, involving additional research and new argumentation, not just a revision of the earlier paper. Essay projects may only be undertaken in the fall semester and must be completed by the last day of the reading period of the fall semester to be considered for honors. The senior essay course for honors in the major is **ARHA403** (fall). (Note that **ARHA403**, **404**, **409**, and **410** can not be counted toward the nine courses required for the major.)

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

## ART STUDIO

### Architecture, Drawing, Painting, Photography, Printmaking, Sculpture, and Typography

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

**Program requirements.** Students majoring in art studio must satisfactorily complete 11 courses in the department:

- Drawing I (**ARST131**)
- At least 8 courses numbered **200** or higher:
  - 4 art studio courses—at least one of which must be in either of the three-dimensional areas of sculpture or architecture
  - 4 art history courses
  - 1 non-Western
  - 1 classical through Renaissance (**ARHA110** preferred)
  - 1 post-Renaissance
  - 1 additional course from the offerings
- Two semesters of senior thesis.\*

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

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

At the time of application for major status, a student is expected to have completed Drawing I and one art history course, and, preferably, another art studio course. The prospective major must consult with an art studio faculty member (in the proposed area of study) who is willing to serve as advisor. Some faculty may expect the student to have completed outstanding work in a second-level course within a particular medium (for example, **ARST452**, Photography II, **ARST440** or Painting II) before agreeing to support a major applicant. Together, student and major advisor devise a program of study for the final two years. Admission to the major requires a review by the art studio faculty and a minimum academic average of B and an average of B+ for at least three courses in the department, two of which must be in the Art Studio Program.

A major is obliged to consult with his/her advisor and receive approval for off-campus study, leaves, or addition of a second major. Off-campus study in the senior year is not encouraged and requires additional approval of the program director. Students should also consult carefully when planning off-campus study before they have been accepted to the major. An art studio faculty member must approve course work taken outside of Wesleyan by a matriculated student in advance, and a portfolio review is required after the course is completed to transfer credit toward the major. Transfer of course credit toward the major is not automatic, even from a Wesleyan-approved program. A student may count no more than three art studio and art history courses taken outside the Wesleyan department toward the major without specific permission of the faculty. Students transferring to Wesleyan who wish to receive credit toward the major for art studio courses taken at another institution should seek approval from the department prior to enrollment. Portfolio review is required; transfer of course credit is not automatic.

**Advanced Placement credits in art studio are not accepted.**

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

## ART HISTORY

### ARHA101 Introduction to the Practice of Art History

This course will focus on developing the students' understanding of how art history is practiced through discussion and writing. It takes as its subject matter the art and architecture of Carolingian Europe. Founded in the German Rhineland during the 8th century CE, the Carolingian empire reunited most of Western Europe for the first time since the end of effective Roman rule. During the 150 years of their dominion over most of Western Europe, Carolingian kings and their subordinates, both lay and ecclesiastical, emerged as prolific patrons of painting, sculpture, and the art of the book—as well as of such monuments of architecture and urbanism as the palace complex at Aachen and monasteries such as Saint-Gall and Corvey.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: MAINES, CLARK SECT: 01

### ARHA110 Introduction to Western Art: Renaissance to Modern

This course surveys the development of Western art from the Renaissance through the modern period. We will examine art's changing status within specific social and artistic contexts: from the Church and court of the Renaissance, through the formation of art academies in late 16th century, to the development of an increasingly individualized artistic practice that led to the formation of an avant-garde. Classes will be organized chronologically and touch upon the following themes and ideas: politics, religion, and patronage; perception and experience; artistic identity and originality; relationships between artistic media; and gender and sexuality.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

### ARHA140 Van Gogh and the Myth of Genius

This seminar will investigate in-depth the career of this immensely popular and influential artist. Van Gogh has been the subject of much myth-mak-

ing—both in his time and today—in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. We will both investigate the formation of this myth and view it critically, balancing it against the artist's own account of his career in his paintings and prodigious correspondence. Van Gogh's extensive, insightful, and fascinating writing begs the question of how one should treat an artist's statements when interpreting his works. We will also examine the role of biography in art. Finally, rather than viewing the artist as an isolated creator, we will situate his work within the artistic landscape of late 19th-century Europe, and especially France, where he spent his most productive years as an artist, 1886–1890.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: KUENZLI, KATHERINE M. SECT: 01

#### ARHA151 European Architecture to 1750

This course is an introduction to architecture and related visual art as an expression of premodern European civilizations, from ancient Greece through the early 18th century. The course focus is on analysis of form in architecture and the allied arts. Emphasis is on relationships between issues of style and patronage. In each era, how does architecture help to constitute its society's identity? What is the relationship between style and ideology? How do architects respond to the works of earlier architects, either innovatively or imitatively? How do patrons respond to the works of their predecessors, either locally or distantly? How are works of architecture positioned within those structures of power that the works, in turn, help to define? How do monuments celebrate selected aspects of history and suppress others? How were the major buildings configured, spatially and materially? Lectures, readings, and discussions address such questions, with each class focused on the visual culture of specific sites at different scales (urban form, architecture, object, and image). Emphasis will be on continuities and distinctions between works across time, seeing Western traditions as a totality over centuries. Lectures and readings convey different historiographic approaches to these issues.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST151 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: SIRY, JOSEPH M. SECT: 01

#### ARHA174 Taking Spaces/Making Places: American Artists and the Landscape

This course will explore the evolving significance of landscape representation within American culture from the 1820s to the present. This is a looking as well as reading- and writing-intensive course. During class we will examine various types of landscapes and discuss how the natural world has been comprehended—as frontier, settlement, environment, and view—as inexhaustible resource or fragile ecosystem—by such artists and designers as Thomas Cole, Frederic Edwin Church, Georgia O'Keeffe, Frederick Law Olmsted, William Henry Jackson, Ansel Adams, Robert Smithson, and Newton and Helen Mayer Harrison.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST266 PREREQ: NONE

#### ARHA180 Great Traditions of Asian Art

An introductory sampling of some of the most significant aspects of the artistic heritage of India, China, and Japan, the course is selective, choosing one distinctive artistic tradition of each society and analyzing it in terms of its peculiar aesthetic, historical, and religious or philosophical context. Topics treated may vary, but likely selections are Indian Buddhist sculpture, Chinese landscape painting of the classic period, and Japanese garden architecture.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST180 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: BEST, JONATHAN W. SECT: 01

#### ARHA181 Mughal India: Introduction to the Practice of Art History

Founded in northern India in the early 1500s, the Mughal empire was one of the largest centralized states in the history of the premodern world. During the two centuries of their effective rule over most of the Indian subcontinent, the Mughal emperors and their subordinates were prolific patrons of the arts, overseeing the production of lavishly illustrated books and picture albums and commissioning such architectural masterpieces as the Taj Mahal. This course offers an introduction not only to the art and culture of Mughal India, but also to the practice of art history itself, through a sequence of six thematic units exploring and applying different methods that are central to the discipline. Each unit begins with critical reading and discussion of one or two key theoretical or methodological statements, then continues through application to case studies drawn from Mughal India. The units include (1) techniques of visual description and formal analysis, (2) the concept of style and stylistic analysis, (3) the analysis of meaning in visual images (iconography and iconology), (4) models of time and the historical explanation of change, (5) architectural and historical analysis of buildings and their sites, and (6) historiographic assessment of debates and changing interpretations within art history. Each unit culminates in a writing exercise designed to provide students with struc-

tured experience in some of the various modes of art historical writing. The course is appropriate as an introduction both to art history and to Mughal art.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ARHA201 Introduction to Archaeology

IDENTICAL WITH: ARCP204

#### ARHA202 Art and Archaeology of the Bronze Age Mediterranean

IDENTICAL WITH: CCIV201

#### ARHA203 Survey of Greek Archaeology

IDENTICAL WITH: CCIV214

#### ARHA207 Survey of Roman Archaeology and Art

IDENTICAL WITH: CCIV223

#### ARHA208 The Archaic Age: The Art and Archaeology of Early Greece

IDENTICAL WITH: CCIV216

#### ARHA210 Medieval Art and Architecture, ca. 300 to 1500

This course explores the vast cultural developments that took place from the rise of Christianity to the voyages of Columbus. We will study the art, architecture, and visual culture of the people inhabiting Europe and the Mediterranean basin, with comparative forays into Africa and Asia. Monuments and works of art studied will reflect the religious traditions of Christianity in the Western (Latin/Roman) and Eastern (Byzantine/Orthodox) churches, as well as Judaism, Islam, and polytheism.

We will consider major themes such as gender, patronage, monasticism, materials and techniques, and civic and secular life. Close attention will be paid to cultural contact and artistic exchange facilitated by pilgrimage, trade, and the crusades. Our goal is to develop visual literacy across a broad cultural spectrum, analyze and understand individual works, and be able to integrate them into an appropriate cultural and historical context.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [MDST210 OR COL211] PREREQ: NONE

#### ARHA211 Early Medieval Art: Judaism, Christianity, and Islam in the Mediterranean, 300–1000

Beginning with the late Roman Empire, this course will investigate problems of continuity and change in the arts and in society around the Mediterranean basin to the year 1100, emphasizing the cultures of Islam, Judaism, and Western and Byzantine Christianity. Topics for study and discussion include the city, buildings for worship, commemorative spaces, iconoclasm.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST231 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: MAINES, CLARK SECT: 01

#### ARHA212 Jewish Art and Rituals in Context

This course covers the history of Judaica. Although it will look at the early sources of ceremonial arts in antiquity and the Middle Ages, it will focus on Jewish art since the Renaissance and until modern times. The halakhic, or legal requirements, in Jewish law for Judaica are one context for understanding the objects; the second is their relationship to the forms and style of similar pieces of the decorative arts in the period of their creation.

The goal of the course is to give students an understanding of the range of ceremonial art used in the practice of Judaism and how individual works were fashioned out of a creative tension between the minimal demands of Jewish law and models in the art of surrounding cultures. Another aim is to enable students to analyze a work visually and to connect the work to others that are similar in style and form. The course will result in an exhibition curated at the Congregation Adath Israel.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [HEST228 OR RELI482 OR HIST212]  
 PREREQ: NONE

SPRING 2013 INSTRUCTOR: MANN, VIVIAN B. SECT: 01

#### ARHA213 Monastic Utopias: Architecture and Monastic Life to the 13th Century

This course examines architecture and, to a lesser extent, sculpture and painting of the Christian monastic tradition with special focus on such topics as monastic life, ritual, and industry.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST233 PREREQ: NONE

#### ARHA215 Art and Archaeology of Anglo-Saxon England, 400–1100

This course will consider the art, architecture, and archaeology of the British Isles from the withdrawal of the Roman legions in the 5th century to the end of the reign of Henry II in the 12th century. It will draw on material from church history to help understand the transition from paganism to Christianity and the struggle between Celtic and Roman Catholicism. It will draw on material from history and archaeology to help understand the complex relations between the waves of invading Saxons and the native English in the early medieval period and the Norman invasion in 1066. Finally, it will focus on the development of towns and on the place and role of both royal commissions and parish architecture in the life of those towns.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [MDST209 OR ARCP215] PREREQ: NONE  
 FALL 2012 INSTRUCTOR: MAINES, CLARK SECT: 01

#### ARHA216 The Gothic Cathedral

Beginning with a basis in the monuments of the Romanesque period, this course will study the evolution of religious and secular buildings during the Gothic period. While primary emphasis will be on the development of archi-



tectural forms in relation to function and meaning, consideration will also be given to developments in the figurative arts.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST329 PREREQ: NONE

#### ARHA217 Archaeology of Greek Cult

IDENTICAL WITH: CCV245

#### ARHA218 Medieval Archaeology

This course will serve as an introduction to the archaeology of medieval Europe. Emphasis will be on methods and theory and on recent trends in the field. Material will be drawn mainly from North European secular and ecclesiastical sites. Students interested in participating in the Wesleyan summer archaeological program in France are strongly urged to take this course.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: [MDST304 OR CCV304 OR ARCP304] PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: MAINES, CLARK SECT: 01

#### ARHA220 Renaissance Venice: Art and Architecture in the Lagoon City

Venice's unique geographical location in the reflective waters of the Adriatic and at the crossroads between East and West has had a profound impact in all aspects of Venetian life and culture. This course will investigate the artistic production of the Lagoon City during the 15th and 16th centuries. The compelling works of Venetian artists, such as Carpaccio, Bellini, Giorgione and Titian, Tintoretto and Veronese, as well as the great civic and religious monuments, such as the Palazzo Ducale, the great mendicant churches, and the Basilica di San Marco, will be considered in light of the sophisticated political and social systems of the Venetian Republic. Issues such as the development of the distinctive urban fabric, the invention of a civic iconography, the role of the artist, and the Venetian workshop practices, as well as the impact of the Islamic world, private and corporate patronage, and the depiction of women—dressed and undressed—will be examined.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ARHA221 Renaissance Art and Architecture in Italy

This course surveys key monuments of Italian art and architecture produced between circa 1300 and 1550. Focusing on major centers such as Florence, Rome, and Venice, as well as smaller courts such as Urbino and Mantua, it considers the works and careers of the most important artists and architects of the period, among them Giotto, Brunelleschi, Alberti, Leonardo, and Michelangelo. Monuments are studied in their broader intellectual, political, and religious context, with particular attention paid to issues of patronage, devotion, and gender. Class discussions will focus on topics drawn from primary and secondary source readings and will include the rising status of the artist, the rediscovery of man and nature, the science of painting, and the cult of antiquity.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST222 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: SWARTWOOD HOUSE, ANNA SECT: 01

#### ARHA222 The European Baroque: Art and Architecture in 17th-Century Europe

This course will examine the dynamic and visually arresting art of 17th-century Europe with an emphasis on major figures such as Caravaggio, Bernini, Rembrandt, Rubens, Velázquez, and Vermeer. Painting, sculpture, and architecture are studied in relation to broader historical contexts. We will explore topics such as the Baroque as a pan-European sensibility; princely prerogative, papal authority, and the demands of the market; collecting and connoisseurship; studio practice; and illusionistic painting and architecture. In addition to a familiarity with the leading artists of the period, their works, and the society within which they produced their works, students will attain a working knowledge of the different media and genres of Baroque art, an ability to conduct meaningful art historical analysis, and a knowledge of art historical terminology.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ARHA224 Italian Art and Architecture of the 16th Century

In addition to key monuments of 16th-century Italian art and architecture, this survey seeks to introduce students to some of the most important figures of the period: artists and architects—such as Leonardo, Raphael, Bronzino, Michelangelo, Titian, and Palladio; their princely and ecclesiastical patrons—such as Cosimo I de' Medici and Julius II; and their critics and biographers—such as Dolce and Vasari. Our aim will be to understand the complex artistic and architectural landscape of the period against the backdrop of shifting intellectual and religious trends, such as the Counter Reformation. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ARHA225 Art and Society in Ancient Pompeii

IDENTICAL WITH: CCV234

#### ARHA227 Venice in the Golden Age

Venice—a city built almost impossibly on a forest of stilts sunk into the mud of the lagoon and buttressed by powerful myths of divine origins, permanence, and prosperity—produced some of the most spectacular works of Renaissance art and architecture. This course on the art and culture of Venice's "golden age" considers the works of artists and architects such as Carpaccio,

Bellini, Giorgione, Titian, Codussi, Sansovino, and Palladio in the context of the city's unique setting, social and governmental structure, cultural and political milieu, and larger geopolitical significance. It also positions Venice's artistic production within the broader framework of early modern Europe, exploring its connections with Byzantium and the Islamic world.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012 INSTRUCTOR: SWARTWOOD HOUSE, ANNA SECT: 01

#### ARHA233 Art and Culture of the Italian Baroque

This introduction to the arts and architecture of 17th-century Italy addresses one of the core paradoxes of the period: that startling innovation and creativity were not inconsistent with serving the purposes of patrons and ideologies that at first appear rigid and authoritarian. Supported by popes, cardinals, new religious orders, and private collectors, artists and architects such as Caravaggio, Artemisia, Gentileschi, Pietro da Cortona, Gianlorenzo Bernini, and Francesco Borromini depicted saintly bodies in moments of divine rapture, opened up painted ceilings to elaborate illusionistic visions, and subjected the classical language of architecture to unprecedented levels of movement. Through lectures and discussions of key primary and secondary sources, we will explore the emotive and ideological power of baroque art, considering the multitude of ways in which it shaped the visual, political, and religious worlds of its day.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ARHA238 Museums, Cultural Heritage, and Classical Archaeology

IDENTICAL WITH: CCV285

#### ARHA240 Modernism & Modernity in 19th-Century French Painting

This course looks at factors that contributed to Paris's rise as the preeminent artistic center in the West at the time of the French Revolution and traces the evolution of French art throughout what would prove to be an extraordinary century of formal advance and experiment ending in impressionism and post-impressionism. The story of French art is one in which timeless ideals and triumphal narratives were continually put under pressure by the imperative to model the contingency of modern experience. Themes we will explore in this class include the significance of a public sphere for art making and the relationship between artistic advance and appeals to an ever-widening public; painting and revolution; history painting; the persistence of classical ideals and their relationship to modern subjects and experience; the new focus on sensation and the rise of landscape painting; the decline of narrative in painting in favor of form and surface; the relationship between modern art and academic practice; the rise of feminism and attempts on the part of women artists to find their own voice in a masculine practice; the conflict between the unabashed pursuit of artistic individualism and the need to define collective values and experience; the significance of the decorative to painting at the end of the century; and the relationship between art's embrace of privacy, domesticity, and intimacy at the end of the century and France's revolutionary legacy.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [FRST290 OR COL240] PREREQ: NONE  
 FALL 2012 INSTRUCTOR: KUENZLI, KATHERINE M. SECT: 01

#### ARHA241 Introduction to European Avant-Garde, 1880–1940

In the years building up to and directly following World War I, artists, philosophers, and politicians called into question art's role, proposing both new relationships to society as well as path-breaking formal vocabularies that approached, and at times crossed, the threshold of abstraction. This deep uncertainty regarding art's relationship to society coincided with an era of unprecedented formal innovation. Artists struggled to define the costs and benefits of abstraction versus figuration, moving abruptly, even violently, between the two idioms. The extremism of artistic solutions speaks to a fundamental instability, if not outright crisis, in European art, society, and politics. This course will introduce students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism's relationship to mass culture, modernism and classicism, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.

GRADING: A-F CREDIT: 1 GEN ED: HA  
 IDENTICAL WITH: [FRST241 OR GRST241 OR COL230] PREREQ: NONE  
 FALL 2012 INSTRUCTOR: KUENZLI, KATHERINE M. SECT: 01

#### ARHA244 European Architecture and Urbanism, 1750–1910

The course will consider developments in the history and theory of architecture and urbanism, primarily in France, England, and Germany, from the mid-18th through the early 20th century. Architectural culture will be discussed as a response to changing political, economic, technical, and ideological conditions in these national societies. A central theme is the relationship between concepts of both historicism and modernity throughout the period.

The study of urbanism will include transformation of existing cities, housing, new towns, colonial capitals, and utopian communities.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: FRST292 PREREQ: NONE

#### ARHA246 American Architecture and Urbanism, 1770–1914

This course considers the development of architecture and urbanism in the United States from the late 18th through the early 20th century. Major themes include the relationship of American to European architectures; the varied symbolic functions of architecture in American political, social, and cultural history; and the emergence of American traditions in the design of landscapes and planning for modern cities.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST232 PREREQ: NONE

#### ARHA252 Contemporary Art: 1980 to the Present

This course explores the terms of debate, key figures, and primary sites for the production and reception of contemporary art on a global scale since 1980. Students will learn how today's art has become more heterogeneous, contradictory, and dispersed than ever before; there is no cohesive international "art world." At the same time, we will explore the ways in which cultures influence each other and enter into dialogue through the itinerant work habits of many contemporary artists, curators, and critics. The course will be divided roughly into two halves: the first part will treat art produced primarily in the major cities of North America and Europe during the 1980s; the second part will focus on the changes prompted by the political, social, and cultural realignments that occurred after 1989, as today's globalized art world began to take concrete form.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ARHA253 Contemporary Art: 1960 to the Present

This course explores the terms of debate, the key figures, and the primary sites for the production and reception of contemporary art on a global scale since 1960. Students will learn how today's art has become more heterogeneous, contradictory, and dispersed than ever before; there is no cohesive international "art world." At the same time, we will explore the ways in which cultures influence each other and enter into dialogue through the transnational work habits of many contemporary artists, curators, and critics. The course will be divided roughly into two halves: the first part will treat art produced primarily in the major cities of North America and Europe from the 1960s through the 1980s; the second part will focus on the changes prompted by the political, social, and cultural realignments that occurred after 1989, as today's globalizing art world began to take concrete form.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: DUMETT, MARI SECT: 01

#### ARHA254 Architecture of the 20th Century

The course considers influential works in architecture, its theory and criticism, and ideas for urbanism mostly in Europe and the United States from about 1900 to the present. Early parts of the semester focus on the origin and development of the modern movement in Europe to 1940, with attention given to selected American developments before World War II. Later parts of the course deal with Western architecture from 1945 to the present, including later modernist, postmodernist, and deconstructivist work, urbanism and housing, computer-aided design, green buildings, and postwar architecture in Latin America, Japan, and postcolonial India and Africa.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ARHA255 Anthropology of Contemporary Chinese Art

IDENTICAL WITH: ANTH245

#### ARHA258 Contemporary World Architecture

This course is a study of architecture and urban design throughout the world from the 1990s to the present. American topics include public and private development in the "neo-liberal" city in New York, Chicago, Los Angeles, and post-Katrina New Orleans; contemporary museum architecture; sprawl and New Urbanism; and affordable housing, both urban and rural. Major American architects considered include Frank Gehry, Richard Meier, Daniel Libeskind, and Diller + Scofidio (+Renfro). In Europe, the focus is on contemporary public architecture in Berlin, London, Paris, Valencia, Lisbon, Rome, and Athens, with attention to major works of Sir Norman Foster, Zaha Hadid, Jean Nouvel, Santiago Calatrava, Rem Koolhaas, and Renzo Piano. In China we will study state monuments of the Communist Party in Beijing and issues of preservation and urban development there and in Shanghai. In Japan the recent work of Tadao Ando is a focus, as are selected projects in Tokyo and Yokohama. Additional lectures will treat airport architecture and sites in India, Jerusalem, Cairo, Guinea, South Africa, Rio di Janeiro, and Quito, Ecuador. The last quarter of the course focuses on green or sustainable architecture, including passive and active solar heating, photovoltaics, energy-efficient cooling and ventilation, timber and rammed-earth techniques, LEEDs certification, wind and geo-exchange energy, green skyscrapers, vertical farming, and zero-carbon cities.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ARHA260 History of Prints

This course examines the techniques, production, circulation, and collection of prints in Europe and the United States from the 15th century to the present. Until the invention of photography, printmaking was the sole means of reproduction and was vital for the communication of ideas and the spread of artistic styles. In the 19th century, as photography rapidly took on the role of reproduction, printmakers reconsidered the artistic possibilities for the medium, reemphasizing the artist's touch, and turning to renewed political uses. The course discusses aesthetics, connoisseurship, commerce, and technology.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ARHA262 German Aesthetic Theory

IDENTICAL WITH: GRST287

#### ARHA265 Dialogue with Photography: From Its Beginning to Postmodernism

This survey course includes topics on the history of photography from the 1830s to the present, with emphasis on the social uses of the medium, 19th-century documentary, pictorialism, the emergence of modernism, the post-Frank generation, and contemporary trends.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ARHA267 From Assimilation to Self Expression: Afro-American Art 1865–1990

This course surveys the painting and sculpture of black American artists. Most of the earliest professional African American painters concentrated on landscape, which was the dominant idiom in mid-19th century American art. What was unique or distinctive about their landscape? To answer this question we begin with a unit on the history of landscape painting in Western art. We move then into the landscapes of Duncanson and Bannister. Next, we focus on the art of Henry O. Tanner, before turning our attention to the art of the Harlem Renaissance and the intellectual ideal of the New Negro. The role of the WPA and the art of Jacob Lawrence is followed by a section on the impact of the Civil Rights Movement on the visual arts and the art of Bearden.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM268 PREREQ: NONE

#### ARHA268 Portuguese Expansion to Africa and the Atlantic World, 1440–1640

IDENTICAL WITH: AFAM210

#### ARHA270 Rebellion & Representation: Art in North America to 1867

In this course we shall study the production and circulation of artifacts produced by Europeans engaged in the colonization of North America from the 16th to 19th centuries. In particular we shall explore how artists and patrons explored changing notions of civic identity in emerging nations: the United States, the Mexican Republic, and the Dominion of Canada.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: AMST270 PREREQ: NONE

#### ARHA271 Making and Marketing American Art, 1900–1976

In this course we will study the history of painting, sculpture, and the graphic arts during the period in which American artists, patrons, and arts institutions came to play a larger role in the international arts community. We will look at how artists tested new visual technologies as well as new approaches to representation following the introduction of abstraction. We will also explore the history of art exhibitions, museums, and exhibiting practices and how these reflected the politics of arts patronage and the art market in the 20th century.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST233 PREREQ: NONE

FALL 2012 INSTRUCTOR: MILROY, ELIZABETH SECT: 01

#### ARHA272 Sculpture in the United States, 1776–1976

This course considers a history of the art and careers of artists in America who chose sculpture as a primary medium of expression. Topics will include public sculpture and government patronage, sculpture and the landscape, patterns of training among American sculptors, and the work of expatriate artists.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST272 PREREQ: NONE

#### ARHA276 The First Gilded Age: Media and Modernity in the United States, 1865–1913

Rapid advances in technology, a volatile economy, interventionist foreign policy, and the widening gap between rich and poor in the United States are among the trends that prompted turn-of-the-21st century pundits to announce the start of a "new" Gilded Age. In this course about the first Gilded Age, we shall study developments in American visual culture from *Appomattox* (1865) to the *Armory Show* (1913), looking in particular at how the growth of the mass media affected cultural practices and institutions.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST249 PREREQ: NONE

#### ARHA280 Islamic Art and Architecture

This course is a thematic introduction to the history of Islamic art and architecture from the time of the Prophet Muhammad through its 17th-century culmination in the period of the great Islamic empires of the Ottomans, Safavids, and Mughals. All major genres of Islamic art will be considered including religious and secular architecture, the arts of the book (calligraphy and painting), and decorative arts. Some of the broader issues to be examined include the allegedly anti-iconic nature of Islamic art, relations between Islamic art and preexisting traditions in territories absorbed by Islam (Byzantine, Persian, Central Asian, Indian), and the problem of what makes Islamic art Islamic.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST280 PREREQ: NONE

SPRING 2013 INSTRUCTOR: WAGONER, PHILLIP B. SECT: 01

**ARHA281 The Traditional Arts of China**

This introductory survey covers Chinese art from prehistoric times to the end of the 18th century. Particular attention will be given to the four basic media of Chinese art (bronze, sculpture, painting, and ceramics) and to their relationships to the culture that produced them.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST281 PREREQ: NONE

**ARHA283 The Traditional Arts of Japan**

This survey of the arts of Japan will emphasize painting, sculpture, and architecture from neolithic times to the mid-19th century. The course will stress the relevance of Japan's social and religious history to the formation and development of its arts. Consideration will also be given to the manner in which artistic influences from China and Korea helped to shape Japanese art history and to the processes whereby such influences were modified to produce a new, vital, and distinctive artistic tradition.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST283 PREREQ: NONE

**ARHA284 Buddhist Art from India to Japan**

This course surveys the development of Buddhist sculpture, painting, and architecture in India, China, and Japan. The course will stress the relationship of changes in the religion and its social setting to formal changes in its art. Readings will be interdisciplinary in nature, and class discussion will be encouraged.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST282 PREREQ: NONE

FALL 2012 INSTRUCTOR: BEST, JONATHAN W. SECT: 01

**ARHA285 Art and Architecture of India to 1500**

This course is an introduction to the artistic and architectural traditions of the Indian subcontinent from prehistory to 1500 through a series of thematically-focused units arranged in broadly chronological order. In each unit, we will consider a different body of artworks, monuments, and material cultural objects of major significance within the South Asian tradition and will use them as a means to understand the historical development of Indian society, religion, and politics. The four units of the course examine the early historic interaction between Vedic Aryan and Dravidian cultures and the resulting emergence of a distinct south Asian tradition; the development of narrative and iconic sculpture and its purposes within the context of the Buddhist cult of relics; the relationship between architecture and community in the Buddhist cave-monasteries of the western Deccan (focusing in particular on ritual and patronage); and the theology, iconography, and politics of the Hindu image and temple cult.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST285 PREREQ: NONE

FALL 2012 INSTRUCTOR: WAGONER, PHILLIP B. SECT: 01

**ARHA286 Empire and Erotica: Indian Painting, 1100-1900**

The history of later Indian painting is dominated by two distinct stylistic traditions, one flourishing at the court of the Mughal empire, the other at the courts of the various Rajput dynasties that held sway in regions along the periphery of the Mughal domain. Despite complex historical relationships between the two traditions, modern scholarship has tended to emphasize their separate identities as distinct, isolable schools with mutually opposing stylistic and aesthetic ideals. Mughal painting is characterized as naturalistic, rational, and political; contemporary Rajput work is seen as lyrical, erotic, and spiritual in its approach. In this course, we will trace the history of the emergence and interaction of these two traditions of painting, beginning with the pre-Mughal and pre-Rajput traditions current before the 16th century and continuing to the transformation of the Mughal and Rajput traditions through British colonial patronage. The course strikes a balance between the modes of historical survey and thematic enquiry; some of the themes to be examined include the relationship between painting and literature, the structure of patronage and the degree of the patron's influence in shaping style, and the extent to which the Mughal and Rajput styles were influenced by 16th-century European prints and paintings.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**ARHA287 Traditions of East Asian Painting**

Several of the primary traditions of East Asian painting are studied in this course, including Chinese landscape painting and Japanese works in the *yanato-e* style and the monochromatic ink painting associated with Zen Buddhism. The art will be discussed in terms of its historical, philosophical, and aesthetic significance.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST287 PREREQ: NONE

**ARHA288 Temples and Shrines of Japan**

Beginning with the Shinto shrine at Ise and ending with the Zen garden of the Ryoan-ji, the course studies a series of important Shinto and Buddhist sanctuaries, analyzing each as an integrated architectural-artistic statement of a particular set of religious teachings. The class will explore the formative influence of religious doctrine upon art in these specific settings.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST288 PREREQ: NONE

**ARHA289 Art and Culture in Pre-modern Korea**

This historical survey considers the major artistic traditions of Korean art and the cultural context that shaped them. Beginning with the prehistoric period and continuing to the 19th century, the course will consider the arts

of Korea, especially Buddhist sculpture, ceramics, and painting, in terms of both peninsular history and, where relevant, historical and cultural developments in China and Japan.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST289 PREREQ: NONE

**ARHA290 Mahabharata and Ramayana: The Sanskrit Epics and Indian Visual Culture**

This course focuses on the multifaceted interface between literary text and visual image in traditional South Asia. Our primary focus is on the two Sanskrit epics, *Mahabharata* and *Ramayana*. Both epics will be read in abridged translation to provide familiarity with the overall narrative structure and thematic concerns of the two texts, and a number of excerpts from unabridged translations will be studied in detail to arrive at a fuller understanding of the contents of key episodes and of the style and texture of the two works. The first part of the course addresses a series of questions pertaining to the literary versions of the *Mahabharata* and *Ramayana*: What is epic as a genre, and what are its social roles? Do the *Mahabharata* and *Ramayana* manifest similarities that permit us to identify a distinctive Indian epic type? What are the connections between these epics and the early history of India? Why, and how, did the written texts we have today come to be redacted from bodies of oral tradition? What further transformations did the Sanskrit epics undergo as they were dramatized in the Sanskrit theater, recast in the form of lyric poetry, and translated into various vernacular languages such as Hindi, Tamil, and Telugu? In the second part of the course, we will shift our focus from epic as literature to consider different types of visual embodiments of the epics, including sculptural renditions of epic characters and scenes on the walls of Hindu temples, painted illustrations in the manuscripts of the epics produced at Mughal and Rajput courts, and modern cinematic transformations of the epics in Indian film and television. This course requires no prior knowledge of Indian literature, history, or art and may serve as an effective introduction to the culture and civilization of South Asia.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**ARHA291 Duty, Power, Pleasure, Release: Key Themes in Classical Indian Thought**

According to thinkers in classical India, the goals of life were fourfold: encompassing the pursuit of social-moral duty (dharma), economic and political power (artha), bodily pleasure (kama), and, finally, release from the endless cycle of birth, death, and rebirth (moksha). The four goals provide a useful key for understanding Indian intellectual history in its classical moment—roughly, the half millennium between the 2nd and 7th centuries. This pivotal era witnessed the definition of new forms of social and political thought, the creation of new types of expressive literature in Sanskrit, and the crystallization of the Hindu religion. In this course, we explore classical Indian thought through a variety of theoretical and literary texts articulating the ideas and values of the age. Most of these works were originally written in Sanskrit, the ancient Indian language of culture and power that served as a lingua franca uniting vast portions of Southern Asia. The emphasis is on close reading and discussion of the translated texts themselves and critical engagement with the ideas and values they present.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [HIST277 OR RELI236] PREREQ: NONE

FALL 2012 INSTRUCTOR: WAGONER, PHILLIP B. SECT: 01

**ARHA292 Archaeology of Food, Trade, and Power in South India**

This course examines patterns of life in premodern South India, focusing on the millennium from about 600 to 1600 AD. It explores the persistent practices and institutions that structured social life—agricultural regimes of food production, patterns of local and long-distance trade, and elite discourses of power and authority—as well as historical events and processes that brought change to those patterns. The course capitalizes on South India's rich array of archaeological evidence, from surface remains and excavated finds to standing architectural monuments, donative inscriptions on stone and copper plates, and various forms of coinage and coin hoards informing on economic life. Specific topics investigated include the articulation of cultural space and landscapes; food, subsistence, and modes of agricultural production; domestic architecture and habitation; trade, markets, and monetary systems; and the roles of religion and ritual in legitimating political power. There is an explicit emphasis on methods and their application, including those of epigraphy (the analysis of inscriptions), numismatics (the materially based study of coinage and monetary systems), surface archaeology (survey, documentation, and analysis of exposed surface remains), and the archaeology of buildings. Many class sessions will be devoted to active discussion and analysis of data.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ARCP292 OR ENV5292] PREREQ: NONE

SPRING 2013 INSTRUCTOR: WAGONER, PHILLIP B. SECT: 01

**ARHA293 Contemporary Art in Africa and Diaspora in War and Peace**

This course looks at contemporary Africa and African diaspora artists. We will cover a wide range of media, including online art sites such as PAAACK.

Students will also have a chance to create a museum exhibition of photography by Senegalese teenagers, made as part of a West African peace-building project.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM293 PREREQ: NONE

**ARHA294 Building Houses, Building Identities: Architecture in the Atlantic World, from Africa to America**

African architecture, from houses to monumental mosques, reflects cultural interaction and identities. From 1550 to 1850, 12 million Africans were forcibly transported from their homes to the Americas. They brought with them cultural knowledge and technological expertise. That knowledge transformed the landscape, from Brazil to New Orleans to Virginia. Historians are only now beginning to understand that the Atlantic basin can best be understood as a cultural unit. From Senegal to Brazil, African architecture created a new, hybrid style. This course studies the buildings of the Atlantic basin. From the great mosques of medieval West Africa to the plantation houses of Brazil and the American South, African builders introduced concepts and forms that included the verandah, the enclosed porch or gallery, and probably, too, the shotgun house of New Orleans. This course looks first at African art and architecture, then at the spread of African technology to the New World.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM296 PREREQ: NONE

**ARHA299 African History and Art**

In this introduction to the history and art of West Africa from the late first millennium AD to the colonial period, we will cover topics including the trans-Saharan trade, the origins of state formation, the spread of Islam south of the Sahara, and the slave trade. We will integrate history with study of the architectural monuments of medieval West Africa including the Friday Mosque in Jenne and masquerades and rituals of West Africa up to the colonial period.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: HIST229 OR FRST299 OR AFAM299 PREREQ: NONE

**ARHA300 Iberian Expansion and the “Discovery” of Africa in Travel Narratives and Art, 1420–1640**

IDENTICAL WITH: AFAM310

**ARHA310 The Culture of Convivencia: Muslims, Jews, and Christians in Medieval Iberia**

This class will explore the art and culture of the various cultures of medieval Iberia (modern Spain and Portugal) between 711 and 1492. For eight centuries, Muslims, Jews, and Christians lived side by side as neighbors enjoying varying degrees of religious freedom, political autonomy, and mutual well-being. This carefully negotiated state of coexistence was known as *convivencia*, and, while it ultimately failed, for centuries it allowed each community to maintain its integrity, often thriving, and always surviving.

Using visual evidence and primary sources, we will explore the works produced by the pluralistic societies of medieval Iberia from the perspectives of art, architecture, history, archaeology, literature, and music. We will learn to decode elements such as dress and home decor, food and hygiene, gardening and agriculture, to learn how each community influenced the others and formed blended cultural forms. We will carefully and objectively evaluate their shared experience of *convivencia* and the mutual cultural affinities and appropriations that developed over the long centuries of coexistence. Finally, we will compare the Iberian experience to our own era of religious encounters and uneasy attempts at tolerance and coexistence on global, local, and national levels.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDS310 OR IBST281 OR COL322 OR HIST213 PREREQ: NONE

**ARHA322 Landscape and Ideology, 1500–1700**

Landscape, as Denis Cosgrove and others have argued, is a way of seeing the world. As such, it is always a reflection of social systems and cultural practices, as well as an agent that shapes them in turn. By considering ways in which landscape was constructed and instrumentalized through a variety of artistic media—from painting, prints, and maps to villas and gardens—this seminar will consider its historical place in early modern European visual culture while engaging venues through which it continues to be discussed and theorized in the fields of art and architectural history, landscape studies, and cultural geography.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ARHA325 Museum Chronotypes: Temporality and Exhibition from the Late 18th Century to the Present**

IDENTICAL WITH: CHUM320

**ARHA339 Wagner and Modernism**

This course focuses on Richard Wagner and his complicated legacy to modernism in Europe from the 1860s through the 1920s, before his art was co-opted by totalitarian regimes in Europe. Wagner’s work stands at the crux of debates surrounding a modernist aesthetic. Key questions raised by his work are the relationship between poetry, music, dance, and the visual arts; art and religion; art and racism; art and a mass audience; art and politics; synaesthesia; and the relationship between abstraction and figuration.

We will begin by analyzing Wagner’s music and writings, and especially his idea of the *Gesamtkunstwerk*. The core of the course, however, will consist of looking at the idea that Wagner represented for visual artists in France,

Germany, and Italy after the composer’s death in 1883. Artistic movements that we will examine include symbolism, German expressionism, the German *werkbund*, Italian futurism, and the Bauhaus. We will also look at the influential writings on Wagner by Stéphane Mallarmé and Friedrich Nietzsche, as well as post-Wagnerian theories of stage design by Adolphe Appia, Georg Fuchs, and Edward Gordon Craig insofar as these helped shape visual arts production.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: FRST339 OR MUSC285 OR COL349 OR GRST239 OR GELT239 PREREQ: NONE

**ARHA340 Architectures of Aftermath**

IDENTICAL WITH: CHUM328

**ARHA345 Chicago Architecture and Urbanism, 1880–2000**

This seminar focuses on the full range of Chicago’s metropolitan built environment over the two centuries of its development. Beginning with the city’s regional history and early architecture before the Great Fire of 1871, this course then traces the postfire Chicago School of commercial architecture that pioneered in the development of the skyscraper. Architects considered are Henry Hobson Richardson, William Le Baron Jenney, Burnham and Root, Holabird and Roche, and Dankmar Adler and Louis Sullivan. The politics, planning, and design of the World’s Columbian Exposition of 1893 are studied as a prelude to the Chicago Plan of 1909, the first American urban master plan. Suburban development and architecture are considered through the early work of Frank Lloyd Wright. Beaux-Arts architecture and planning, the related Chicago Tribune Tower competition, and efforts to implement the Chicago Plan through the 1920s were followed by the Century of Progress Exhibition in 1933. Also studied are the rise of modernist architectural culture in postwar Chicago, in the work of Ludwig Mies van der Rohe and Skidmore Owings and Merrill, and major urban renewal in the form of public housing and highway planning. Finally, we will study recent alternative approaches to affordable housing, neighborhood gentrification, and efforts at civic renewal like Millennium Park.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST354 PREREQ: NONE

**ARHA348 Frank Lloyd Wright: Myth and Fact**

This seminar considers the architecture of Frank Lloyd Wright in the context of his own life and development as an artist and in the context of the broader history of modern architecture of which Wright’s work was a part and to which it contributed. The seminar also considers the relationship of Wright’s achievements to the social, economic, technical, and ideological history of the United States from the mid-19th through the mid-20th centuries. A major theme will be critical reading of Wright’s own statements about his life and work in relation to other sources, later accounts, and his buildings and projects themselves. Both Wright’s residential and public architecture will be considered in conjunction with his designs for landscapes and cityscapes. Architectural drawings will also be examined as a medium in themselves, along with textual and physical evidence, as a means of generating maximal insight into Wright’s built and unbuilt works.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST348 PREREQ: NONE

**ARHA350 Utopia or Decadence? European Art at the Fin-de-Siècle**

The fin-de-siècle (1886–1910) has been viewed as a period of optimism and promise as well as one of pessimism and decline. Marked by realignments in the political, aesthetic, scientific, and social landscape, this period witnessed the crumbling of one world and the birth of another. Sexual identities were redefined in light of scientific definitions of homosexuality and the rise of feminism; a valuation of the unconscious led to the founding of psychology as a discipline; artists combined artistic media and the arts of music, poetry, and painting to recreate a lost totality; new forms of performance were invented that produced avant-garde theater. Political discourse was transformed by the rise of opposing doctrines of socialism and radicalism on the one hand and nationalism and racist political ideologies on the other. This course examines fin-de-siècle art in the context of larger societal and political developments. Throughout, we will examine the relationship between utopia and decadence. To what degree did artists seek to build a better world, and to what degree did they contribute to decline by overindulging in the senses?

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ARHA353 Global Intersections: Contemporary Art, Postcolonialism, and Globalization**

This course will address the major developments in contemporary art emerging through processes of postcolonialism and globalization from 1960 to the present. The central focus will be cultural intersections as we examine the ways that artists, curators, critics, and art historians participate in the dialectics of national/international, global/local, homogeneity/heterogeneity, and margin/center. In a world in which people and cultures are coming into greater contact than ever before—due to a combination of colonial ties, the expansion of capital investment and commodity exchange, advances in commercial travel and electronic communications, and shifting immigration patterns—how have issues of national identity, individual identity, hegemony, and hybridity be-

come of distinct importance and meaning in art? How does the proliferation of major international exhibitions demand that we address questions of Eurocentrism and marginality? And how does the rise of the “itinerant artist” (and curator) change how we think about borders and artistic labor practices? These are just a few of the questions that will be addressed via case studies of art and historical and theoretical texts from around the globe.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### **ARHA354 History, Memory, and Tradition in Global Contemporary Art**

This class examines a host of contemporary art-making practices from around the globe, centered on past-directed themes of history, memory, and tradition. In an effort to discern the significance of these concerns and the reasons for their prominence in recent art, a number of key questions will be posed:

What does the past mean to us today and how does this meaning relate to our ability to construct a better future? What should we remember and preserve at the present historical juncture and why? How should we accomplish this? Has the ability to forget the past become as important to us today as remembrance? Do close connections to history liberate or hamper us, hobble or empower us? Whose memories should we rely on and why? Does an information society make it easier for us to preserve and recollect the past or more difficult?

It is to considerations such as these and their implications for the way we live today that we will return throughout the semester.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: HIST295 PREREQ: NONE

#### **ARHA358 Style in the Visual Arts: Theories and Interpretations**

This seminar treats major developments in the theory and interpretation of style in the visual arts in historical overview and from divergent disciplinary perspectives. How does the style of a work of art relate to the sociocultural context in which it was produced? Are there definable and historically meaningful patterns of stylistic change? Readings and class discussions will focus on the writings of Wolfllin, Riegl, Gombrich, Kubler, and others who have made important contributions to a fuller understanding of these fundamental issues. Students are expected to have some knowledge of art history, but an extensive background in the field is not required.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### **ARHA360 Museum Studies**

This museum studies seminar introduces students to the history of art museums and current debates on the role of museums in today's society, as well as institutional practices and career paths. In addition, students will organize a group exhibition of artwork from the Davison Art Center collection, research objects, and write exhibition labels.

The theme for this year's exhibition will be 20th-century American photography. Students will study the work in the collection and work collaboratively to define an exhibition theme and to select work.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST360 PREREQ: NONE  
FALL 2012 INSTRUCTOR: ROGAN, CLARE L. SECT: 01

#### **ARHA363 Fluxus: Collectivism and Intermedia Art in the 1960s and 1970s**

This course will examine the art collective Fluxus, as it formed on three continents from 1962–1978, paying particular attention to the group's collective organization on an international scale in the context of post-World War II advanced capitalism; the diversity of subject positions occupied by its members, based on issues of race, ethnicity, gender, and class; the multidisciplinary character of its composition, including artists with backgrounds in music, painting, film, sculpture, poetry, design, and architecture; and its pioneering of “intermedia” art, combining performance, object-making, and video. The relationships between Fluxus and contemporaneous artistic trends as well as Fluxus's influence on art today will also be considered.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### **ARHA364 Architecture: Historiography, Theory, Criticism; Traditional and Contemporary Approaches**

This seminar, intended primarily for majors in history of art and architecture and for studio majors concentrating in architecture, surveys different methods of studying architecture and its history. Emphasis throughout is on comparison of general theories of interpretation in art history and other disciplines and their application to specific works of art and architecture. Topics include monumentality and collective memory, stylistic analysis, philosophical aesthetics, iconography and semiotics, patronage and ideological expression, structural technology and building process, material culture and consumption, vernacular architecture and cultural landscapes, spatial form, sociology, colonial and postcolonial architecture, feminist architectural history, and digital design and fabrication in architecture.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: SIRY, JOSEPH M. SECT: 01

#### **ARHA365 Photography and Representation**

Photography has given rise to theoretical and critical reflections since its emergence in the 19th century. This seminar will examine some of the theoretical problems posed by photographic practice (in aesthetics, history, philosophy of

mind, and philosophy of language) and the photographic problems that have been posed by modern theory (in genres as diverse as the snapshot, portraits, and forensic photography). Some of the themes to be explored include photography's relation to problems concerning memory, identity, sexuality, realism, fantasy, and politics. The goal of the course is to enable students to think more clearly about how photographic images tell the truth, how they lie, how they inspire, and how they generally affect thinking and feeling.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [PHIL336 OR AMST364] PREREQ: NONE

#### **ARHA374 Topics in Cultural Landscapes: The Art of Frederick Law Olmsted**

Considered the father of American landscape architecture, Frederick Law Olmsted exerted a profound influence on landscape design and management that continues to the present. In this course we shall study Olmsted's major public projects (Central Park, Prospect Park, Boston's “Emerald Necklace,” the Columbian Exposition grounds) to explore how Olmsted and his contemporaries conceived of the urban public and how they endeavored to manage that public by eliciting orderly behavior through aesthetic engagement within a designed environment. We shall also study Olmsted's legacy in the work and writings of such artists and designers as Robert Smithson and James Corner.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [AMST374 OR ENV5374] PREREQ: NONE

#### **ARHA375 The American Villa: Style and Lifestyle**

IDENTICAL WITH: AMST375

#### **ARHA376 Topics in 19th-Century Painting: Thomas Moran, Thomas Eakins, and Mary Cassatt**

This seminar will examine the art and career of three Philadelphia artists whose careers took very different trajectories. Class discussions during the first part of the semester will include the close reading of selected works in response to assigned readings. During the second part of the semester, students will write and present reports on selected single works by these artists and their principal American associates.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: AMST376 PREREQ: NONE

#### **ARHA381 Relic and Image: The Archaeology and Social History of Indian Buddhism**

This course investigates the social history and material culture of Indian Buddhism from the 5th century BCE through the period of the Kushan empire. The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts and consideration of the organization and functioning of the early Buddhist community, or sangha. The focus then shifts to the popular practice of Buddhism in early India and the varied forms of interaction between lay and monastic populations. Although canonical texts will be examined, primary emphasis in this segment of the course is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include the cult of the Buddha's relics, pilgrimage to the sites of the Eight Great Events in the Buddha's life, the rise and spread of image worship, and the Buddhist appropriation and reinterpretation of folk religious practices. Key archaeological sites to be studied include the monastic complex at Sanchi, the pilgrimage center at Bodhi Gaya (site of the Buddha's enlightenment), the city of Taxila (capital of the Indo-Greek kings and a major educational center), and the rock-cut cave monasteries along the trade routes of western India.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: [EAST381 OR ARCP380] PREREQ: NONE

#### **ARHA390 Advanced Themes in African History and Art**

This seminar will consider the most recent research into the art and cultural history of West and Central Africa. Emphasis will be placed on the historical context in which cultural traditions have developed. From the historically specific study of art, it is possible to detail the evolution of style, as well as the changing and contextually contingent iconographical meaning of forms. We will include a case study of the Mande peoples before broadening our field to contemporary art (World Art, like World Music) in West and Central Africa.

GRADING: A-F CREDIT: 1 GEN ED: HA  
PREREQ: ARHA101 OR [ARHA267 OR AFAM268] OR [ARHA299 OR HIST229 OR FRST299 OR AFAM299] OR [ARHA294 OR AFAM296]

#### **ARHA401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

#### **ARHA409/410 Senior Thesis Tutorial**

GRADING: OPT

#### **ARHA411/412 Group Tutorial, Undergraduate**

GRADING: OPT

#### **ARHA465/466 Education in the Field, Undergraduate**

GRADING: OPT

#### **ARHA467/468 Independent Study, Undergraduate**

GRADING: OPT

## ART STUDIO

### ARST131 Drawing I

This introduction to drawing gives special attention to the articulation of line, shape, volume, light, gesture, and composition. A variety of media and subjects will be used, including the live model. This course is suitable for both beginners and students with some experience. Individual progress is an important factor in grading. The graded option is recommended. Full classroom attendance is expected.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012 INSTRUCTOR: RANDALL, JULIA A. SECT: 01-02  
 INSTRUCTOR: ROMANO, JULIANA FORBES SECT: 03  
 INSTRUCTOR: TENEYCK, KATE SECT: 04  
 SPRING 2013 INSTRUCTOR: RANDALL, JULIA A. SECT: 01

### ARST400 Topics in Studio Art: Information

Artists in all media have historically responded to common, formal, and ideological motivations. These motivations encompass the very fabric of a liberal arts education. This course is intended to strengthen such a liberal conversation among the various studio art disciplines, as well as to develop that conversation as the foundation for making art. The course centers on a topic determined by the instructor. The class will function as a study group (of painters, sculptors, photographers, etc.) that tackles the topic through the act of making. The topic will be introduced through readings and visual precedents, and through discussion we will determine means to respond as artists, each student in his or her own medium. These individual responses will then be analyzed in group critiques. Later in the semester, students will be asked to expand their investigations to include studio disciplines other than their own. This course is offered as an elective for studio arts majors but can, at the discretion of the instructor, be offered to majors from other departments with adequate experience in visual arts. Students are expected to be capable of self-expression in at least one visual art medium for admission to the class.

What *is* information? How does it pertain to art? How does information proliferate? How is it organized? How reliable is information? These questions and more will be explored through artistic production and discussion.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

### ARST401/402 Individual Tutorial, Undergraduate

GRADING: OPT

### ARST409/410 Senior Thesis Tutorial

GRADING: OPT

### ARST411/412 Group Tutorial, Undergraduate

GRADING: OPT

### ARST432 Drawing II

This class builds upon the course content covered in Drawing I (ARST131). As we continue to draw from observation, topics will include an in-depth exploration of the human figure and an introduction to color. This course also introduces a concept-based approach to drawing that explores narrative and content. While using brainstorming and ideation techniques, we will experiment with various marking systems, found imagery, processes, and spatial solutions. Further, the development of individual style and studio methodology is an aim in this course.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: ARST131  
 SPRING 2013 INSTRUCTOR: RANDALL, JULIA A. SECT: 01

### ARST434 Sustainability and the City

This course will investigate urbanism and the built environment through the lens of the current discourse on sustainability. Students will research and study contemporary case studies of cities that have suffered from a form of collapse; analyze the interactions that led to the demise of specific infrastructures; and project a city's future through methods and techniques of urban analysis and representation including drawings, maps, and diagrams.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

### ARST435 Architecture I

This course is a synthesis of fundamentals of design principles and introduction to design vocabulary, process methodologies, and craft. Emphasis is placed on developing students' ability to examine the relationship between production (the process of creating things) and expression (the conveying of ideas and meaning) involved in the making of architecture. The intent of the course is to develop students' awareness and understanding of the built environment as a result of the investigations, observations, and inquiries generated in the studio.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012/SPRING 2013 INSTRUCTOR: HUGE, ELIJAH SECT: 01

### ARST436 Architecture II

This course is a research-design-build studio focused on a single, semester-long project. The intent of this course is to further develop students' awareness and understanding of the built environment through both the study of project-related historical and theoretical issues and hands-on design and fabrication. Working through an intensive sequence of research, design, and

fabrication phases, the studio will undertake to identify, comprehend, and address the theoretical issues at stake in the semester-long project, develop design work that responds to these issues, and collectively work together toward the full-scale realization of the design work created by the studio. As the semester progresses, additional design, representation, and production tools will be introduced and used for developing work for the project, from graphics software to the laser cutter.

GRADING: A-F CREDIT: 1.50 GEN ED: HA PREREQ: ARST435  
 SPRING 2013 INSTRUCTOR: HUGE, ELIJAH SECT: 01

### ARST437 Printmaking

While various printmaking media—cardboard cut, woodcut, etching, engraving, drypoint, and aquatint—are taught technically, each student is expected to adapt them to his/her particular vision. Students learn to develop a print through a series of proofs with critical consideration as an important input in this progression from idea sketch to final edition. Extensive use is made of the Davison print collection.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: ARST131  
 FALL 2012 INSTRUCTOR: SCHORR, DAVID SECT: 01

### ARST438 Printmaking II

Ideally, this semester is a continuation of ARST437. While various printmaking media not considered first semester—color intaglio and lithography—are taught technically, each student is expected to adapt them to his/her particular vision. Students learn to develop a print through a series of proofs with critical consideration as an important input in this progression from idea sketch to final edition. Extensive use is made of the Davison print collection.

Students who have not taken ARST437 will need to learn basic etching techniques at the start of the semester, so they can expect a particularly intense beginning.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: ARST131  
 SPRING 2013 INSTRUCTOR: SCHORR, DAVID SECT: 01

### ARST439 Painting I

This introductory-level course in painting (oils) emphasizes work from observation and stresses the fundamentals of formal structure: color, paint manipulation, composition, and scale. Students will address conceptual problems that will allow them to begin to develop an understanding of the power of visual images to convey ideas and expressions. The course will include individual and group critiques and museum trips.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ARST131  
 FALL 2012 INSTRUCTOR: TELFAIR, TULA SECT: 01

### ARST440 Painting II

The skills and knowledge gained in ARST439 will serve as the foundation upon which students will be challenged to become technically proficient while developing a personal direction with the medium. The conceptual problems addressed allow painters of any formal, conceptual, or stylistic focus to solve them successfully without compromising either their personal visions or methods. This class requires students to become fluent with the medium and make aesthetic choices that can best convey their ideas. Lectures and class discussions provide an exploration of historical and contemporary issues. Individual and group critiques as well as museum and gallery trips will complement class work.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ARST131 AND ARST439  
 FALL 2012 INSTRUCTOR: TELFAIR, TULA SECT: 01

### ARST441 Considering the Campus: Landscape Architecture, Tradition, and the Ecological Mandate

As a medium, landscape architecture has the ability to express ideas about the relationship between humans and the natural world. Campuses with their traditional landscapes and landscape maintenance regimes face new mandates for ecological performance and expression. This course seeks to use a combination of readings and design exercises to test ideas of nature and community and to explore how the basic components of the landscape—topography, hydrology, and vegetation—impact campus design.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ENV5441 PREREQ: NONE

### ARST442 Typography

The fundamentals of fonts, letter forms, typographic design, elements of the book, and an introduction to contemporary graphic design are considered through a progression of theoretical exercises. Once working knowledge of the typeshop and Quark Xpress (software for book design) is acquired, each student conceives, designs, and prints: first, a broadside, then a book. Use is made of the Davison rare book collection at Olin Library. While *not* a required sequence, this course is strongly recommended before taking ARST443.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012 INSTRUCTOR: SCHORR, DAVID SECT: 01

**ARST443 Graphic Design**

This course is a study of the combination of word and image in two-dimensional communication through a series of practical and theoretical problems. While not required, **ARST442** is highly recommended.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: SCHORR, DAVID SECT: 01

**ARST445 Sculpture I**

An introduction to seeing, thinking, and working in three dimensions, the class will examine three-dimensional space, form, materials, and the associations they elicit. Through the sculptural processes of casting, carving, and construction in a variety of media, students will develop and communicate a personal vision in response to class assignments.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012/SPRING 2013 INSTRUCTOR: SCHIFF, JEFFREY SECT: 01

**ARST446 Sculpture II**

This is an intermediate-level course. Projects focus on the associative nature of three-dimensional form—how issues intrinsic to sculpture reflect concerns extrinsic to the art form. The class will emphasize the development of personal expressions of students' visions in response to class assignments.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ARST445 OR ARST435  
 SPRING 2013 INSTRUCTOR: SCHIFF, JEFFREY SECT: 01

**ARST451 Photography I**

This is an introductory course to the methods and aesthetics of both black-and-white film-based and digital photography.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012/SPRING 2013 INSTRUCTOR: RUDENSKY, SASHA SECT: 01

**ARST452 Photography II**

This is an intensive course intended for students with a solid foundation in photography. The students can choose to work in either film-based or digital media while developing their own unique voice. Topics will include medium-format film cameras, fiber paper, large-format digital printing, and editing and sequencing images. Lectures and class discussions will provide a historical context, while presentations by visiting artists and trips to galleries and museums will introduce students to contemporary work in the medium. Emphasis will be placed on the weekly discussions of students' work.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: RUDENSKY, SASHA SECT: 01

**ARST453 Digital Photography I**

This course is an extensive examination into the methods and aesthetics of digital photography. Students will learn introductory and advanced technical knowledge including camera operation, Adobe Photoshop, and Adobe Bridge but, more important, will focus on photography as a fine art through both a historical and contemporary viewpoint.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012/SPRING 2013 INSTRUCTOR: RUDENSKY, SASHA SECT: 01

**ARST460 Introduction to *Sumi-e* Painting**

We will learn basic technique and composition of traditional Japanese *sumi-e* painting. *Sumi-e* is a style of black-and-white calligraphic ink painting that originated in China and eventually was introduced into Japan by Zen monks around 1333. We will concentrate on the four basic compositions of *sumi-e*: bamboo, chrysanthemum, orchid, and plum blossom. We will also study the works of the more famous schools, such as Kano. Students will create a portfolio of class exercises and their own creative pieces.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST460 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: SHINOHARA, KEIJI SECT: 01

**ARST461 Alternative Printmaking: Beginning Japanese Woodblock Technique**

Students are taught traditional Japanese techniques for conceptualizing a design in terms of woodcut, carving the blocks, and printing them, first in trial proofs and editions. After understanding how both of these methods were originally used and then seeing how contemporary artists have adapted them to their own purposes, both for themselves and in collaboration with printers, students will use them to fulfill their own artistic vision. Considerable use is made of the Davison art collection of traditional and contemporary Japanese prints as well as many European and American woodcuts.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST461 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: SHINOHARA, KEIJI SECT: 01

**ARST465/466 Education in the Field, Undergraduate**

GRADING: OPT

**ARST467/468 Independent Study, Undergraduate**

GRADING: OPT

**ARST480 Digital Media**

The course is designed to provide an introduction to the basic concepts of digital art. Students will be introduced to media production using digital cameras, lighting, animation, and sound and video editing techniques. Primary programs covered and used in this class will be Final Cut Pro X, After Effects CS 5, and Dragon Stop Motion.

Screening of historical and contemporary artists' works creates the conceptual framework for the class and helps the students to develop a critical eye for digital art and time-based culture. The class discussions will focus on screenings as well as each student's work in progress.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012 INSTRUCTOR: HÖLTERMANN, JANNE SECT: 01

**ARST482 Digital Media II**

This is a project-based class where students realize works that center around a class topic being determined at the beginning of the semester. The class will function as a study group that researches the class topic, conceptualizes ideas, discusses students' work in progress, and develops digital media installations.

The screening, students' presentations, and discussion of artists' works will provide historical background, source for inspiration, and frame of reference for the creation of digital projects that go beyond a frontal single-screen projection.

Students' work will expand upon their basic technological knowledge by being introduced to advanced digital tools and their concepts, including installations, site-specific works, interactivity, and live control over digital video.

The final presentation of the installations will take place in an event outside of the classroom context.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ARST480  
 SPRING 2013 INSTRUCTOR: HÖLTERMANN, JANNE SECT: 01

# Asian Languages and Literatures

**PROFESSOR:** William Johnston, *History, Chair*

**ASSISTANT PROFESSORS:** Miri Nakamura, *Japanese*; Ao Wang, *Chinese*; Shengqing Wu, *Chinese*

**ADJUNCT ASSOCIATE PROFESSORS:** Etsuko Takahashi, *Japanese*; Xiaomiao Zhu, *Chinese*

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Etsuko Takahashi, *Japanese Language Coordinator*; Xiaomiao Zhu, *Chinese Language Coordinator*

The department offers a number of courses on Japanese and Chinese literature for which no knowledge of a foreign language is required. Courses on the Chinese and Japanese languages will satisfy the language requirements for students majoring in East Asian studies but are by no means restricted to such students. Prospective majors should consult the description of the East Asian Studies Program. For general questions involving language, please consult Etsuko Takahashi (Japanese) and Xiaomiao Zhu (Chinese).

## STUDY ABROAD

**Japan.** Wesleyan is a member institution of the Associated Kyoto Program. For details, visit [wesleyan.edu/all](http://wesleyan.edu/all).

**China.** Wesleyan is a consortial partner in the Wesleyan/Duke/Washington University Study in China Program, the Associated Colleges in China (ACC) headquartered in Hamilton College, and Princeton Beijing. For more information, consult Xiaomiao Zhu. Programs in the following Asian countries have also been approved for Wesleyan students: India, Indonesia, Korea, Nepal, Thailand, and Tibet. Please contact the Office of International Studies for more information on programs in these countries.

### ALIT153 Elementary Korean I

IDENTICAL WITH: LANG153

### ALIT154 Elementary Korean II

IDENTICAL WITH: LANG154

### ALIT202 Japanese Horror Fiction and Film

This course will explore the dominance of Japanese horror from Edo period to contemporary films. Students will read theory of horror in addition to primary texts.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [EAST202 OR FGSS226] PREREQ: NONE

### ALIT204 Popular Culture in Late Imperial and Modern China

This course provides a comprehensive examination of Chinese popular culture in late imperial China, People's Republic of China, Taiwan, and Hong Kong. From film to literature, from music to theater, this course will probe popular culture as it has manifested itself and trace its sociopolitical, aesthetic, and affective impact on the changing literary and cultural landscape.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

### ALIT207 Japanese Women Writers: Modern & Contemporary Periods

This course will introduce students to some of the seminal works and key figures of Japanese women authors in the modern and contemporary eras. We will explore the big question often posed in feminism—Do women write differently?—by conducting close readings of the language and narrative device in the texts.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [EAST207 OR FGSS208] PREREQ: NONE

### ALIT208 City in Modern Chinese Literature and Film

This course will explore the ways in which the city and urban life have been represented in modern Chinese literature and film. The critical issues include how metropolis and urban life are imagined; how space, time, and gender are reconfigured; and the nature of the city/country problematic. We will examine the literary and visual representations of modern cities through close analyses of the novella, short stories, films, photographs, and paintings that illuminate Chinese urbanism. Particular attention will be paid to the cultural manifestations of such Chinese metropolises as Beijing, Shanghai, Hong Kong, and Taipei. All readings will be in English. Five to six films by major directors will be scheduled.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST208 PREREQ: NONE

### ALIT209 Japan's "Others": Cultural Production of Difference

This class will examine various types of texts throughout Japanese history that categorize groups or individuals as being different from the main culture of Japan. We will also explore texts attributed to these "othered" groups. Examples will range from early medieval discussions of demons; theatrical representations of China, Okinawan, and Ainu literature; views on Christianity in the early modern period; to a modern burakumin writer. The questions we will explore include, How do texts identify and ascribe "otherness"? What is the relationship between the formation of such otherness and the establishment of a "Japanese identity"?

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST209 PREREQ: NONE

### ALIT210 From Tea to Connecticut Rolls: Defining Japanese Culture Through Food

This course explores Japanese food traditions as a site in which cultural values are sought, contested, and disseminated for national consumption. Through an examination of various components of Japan's culinary practices such as the tea ceremony, sushi, whaling, and fusion cuisines, we uncover the aesthetics, religious beliefs, politics, environmental issues, and intercultural exchange that characterize Japanese history.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST210 PREREQ: NONE

FALL 2012 INSTRUCTOR: WATANABE, TAKESHI SECT: 01

### ALIT211 The Chinese Canon and Its Afterlife

This course aims to achieve two goals. First, it will introduce students to essential authors, texts, and genres in premodern Chinese literature, with attention to questions such as, What counts as literature? What makes these works and writers canonical? How do genre, gender, and class affect the production, distribution, and consumption of these texts? Second, it will trace how later writers circulated, appropriated, and regenerated the classics via adaptations, imitations, parodies, pastiches, and sequels. Some cinematic or dramatic adaptations of the canon in the 20th century will also be included in discussions. In doing so we hope to complicate and destabilize the familiar dichotomy of canonical versus marginal, original versus derivative, elitist versus popular.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST211 PREREQ: NONE

### ALIT212 Gender Issues in Chinese Literature and Culture

This course will explore conceptions of gender, sexuality, and the body through an examination of the multifaceted images of men and women that are created, circulated, and transformed in Chinese literature, religious texts, historical narratives, art, and movies, with an emphasis on their aesthetic and cultural implications. Topics include sexuality, spirits, and ghosts; portraiture and representations of the body; spies, assassins, and martial artists. Works discussed in this course include *The Book of Songs*, *The Verse of Chu*, *Rhapsody on the Gao Tang Shrine*, *The Story of Yingying*, *The Peony Pavilion*, *Sinking*, and *Eat Drink Man Woman*.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST212 PREREQ: NONE

### ALIT220 Stereotyped Japan: A Critical Investigation of Geisha Girls and Samurai Spirit

This class will explore critically discourses about cultural stereotypes of Japan. Specifically, we will focus on two of the best-known examples, the geisha and the samurai. Our goals will be to focus on specific historical contexts that suggest how and why these categories were formed and to understand how volatile and motivated these seemingly unchanging and timeless stereotypes actually are. We will locate both Japan and the United States as places that generate a hyper-feminine (geisha) and a hyper-masculine (samurai) view of Japan; we will look at the reasons why such stereotypes developed in each country and the consequences of such views. For each of the two topics, we will examine representations in literature, visual and performing arts, and film. We will begin in premodern Japan by studying texts to which these terms can be traced. Moving chronologically, we will undo the loaded image/myth of the courtesan and the warrior through examples including didactic Buddhist tales, erotic woodblock prints, traditional theater, and popular fiction about homosexuality among the samurai. We will then proceed to modern Japan and will investigate the ways in which the categories of geisha and samurai came to be appropriated and utilized for various purposes, such as how militant nationalism contributed to the popularization of a particular view of the warrior in early 20th-century films and how the portrayal of a pacified and feminine Japan in the Nobel Prize-winning author's novel *Snow Country* functioned in the eyes of the international community soon after World War II. Finally, we will address Euro-American representations of the geisha and the samurai in recent times and discuss implications of the representations, including their effects upon Asian Americans in general. Throughout this course, selections from recent works of literary and cultural theories (such as Orientalism, gender, and race/ethnicity) will be assigned each week.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [EAST216 OR FGSS216] PREREQ: NONE



**ALIT225 Introduction to Chinese Poetry**

This course explores various styles of traditional and modern Chinese poetry from the archaic period to the 21st century, with an emphasis on the range of ways in which poetry has been implicated, to a degree unknown in the West, in the political, spiritual, and aesthetic movements in China over the last three millennia. Topics include *Book of Songs*, *Nineteen Ancient Poems*, the “Music Bureau” Ballads, Six Dynasties Poetry, the great Tang masters, the Song lyrics, women poets, religious poets, etc. Although some Chinese characters will be introduced in the unit on calligraphy, no knowledge of Chinese is required; all readings will be in English translation.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST225 PREREQ: NONE

**ALIT226 Memory and Identity in Contemporary Chinese Fiction and Film**

The course will offer an overview of major fiction writers and film directors in contemporary PRC, Taiwan, and Hong Kong. The genres of Chinese film that it will examine include Hong Kong action film, fifth-generation mainland cinema, and Taiwanese urban dramas. We will look at these literary and visual texts in light of a number of topics such as violence, fantasy and the martial-arts genre, traumatic memory and aesthetic representation of cultural and political upheaval, and the issue of gender, sexuality, and identity in the age of globalization.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST226 PREREQ: NONE

FALL 2012 INSTRUCTOR: WU, SHENGQING SECT: 01

**ALIT227 Man and Nature in Classical Chinese Literature**

This course introduces students to a wide range of ways in which ancient Chinese writers defined the crucial and ever-changing relationship between man and nature in imaginative literature. Topics include Confucianism, Daoism, and Buddhism; Fu poetry and shamanism; travel and self-cultivation; sexuality, cross-dressing, and gender politics; nature and utopias; emperors, scholars, and musicians in public parks; hermits and knights-errant in the mountains and rivers; learned women poets and courtesans; drunken poets and Zen masters; fox spirits and ghosts; portraiture and representations of bodies, etc. All readings are in translation. Although some Chinese characters will be introduced in calligraphy, no knowledge of Chinese is required.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST227 PREREQ: NONE

FALL 2012 INSTRUCTOR: WANG, AO SECT: 01

**ALIT228 China's “Others:” Hong Kong, Taiwan, and Other Literatures and Films**

The course will examine the works by major contemporary writers and film directors of Taiwan, Hong Kong, the Chinese minorities, and the Chinese diaspora in the West. We will focus on the analyses of critically acclaimed writers such as Maxine Hong Kingston, David Henry Hwang, Xi Xi, Wu Zhuoliu, and Ah Lai, and internationally renowned auteurs such as Wayne Wang, Ang Lee, Edward Yang, Hou Hsiao Hsien, Wong Kar-wai, and John Woo. We will look at these literary and visual texts in light of a number of topics such as the construction of “Chineseness” in an increasingly borderless world, the issues of ethnic and gender identity, and the complex relationship among the local, the nation, and the global.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST228 PREREQ: NONE

SPRING 2013 INSTRUCTOR: WU, SHENGQING SECT: 01

**ALIT230 Japanese Detective Fiction and Narrative Theory**

Detective fiction has been described as “exhausted” in terms of plot development and types of detectives. It provides an interesting window into how various forms of plot and narrative areas develop, then cease to exist. This course will look at how literary theory was developed side by side with detective fiction in modern and contemporary Japan. This course is part of the Social, Cultural, and Critical Theory Certificate.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST230 PREREQ: NONE

FALL 2012 INSTRUCTOR: NAKAMURA, MIRI SECT: 01

**ALIT234 Representations of Men, Women and Gender in China**

This course explores the multifarious representations of men, women, and gender in literature, visual arts, philosophical texts, and historical narratives. It aims to provide an interdisciplinary reflection on conceptions of men, women, and gender: how they were created and transformed in history, how they reflect the power relations between men and women, and how they have further influenced the performance of gender in daily life.

Works discussed in this course include the *The Book of Songs*, *The Verse of Chu*, *Rhapsody on the Gao Tang Shrine*, *The Prose Poem of the Beautiful Woman*, the Palace Style Poetry, *The Story of Yingying*, *The Peony Pavilion*, Feng Menglong's collection of erotic poetry, *Sinking*, Madame Mao and the Revolutionary Model plays, and *Eat Drink Man Woman*.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

SPRING 2013 INSTRUCTOR: WANG, AO SECT: 01

**ALIT257 Nation, Class, and the Body in 20th-Century Chinese Literature and Film**

This course will explore the concepts of nation, class, and the body through the examination of literary works and films from the early 20th century to

contemporary China, Hong Kong, and Taiwan. The critical questions addressed in the course include how 20th-century Chinese literature and film represent the nation, national identity, national trauma, and the national past; how class struggle is represented in or has influenced literature and history; and how bodies are defined, exposed, commodified, desired, or repressed in modern and postmodern contexts. Through critical essays that are assigned in conjunction with the primary sources, students will be introduced to the key concepts concerning aesthetics and politics and to the ways in which nationality, gender, and other affiliations have been constructed in the Chinese cultural imaginary. While primary attention will be paid to the modern and contemporary literary canons, discussions of the films from different historical eras will also be included.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST257 PREREQ: NONE

**ALIT355 Translation: Theory and Practice**

IDENTICAL WITH: WRCT255

**ALIT401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**ALIT409/410 Senior Thesis Tutorial**

GRADING: OPT

**ALIT411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**ALIT465/466 Education in the Field, Undergraduate**

GRADING: OPT

**ALIT467/468 Independent Study, Undergraduate**

GRADING: OPT QQQQQQ

**CHINESE****CHIN101 Chinese Character Writing**

In this course, students learn how to write Chinese characters. Strict stroke orders will be introduced. About 600 Chinese characters will be introduced.

GRADING: CR/U CREDIT: 1 IDENTICAL WITH: EAST105 PREREQ: NONE

FALL 2012 INSTRUCTOR: ZHU, XIAOMIAO SECT: 01

**CHIN103 Elementary Chinese**

This course is an introduction to modern Chinese (Mandarin), both spoken and written. Class meets daily, six hours a week. Regular work in the language laboratory is required. True beginners are strongly encouraged to take the first section of this course. The second section is devoted to the heritage students as well as those who have had Chinese background. No credit will be received for this course until you complete **CHIN104**.

GRADING: A-F CREDIT: 1.50 IDENTICAL WITH: EAST101 PREREQ: NONE

FALL 2012 INSTRUCTOR: ZHU, XIAOMIAO SECT: 01-02

**CHIN104 Elementary Chinese**

Continuation of **CHIN103**, an introduction to modern Chinese, both spoken and written.

GRADING: A-F CREDIT: 1.50 IDENTICAL WITH: EAST102 PREREQ: [CHIN103 OR EAST101]

SPRING 2013 INSTRUCTOR: ZHU, XIAOMIAO SECT: 01-02

**CHIN205 Intermediate Chinese**

This course continues an intense and engaging level of practice in listening, speaking, reading, and writing Chinese from **CHIN103** and **104**. We will conduct classes according to an interactive approach: between the reproductive and the performative, between role-playing and creative participation, and between oral sessions and written texts. Emphasis will be placed increasingly on expressive speaking and writing.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST203

PREREQ: [CHIN104 OR EAST102] FALL 2012

**CHIN206 Intermediate Chinese**

This course continues all-around practice in speaking, writing, and listening Chinese from **CHIN205**. We will conduct classes according to an interactive approach: between the reproductive and the performative, between role-playing and creative participation, and between oral sessions and written texts. Emphasis will be placed increasingly on expressive speaking and writing.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST204

PREREQ: [CHIN205 OR EAST203] SPRING 2013

**CHIN217 Third-Year Chinese**

Third-year Chinese is designed for advanced beginners who have a firm grasp of the Chinese language but a limited opportunity to expand vocabulary and fluency. The fall semester will cover three major topics: China in change, short stories, Chinese idioms and popular rhymes.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST213

PREREQ: [CHIN206 OR EAST204]

FALL 2012 INSTRUCTOR: WANG, AO SECT: 01

**CHIN218 Third-Year Chinese**

A continuation of **CHIN217**. The spring semester will cover the following topics: dining and pop music in China, business in China, Chinese movies, modern Chinese literature, and Chinese media.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST214

PREREQ: [CHIN217 OR EAST213]

SPRING 2013 INSTRUCTOR: WANG, AO SECT: 01

**CHIN221 Fourth-Year Chinese**

Representative works by a variety of modern and contemporary authors, newspaper articles, and videotapes of TV shows. Course will be conducted entirely in Chinese.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST245

PREREQ: [CHIN218 OR EAST214]

FALL 2012 INSTRUCTOR: WU, SHENGGONG SECT: 01

**CHIN222 Fourth-Year Chinese**

Representative works by a variety of modern and contemporary authors, newspaper articles, and videotapes of TV shows. The course will be conducted in Chinese.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST246

PREREQ: [CHIN221 OR EAST245]

SPRING 2013 INSTRUCTOR: WU, SHENGGONG SECT: 01

**CHIN401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**CHIN409/410 Senior Thesis Tutorial**

GRADING: OPT

**CHIN411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**CHIN465/466 Education in the Field, Undergraduate**

GRADING: OPT

**CHIN467/468 Independent Study, Undergraduate**

GRADING: OPT

**JAPANESE****JAPN103 Elementary Japanese I**

An introduction to modern Japanese, both spoken and written. Class meets daily, five hours a week, and weekly TA sessions. No credit will be received for this course until you have completed JAPN104.

GRADING: A-F CREDIT: 1.50 IDENTICAL WITH: EAST103 PREREQ: NONE

FALL 2012 INSTRUCTOR: TAKAHASHI, ETSUKO SECT: 01-02

**JAPN104 Elementary Japanese II**

Continuation of JAPN103, an introduction to modern Japanese, both spoken and written. Class meets daily, five hours a week. Weekly TA sessions are mandatory.

GRADING: A-F CREDIT: 1.50 IDENTICAL WITH: EAST104 PREREQ: [JAPN103 OR EAST103]

SPRING 2013 INSTRUCTOR: TAKAHASHI, ETSUKO SECT: 01-02

**JAPN205 Intermediate Japanese I**

This course offers continued practice in speaking, listening, reading, and writing. Four hours of class and a TA session per week.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST205

PREREQ: [JAPN104 OR EAST104]

FALL 2012

**JAPN206 Intermediate Japanese II**

Speaking, writing, and listening. Reading in selected prose. Four hours of class and a TA session per week.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST206

PREREQ: [JAPN205 OR EAST205]

SPRING 2013

**JAPN217 Third-Year Japanese I**

This course offers continued practice in speaking, listening, writing, and reading. Three hours of class and a TA session per week.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST217

PREREQ: [JAPN206 OR EAST206]

FALL 2012 INSTRUCTOR: TAKAHASHI, ETSUKO SECT: 01

**JAPN218 Third-Year Japanese II**

This course introduces selected readings from a range of texts. Oral exercises, discussion, and essays in Japanese.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST218

PREREQ: [JAPN217 OR EAST217]

SPRING 2013 INSTRUCTOR: TAKAHASHI, ETSUKO SECT: 01

**JAPN219 Fourth-Year Japanese**

This course includes close reading of modern literary texts, current events reporting in the media, and visual materials. The content and cultural contexts of the assignments will be examined through critical discussion in Japanese.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST219

PREREQ: [JAPN218 OR EAST218]

FALL 2012 INSTRUCTOR: NAKAMURA, MIRI SECT: 01

**JAPN220 Fourth-Year Japanese**

This course includes continued practice in reading, writing, speaking, and listening to modern Japanese. The class will be conducted entirely in Japanese.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST222

PREREQ: [JAPN219 OR EAST219]

SPRING 2013 INSTRUCTOR: NAKAMURA, MIRI SECT: 01

**JAPN401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**JAPN409/410 Senior Thesis Tutorial**

GRADING: OPT

**JAPN411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**JAPN465/466 Education in the Field, Undergraduate**

GRADING: OPT

**JAPN467/468 Independent Study, Undergraduate**

GRADING: OPT

# Astronomy

**PROFESSOR:** William Herbst, *Chair*

**ASSOCIATE PROFESSOR:** Edward C. Moran

**ASSISTANT PROFESSOR:** Seth Redfield

**RESEARCH ASSISTANT PROFESSOR:** Roy Kilgard

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** William Herbst; Edward Moran

**Introductory and general education courses.** The Department of Astronomy offers three general education courses (**ASTR103**, **105**, and **107**) intended for nonscience majors who want an introduction to various aspects of astronomy. These courses do not require calculus and are designed to meet the needs of students who will take only a few science courses during their time at Wesleyan. The standard introductory course for potential majors and other science-oriented students is **ASTR155**. It assumes a good high school preparation in physics and some knowledge of calculus. Potential majors with a good knowledge of astronomy may place out of this course by demonstrating proficiency in the material; anyone wishing to do so should speak with the instructor. **ASTR211** is a sophomore-level course appropriate for interested nonmajors as well as a gateway course to the major.

**Major program.** The astronomy major is constructed to accommodate both students who are preparing for graduate school and those who are not. The basic requirement for the major is successful completion of the following courses: **PHYS113**, **116**, **213**, **214**, and **215**; **MATH121**, **122**, and **221**; and **ASTR155**, **211**, **221**, **231**, **232**, and **240**. **PHYS324** and **MATH222** are strongly recommended but are not required. Additional upper-level physics courses are also recommended but are not required. Ability to program a computer in at least one of the widely used languages in the sciences, such as C, Fortran, or IDL, is also highly recommended. This does not necessarily mean that students should take a computer science course. Potential majors with graduate school aspirations should complete or place out of the basic physics and mathematics courses listed above, preferably by the end of their sophomore year, and should also take **ASTR155** and **ASTR211** during their first two years.

Since physics GRE scores are an important admission criterion at most astronomy graduate schools, those planning to go on for a PhD are advised to double major in physics. This can be accomplished by taking several of the following additional courses, normally in the junior and senior years: **PHYS324**, **313**, **315**, and **316**. Check the published requirements for the physics major for more details and speak with your advisor. Additional mathematics courses, such as **MATH229**, may also be chosen. Students considering graduate school are strongly urged to do a senior thesis project (**ASTR409/410**); honors in astronomy requires completion of a senior thesis.

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

## Graduate Program

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

### Requirements for the Master's Degree

**Courses.** The student normally will enroll in at least one 500-level course in astronomy each semester and must complete **ASTR521**, **531**, **532** (or their equivalents), and **540**. These four courses make up the core of the astronomy curriculum and are similar in content to the 200-level courses of the same name but with some supplementary materials and special assignments. These supplements are designed especially for graduate students. A minimum of 10 credits, with grades of B- or better, is required for the MA degree. These may include two credits for research leading to the thesis, which is also required. The student may expect to take four to six courses in physics, mathematics, or other sciences after consultation with the faculty of the department. In addition, students are required to participate in the department's seminars on research and pedagogy in astronomy, which are offered each semester.

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

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

**General.** The emphasis in the program is on research and scholarly achievement, but graduate students are expected to improve communication skills by classroom teaching, formal interaction with undergraduate students, and presenting talks to observatory staff and the community.

### ASTR102 Science Information Literacy

IDENTICAL WITH: **IMB&B102**

### ASTR103 The Planets

IDENTICAL WITH: **E&E5151**

### ASTR104 Solar Systems in the Milky Way

Our Earth is one of several planets in our solar system, and thanks to an exciting two decades of research, we now know our solar system is only one of many in the Milky Way galaxy. This course will focus on the Milky Way as a unit, discussing the galactic life cycle wherein the interstellar medium (ISM) of gas and dust is transformed into stars and planets and back again. The course will also cover the evolution and death of stars, the detection

and characterization of planets around other stars, basic physics concepts that are important for astronomy such as light and gravity, and the scientific and observational methods and techniques used by astronomers.

GRADING: **A–F** CREDIT: **1** GEN ED: **NSM** PREREQ: **NONE**

### ASTR105 Descriptive Astronomy

This course unveils the universe and how we have come to understand our place in it. We will touch on a full range of astronomical topics, including the mechanics of our solar system, the discovery of planets around other nearby stars, the stellar life cycle, the formation and evolution of galaxies, the big bang, and the ultimate fate of the universe. Special attention is paid to the universe's dark side—dark matter, dark energy, and black holes. In addition,

since developments in astronomy have so often accompanied the development of modern scientific thought, we examine astronomy from an historical perspective, gaining insight into how human factors affect progress in science.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
SPRING 2013 INSTRUCTOR: REDFIELD, SETH SECT: 01

#### **ASTR107 The Universe**

This course focuses on the modern scientific conception of the universe, including its composition, size, age, and evolution. We begin with the history of astronomy, tracing the development of thought that led ultimately to the big bang theory. This is followed by a closer look at the primary constituent of the universe—galaxies. We end with consideration of the origin and ultimate fate of the universe.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
SPRING 2013 INSTRUCTOR: HERBST, WILLIAM SECT: 01-04

#### **ASTR155 Introductory Astronomy**

The fundamentals of astronomy, including cosmology, will be covered. This course serves as an introduction to the subject for potential majors and as a survey for nonmajors who have a good high school preparation in math and science. We will cover selected topics within the solar system, galaxy, local universe, and cosmology, including the big bang theory of the origin of the universe and the discovery of planets around other stars.

GRADING: OPT CREDIT: 1 GEN ED: NSM PREREQ: NONE  
FALL 2012 INSTRUCTOR: HERBST, WILLIAM SECT: 01

#### **ASTR211 Observational Astronomy**

This course introduces the techniques of observational astronomy. The students will acquire a basic knowledge of the sky and become familiar with the use of Van Vleck Observatory's telescopes and instruments. Acquisition and analysis of astronomical data via modern techniques are stressed. Topics include celestial coordinates, time, telescopes and optics, astronomical imaging, and photometry. Some basic computer and statistical analysis skills are developed as well. The concepts discussed in lecture are illustrated through observing projects and computer exercises.

GRADING: A-F CREDIT: 1.50 GEN ED: NSM  
PREREQ: ASTR105 OR ASTR107 OR [E&E5151 OR ASTR103] OR ASTR155  
SPRING 2013 INSTRUCTOR: MORAN, EDWARD C. SECT: 01

#### **ASTR221 Galactic Astronomy**

The fundamentals of astrophysics are applied to the galaxy and objects therein. Topics include the interstellar medium, stellar populations, galactic structure, formation, and evolution.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: ASTR521 PREREQ: (ASTR155 AND ASTR211)

#### **ASTR222 Modern Observational Techniques**

This course reviews the practices of modern observational astronomy, focusing primarily on techniques employed in the optical bands. Topics will include a description of the use of digital detectors for imaging, photometry, and spectroscopy in a wide variety of applications. Data acquisition, image processing, and data analysis methods will be discussed. In particular, students will gain hands-on experience with the analysis of data obtained from both ground- and satellite-based observatories. An introduction to the relevant error analysis methods is included.

GRADING: A-F CREDIT: .5 IDENTICAL WITH: ASTR522 PREREQ: ASTR211  
FALL 2012 INSTRUCTOR: MORAN, EDWARD C. SECT: 01

#### **ASTR224 Exoplanets: Formation, Detection, and Characterization**

Our ability to place the earth into a cosmic context dramatically improved in the last decades with the discovery of planets around other stars (exoplanets). The study of exoplanets has quickly become a dominant field in astronomy. This course will focus on the fundamentals of exoplanet formation, detection, and characterization (interiors and atmospheres) based on astronomical observables. We will also discuss the assessment of habitability for Earth-like exoplanets and the prospects for the detection of biosignatures.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: ASTR524  
PREREQ: ASTR155 AND ASTR211

#### **ASTR231 Stellar Structure and Evolution**

As the principal source of light in galaxies today and as drivers of chemical evolution, stars play a critical role in the universe. It is important to understand their structure and evolution. Fortunately, we have a fairly well-developed and tested theory of stellar structure covering both their interiors and atmospheres. In this course, we will provide an introduction to that theory and examine its key results, including a basic description of how stars evolve.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: ASTR531  
PREREQ: PHYS213 AND PHYS214 AND ASTR155 AND ASTR211

#### **ASTR232 Galaxies, Quasars, and Cosmology**

This course introduces modern extragalactic astronomy, blending established practices in the field and important recent discoveries. Three major themes will be developed. First, the basics of Newtonian and relativistic cosmologies will be discussed, including modern determinations of the Hubble Law and the observations that have led to the currently favored cosmological model. Next, the universe of galaxies will be investigated: their constituents, structure

and kinematics, and multiwavelength properties. Finally, the nature of galactic nuclei will be explored, including the observational consequences of black-hole accretion and the coordinated growth of galaxies and their central black holes. Outstanding research questions related to the topics covered will be highlighted throughout the course.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: ASTR532 PREREQ: (ASTR155 AND ASTR211)  
FALL 2012 INSTRUCTOR: MORAN, EDWARD C. SECT: 01

#### **ASTR240 Radio Astronomy**

This course will introduce students to the origins, theory, and practice of radio astronomy. It will cover theory of antennas and interferometers, as well as signal detection and measurement techniques. Particular emphasis will be placed on the theory and applications of Fourier transforms. A practical laboratory component will provide experience working with single-dish and interferometric data.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: ASTR155 SPRING 2013

#### **ASTR401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

#### **ASTR409/410 Senior Thesis Tutorial**

GRADING: OPT

#### **ASTR411/412 Group Tutorial, Undergraduate**

GRADING: OPT

#### **ASTR430 Seminar on Astronomical Pedagogy**

Methods for effectively teaching astronomy at all levels from general public outreach to college level will be discussed.

GRADING: CR/U CREDIT: 0.25 PREREQ: ASTR155 OR ASTR211  
FALL 2012 INSTRUCTOR: KILGARD, ROY E. SECT: 01

#### **ASTR431 Research Discussion in Astronomy**

Current research topics in astronomy will be presented and discussed by astronomy staff and students.

GRADING: CR/U CREDIT: 0.25 GEN ED: NSM PREREQ: ASTR155 OR ASTR211  
SPRING 2013 INSTRUCTOR: KILGARD, ROY E. SECT: 01

#### **ASTR465/466 Education in the Field, Undergraduate**

GRADING: OPT

#### **ASTR467/468 Independent Study, Undergraduate**

GRADING: OPT

#### **ASTR500 Graduate Pedagogy**

The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop *before* the first day of formal classes.

GRADING: CR/U CREDIT: .5 IDENTICAL WITH: [CHEM500 OR E&E500 OR MATH500 OR MB&B500 OR  
MUSC500 OR PHYS500 OR PSYC500 OR BIOL500] PREREQ: NONE  
FALL 2012 INSTRUCTOR: WHITE, DAVID SECT: 01

#### **ASTR501/502 Individual Tutorial, Graduate**

GRADING: OPT

#### **ASTR503/504 Selected Topics, Graduate Science**

GRADING: OPT

#### **ASTR511/512 Group Tutorial, Graduate**

GRADING: OPT

#### **ASTR521 Galactic Astronomy**

IDENTICAL WITH: ASTR221

#### **ASTR522 Modern Observational Techniques**

IDENTICAL WITH: ASTR222

#### **ASTR524 Exoplanets: Formation, Detection, and Characterization**

IDENTICAL WITH: ASTR224

#### **ASTR531 Stellar Structure and Evolution**

IDENTICAL WITH: ASTR231

#### **ASTR532 Galaxies, Quasars, and Cosmology**

IDENTICAL WITH: ASTR232

#### **ASTR561/562 Graduate Field Research**

GRADING: OPT

# Biology

**PROFESSORS:** Ann Burke; David Bodznick; Barry Chernoff, *Earth and Environmental Sciences*; Frederick Cohan, *Chair*; Stephen Devoto; J. James Donady; Laura B. Grabel; John Kirn; Janice Naegele; Sonia Sultan; Michael Weir

**ASSOCIATE PROFESSORS:** Gloster B. Aaron Jr.; Michael Singer

**ASSISTANT PROFESSORS:** Ruth Johnson

**ADJUNCT ASSOCIATE PROFESSOR:** Laurel Appel

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** All department faculty

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

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

**The biology majors program** of study consists of the following:

- The two introductory courses **BIOL181–182** (or **193–196**) with their labs, **BIOL191–192**.
- At least six elective biology courses at the **200** and **300** levels, including one cell/molecular course (either **BIOL208**, **210**, **212** or **218**) and one organismic/population course (either **BIOL213**, **214** or **216**).
- Two semesters of general chemistry (**CHEM141–142** or **143–144**)
- Any three semesters of related courses from at least 2 different departments: physics (**PHYS111** or **112** or **113** or **116**), organic chemistry (**CHEM251** or **252**), math (**MATH117** or higher), statistics (**MATH132** or **BIOL320/520** or **QAC201**), or computer science (**COMP211** or higher). Note: A strong chemistry background is especially recommended for students planning to enter graduate or medical school. Most medical and other health-related graduate schools require two years of college-level chemistry, including laboratory components.

**Getting started in the biology major.**

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

A prospective biology major begins with a series of two core introductory courses. Students should begin the core series with **BIOL181** and its associated laboratory course (**BIOL191**), which are offered in the fall semester. **BIOL181** is offered in a number of small sections rather than a single large lecture class. These small sections allow for problem-based learning at a more individualized pace as students master the first semester of university-level biology. **BIOL193** is offered to students of **BIOL181** for those seeking a challenging reading and discussion experience in addition to the lectures. Students should enroll separately for the lab course, **BIOL191**. These courses do not have prerequisites or co-requisites, but it is useful to have some chemistry background or to take chemistry concurrently. In the Spring semester, the prospective major should take **BIOL182** (or **196**, the honors section) and its laboratory course, **BIOL192**.

Electives may be chosen from among the following courses at the **200**, **300**, or **500** level.

See WesMaps for current course offerings. The courses are grouped thematically for your convenience only.

## A. CELL and DEVELOPMENT BIOLOGY

- **BIOL212** Principles and Mechanisms of Cell Biology
- **BIOL218** Developmental Biology
- **MB&B/BIOL237** Signal Transduction
- **BIOL245** Cellular Neurophysiology
- **BIOL/NS&B325** Stem Cells: Basic Biology to Clinical Application
- **BIOL335/535** Research Approaches to Disease
- **BIOL340/540** Issues in Development and Evolution
- **BIOL343/543** Muscle and Nerve Development
- **BIOL/NS&B345** Developmental Neurobiology
- **MB&B335/535** Protein Folding: From Misfolding to Disease
- **MB&B232** Immunology

## B. EVOLUTION, ECOLOGY, and CONSERVATION BIOLOGY

- **BIOL214** Evolution
- **BIOL216** Ecology
- **BIOL220** Conservation Biology
- **BIOL235** Comparative Vertebrate Anatomy
- **BIOL254** Comparative Animal Behavior
- **BIOL290** Plant Form and Diversity
- **BIOL306** Tropical Ecology and the Environment
- **BIOL312** Conservation of Aquatic Ecosystems
- **BIOL316/516** Plant-Animal Interactions
- **BIOL318/518** Nature and Nurture: The Interplay of Genes and Environment
- **BIOL327/527** Evolutionary and Ecological Bioinformatics
- **BIOL337/537** The Origins of Bacterial Diversity
- **BIOL340/540** Issues in Development and Evolution
- **BIOL346** The Forest Ecosystem

**Fulfilling the biology major.**

- Cross-listed courses that are included on the list above are automatically credited to the biology major. For the classes of 2012 and beyond, at least two elective courses (**200**-level and above) that are counted toward the biology major must be used to fulfill only the biology major and cannot be simultaneously used to fulfill another major.
- Depending on the student's specific program, and with prior permission of the chair, up to two biology courses from outside the department may be counted toward the major. A Wesleyan course that falls into this category is **ANTH349** The Human Skeleton.

## C. GENETICS, GENOMICS, and BIOINFORMATICS

- **MB&B208** Molecular Biology
- **BIOL210** Genomics: Modern Genetics, Bioinformatics, and the Human Genome Project
- **BIOL/COMP265** Bioinformatics Programming
- **BIOL327/527** Evolutionary and Ecological Bioinformatics
- **BIOL337/537** The Origins of Bacterial Diversity
- **BIOL350/550** Bioinformatics and Functional Genomics
- **MB&B231** Microbiology
- **MB&B294** Advanced Laboratory in Molecular Biology and Genetics
- **MB&B333/533** Gene Regulation

## D. PHYSIOLOGY, NEUROBIOLOGY, and BEHAVIOR

- **BIOL/NS&B213** Behavioral Neurobiology
- **BIOL224** Hormones, Brain, and Behavior
- **BIOL235** Comparative Vertebrate Anatomy
- **NS&B/BIOL243** Neurohistology
- **BIOL/NS&B245** Cellular Neurophysiology
- **BIOL/NS&B247** Laboratory in Neurophysiology
- **BIOL/NS&B250** Laboratory in Cell and Molecular Neurobiology
- **NS&B/BIOL252** Cell Biology of the Neuron
- **BIOL/NS&B254** Comparative Animal Behavior
- **BIOL290** Plant Form and Diversity
- **NS&B/BIOL328** Chemical Senses
- **BIOL/NS&B345** Developmental Neurobiology
- **BIOL/NS&B351** Neurobiology of Learning and Memory
- **NS&B/BIOL353** Neurobiology of Neurological Disorders

- Outside credits for biology courses may also be applied from another institution, for instance, during a study-abroad program. Prior permission must be obtained from the departmental liaison (2012–2013: Jim Donady) to ensure creditability of specific courses from other institutions.
- Biology majors are allowed to apply at most one elective course taken pass/fail toward fulfilling the major requirements; however, this is discouraged because good performance in major courses is an important aspect of a student's transcript.
- Courses in the **BIOL400** series (such as research tutorials) contribute toward graduation but do not count toward the major.

**Additional information and related programs.** The biology major can be complemented with one of two certificate programs:

- **Environmental Studies Certificate Program**—This interdisciplinary program covers the areas of natural science, public policy, and economics—wesleyan.edu/escp
- **Informatics and Modeling Certificate Program**—The Integrative Genomic Science pathway within this certificate will be of particular interest for life science majors—igs.wesleyan.edu.

**Neuroscience and Behavior Program.** Several faculty members in the biology and psychology departments also participate in the Neuroscience and Behavior Program that, at the undergraduate level, constitutes a separate major. Information about that program can be found at wesleyan.edu/nsb

**Honors in biology.** To be considered for departmental honors, a student must

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

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

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

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

## GRADUATE PROGRAM

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

### Requirements for the degree of doctor of philosophy

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

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

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

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

### BIOL102 Science Information Literacy

IDENTICAL WITH: MB&B102

### BIOL106 The Biology of Sex

This course is featured as a general education course within the Department of Biology. Serving to complement courses currently offered within biology that only touch upon the subject of sex, this course will dive into specifics regarding sexual behavior and will serve to highlight new discoveries that have been facilitated by novel scientific techniques and approaches. As we study the biology of sex in the animal world, it becomes apparent that sex is achieved in a multitude of ways, many appearing rather bizarre and flamboyant. Yet under these guises, animals are still able to mate and reproduce. Sex is often defined according to sexual reproduction, whereby two individuals that are

male and female mate and have offspring. However, many organisms engage in asexual reproduction and/or a combination of the two reproductive strategies. Reproductive anatomy and behavior will be addressed as we explore a variety of organisms, ranging from marine mollusks and their "sex changes" to the (female) marmoset monkey that can give birth to chimeras (an offspring with more than two parents). As an organism pursues sex, what are the mating strategies? What are the chemicals of sex (pheromones and hormones)? By examining the biology of sex in detail, we will also debate age-old topics such as whether sexual reproduction is sexist, the competing strategies of males and females, and whether human cultural displays are yet another way to decipher quality in a potential mate.

GRADING: A–F CREDIT: 1 GEN ED: NSM PREREQ: NONE

FALL 2012 / SPRING 2013 INSTRUCTOR: POWZYK, JOYCE ANN SECT. 01

**BIOL107 Perspectives in Genetics**

This course will utilize a historical survey of milestones in the science of genetics that have brought us to a current era where genetics is involved in all aspects of our lives. In addition to learning the principles of genetics and the methods of analysis (classical and molecular), students will have an opportunity to discuss issues that genetics raises in ethics, politics, and economics. However, these issues are not the primary focus of the course.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**BIOL111 Life on Planet Earth: Diversity, Evolution, and Extinction**

Evolution is the basic unifying theory for biological systems, and it is generally agreed that “nothing in biology makes sense except in the light of evolution.” There is, however, no agreement on how exactly evolution works. New paleontological discoveries, as well as the development of theories on the close interaction between organisms and their environment, have profoundly changed the way in which earth scientists look at evolution. At the same time, rapid accumulation of molecular information and new techniques in developmental biology have revolutionized life scientists’ view of evolution. This course is designed to combine the information from life and earth sciences to provide basic knowledge about organismic diversity, evolution, and broad-based environmental issues to nonscience students. We will discuss evolutionary changes over geological time and the extrinsic (environmental) and intrinsic (biotic) factors that affected that change, introducing students to the basic history of life on our planet. We will look into fundamental issues of organismic diversity with an understanding of the environmental factors that constitute natural selection pressures. We will also address the historical development of evolutionary theory to provide understanding of the way in which one of the major modern scientific insights—evolution—has developed in historical times.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: E&E5111 PREREQ: NONE

**BIOL112 Biodiversity**

This course will examine patterns of biodiversity, processes maintaining it, and its prospects in light of human activity. Conceptually, we will focus on paradigms of ecology with implications for environmental conservation. In some cases, ecological paradigms will be contrasted with economic paradigms as we explore the ideological battleground of environmental issues. Topics will include community ecology, biogeography, demography, ecosystem functioning, extinction, global climate change, population viability, species interactions, and species invasions of native communities. These topics will show what we know about the diversity of life on Earth, but also what we don’t know.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**BIOL118 Reproduction in the 21st Century**

This course will cover basic human reproductive biology, new and future reproductive and contraceptive technologies, and the ethics raised by reproductive issues.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: [FGS5118 OR PHIL118] PREREQ: NONE

**BIOL123 Seminar in Human Biology**

This seminar will take up a range of topics in the biology of humans including human evolution, reproduction and development, cell division, stem cells, cancer, digestion, nutrition and neurobiology. The course will have a combined lecture/discussion and student seminar format. Working in pairs the students will be responsible for two presentations on an aspect of the discussion topics.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**BIOL131 Service-Learning Clinical Experience at CT Valley Hospital**

This service-learning course in the life sciences is open to sophomores interested in careers in the health professions by permission of instructor (POI). Learning and experience will come from civic engagement at CT Valley Hospital (CVH).

Students will be introduced to the psychiatric rehabilitation plan that is patterned after the Psychiatric Rehab Consultants (PRC) program of Dr. Robert Liberman, MD, of UCLA.

Students will be trained to administer the diagnostics tool developed by PRC called clients’ assessment of strengths, interests, and goals (CASIG). Then each student will administer the CASIG to one or more CVH patients. The results of the CASIG will be reported to the patient’s treatment team.

In following years, students may volunteer at CVH and assist the same patient(s) in achieving the goals that were identified in the CASIG. CVH will offer skills training to increase strengths in the patients. The students can assist in this endeavor and observe the results of the recovery effort of the patient and the staff. This would constitute an extended clinical experience for Wesleyan students.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: PSYC131 PREREQ: NONE  
FALL 2012 INSTRUCTOR: DONADY, J. JAMES SECT: 01

**BIOL140 Classic Studies in Animal Behavior**

This course will focus on the major concepts in the field of animal behavior. We will discuss the selection pressures that shape animal behavior and whether the study of primate social and mating systems can provide insight into human behavior. Other questions include, Why do certain animal species

exhibit altruistic behavior and others do not? What are the limiting resources for male and female animals, and why do they behave so differently? This is but a sampling of the subjects to be covered in a course that is specifically designed for students to gain a clearer understanding of the mechanisms that drive the natural world around them. We will commence with the early pioneers in ethology who were the first to describe the behavioral repertoire of a single species and progress onto the more current, comparative approach, in which two animals are compared for a more fine-tuned analysis. Biological jargon will be defined as original research is discussed.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
FALL 2012 INSTRUCTOR: POWZYK, JOYCE ANN SECT: 01-02

**BIOL145 Primate Behavior: The Real Monkey Business**

This course will examine the full spectrum of the primate order. How has evolution shaped these different primate species, and what are the underlying mechanisms that have fueled their development? We will discuss primate ancestry, primate environments, and primate competition, all factors that mediate primate behavior. In addition, we will take the lessons learned from primate studies to determine how humans might use this knowledge toward the preservation and conservation of their nonhuman relatives.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
SPRING 2013 INSTRUCTOR: POWZYK, JOYCE ANN SECT: 01

**BIOL148 Biology of Women**

This course will cover a range of topics relating to biology of women, including sex determination, the X chromosome, menstruation and menopause, assisted reproductive technologies, gender differences in brain function, and aging.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: FGS5148 PREREQ: NONE

**BIOL149 Neuroethology: Sensory Basis of Animal Orientation and Navigation**

IDENTICAL WITH: NS&B149

**BIOL155 Ethnobotany and Agroecology**

This course is about the intersection of botany, ecology, and the world’s food plants. Using readings, videos, and class discussions, we will explore issues such as ecologically sound agricultural practices, genetic and taxonomic diversity of crop plants, and why some plants make it big as sources of human nutrition while others remain relatively obscure. Along the way students will investigate fundamentals of plant physiology (including the process that is the ultimate basis for all we eat), morphology (have you ever wondered why strawberries have their seeds on the outside?), and evolution. Each week will include a detailed, hands-on examination of locally available food plants.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**BIOL173 Global Change and Infectious Disease**

Among the most insidious effects of global change are the expanded geographical ranges and increased transmission of infectious diseases. Global warming is bringing tropical diseases, such as malaria, poleward from the tropics; the extreme weather events of a changed world are leading to outbreaks of zoonotic diseases, such as those caused by Hantaviruses; and nonclimatic anthropogenic factors, such as forest fragmentation, are taking their toll on human health, for example, by increasing the incidence of Lyme disease. This course will cover the evidence that global change has increased the geographical ranges and rates of incidence of infectious diseases, in humans, in agricultural animals and plants, and in endangered species. We will explore how interactions between different anthropogenic effects (for example, habitat loss and pollution) are exacerbating the effects of global warming on infectious diseases. We will analyze and critique projections for future changes in geographic ranges in infectious diseases. Finally, we will cover how revolutions in bioinformatics will increase the resolution of tracking and predicting responses of disease organisms to global change. The course has no formal prerequisites and will introduce material from ecology and microbiology, as needed, to allow students to read and interpret the recent literature on global change and infectious disease.

GRADING: OPT CREDIT: 1 GEN ED: NSM IDENTICAL WITH: ENV5260 PREREQ: NONE  
FALL 2012 INSTRUCTOR: COHAN, FREDERICK M. SECT: 01

**BIOL180 Writing About Science**

IDENTICAL WITH: CHEM180

**BIOL181 Principles of Biology I: Cell Biology and Molecular Basis of Heredity**

IDENTICAL WITH: MB&B181

**BIOL182 Principles of Biology II**

This course concerns biological principles as they apply primarily at tissue, organismic, and population levels of organization. Course topics include developmental biology, animal physiology and homeostatic control systems, endocrinology, neurophysiology and the neuronal basis of behavior. Evidence for evolution is reviewed, as are the tenets of Darwin’s theory of evolution by natural selection. The nature and importance of variation among organisms and of stochastic processes in evolution are discussed, as are modern theories of speciation and macroevolution. Finally, the course addresses interactions between organisms and their environments as well as the interactions among organisms in natural communities. Each of the topics of the course is explored from a comparative viewpoint to recognize common principles as well

as variations among organisms that indicate evolutionary adaptation to different environments and niches.

GRADING: OPT CREDIT: 1 GEN ED: NSM IDENTICAL WITH: MB&B182  
 PREREQ: [MB&B181 OR BIOL181] OR [MB&B195 OR BIOL195]  
 SPRING 2013 INSTRUCTOR: SINGER, MICHAEL SECT: 01  
 INSTRUCTOR: DEVOTO, STEPHEN H. SECT: 01

#### BIOL191 Principles of Biology I—Laboratory

IDENTICAL WITH: MB&B191

#### BIOL192 Principles of Biology II—Laboratory

This laboratory course, designed to be taken concurrently with BIOL182 or MB&B182, will introduce students to experimental design, laboratory methods, data analysis, and empirical approaches to developmental biology, physiology, ecology, and evolution. Laboratory exercises use the techniques of electrophysiology, microscopy, computer simulations, and analyses of DNA sequence data. Some exercises will include exploration of physiological processes in living animals.

GRADING: CR/U CREDIT: .5 GEN ED: NSM IDENTICAL WITH: MB&B192  
 PREREQ: [MB&B181 OR BIOL181] OR [MB&B195 OR BIOL195]  
 SPRING 2013 INSTRUCTOR: MUROLO, MICHELLE AARON SECT: 01-05

#### BIOL193 Principles of Cell and Molecular Biology: Advanced Topics

IDENTICAL WITH: MB&B193

#### BIOL196 Honors Principles of Biology II

This course provides an optional supplement to the lectures of the introductory course in physiology, development, evolution, and ecology (BIOL182). It is designed for students with a strong interest in biology who seek to engage with current research in an intensive seminar setting.

GRADING: A-F CREDIT: 1.25 GEN ED: NSM IDENTICAL WITH: MB&B196  
 PREREQ: [MB&B181 OR BIOL181] OR [MB&B195 OR BIOL195]  
 SPRING 2013 INSTRUCTOR: DEVOTO, STEPHEN H. SECT: 01  
 INSTRUCTOR: SINGER, MICHAEL SECT: 01

#### BIOL197 Introduction to Environmental Studies

IDENTICAL WITH: E&E5197

#### BIOL210 Genomics: Modern Genetics, Bioinformatics, and the Human Genome Project

IDENTICAL WITH: MB&B210

#### BIOL212 Principles and Mechanisms of Cell Biology

The cell is the fundamental unit of life. Understanding cell behavior and function at the cellular level is critical for furthering understanding of biological function from the molecular to organismic levels. The goals of this course are to introduce the student to basic concepts of cellular function. Initial classes will introduce the student to gene expression, cell structure, cell motility, cell proliferation, and signal transduction. Subsequent classes will be devoted to introducing the student to current research in cancer, neuroscience, immunology, and stem cells to demonstrate how basic biological processes combine to form a coherent whole, as well as go awry.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: MB&B212  
 PREREQ: [MB&B181 OR BIOL181] OR [MB&B195 OR BIOL195]  
 SPRING 2013 INSTRUCTOR: JOHNSON, RUTH INEKE SECT: 01

#### BIOL213 Behavioral Neurobiology

IDENTICAL WITH: NS&B213

#### BIOL214 Evolution

This course covers current areas of research in evolutionary biology. Topics include the evidence for evolution, the nature of variation, adaptive and random evolutionary processes in natural populations, mechanisms of speciation, origin of major groups, reconstruction of the history of life through comparative analysis of morphological and DNA sequence data, coevolution of plant-animal interactions, and the application of evolutionary principles to conservation biology.

GRADING: A-F CREDIT: 1 PREREQ: ([MB&B181 OR BIOL181] OR [MB&B195 OR BIOL195]) AND ([BIOL182 OR MB&B182] OR [BIOL196 OR MB&B196])

#### BIOL216 Ecology

Ecology is the study of interactions between organisms and their environment, both physical and biotic. We will look at how these interactions shape fundamental characteristics of populations, communities, and ecosystems. Topics will include predation, competition, symbioses, and effects of stress and resource limitation in diverse environments. We will cover important consequences of interactions such as coevolution, population outbreaks, ecological coexistence, patterns of biodiversity, ecological succession, species invasions, food web dynamics, nutrient and energy cycling, variation in ecosystem goods and services, and global change.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: ENV5216  
 PREREQ: [BIOL182 OR MB&B182] OR [BIOL196 OR MB&B196]  
 FALL 2012 INSTRUCTOR: SINGER, MICHAEL SECT: 01

#### BIOL218 Developmental Biology

This course covers the mechanisms of development at the molecular, cellular, and organismal levels. Special attention will be paid to the process of scientific discovery: the experiments. Students will read and discuss both original research articles and the secondary review literature. We will discuss ethical considerations for some of the topics covered.

GRADING: A-F CREDIT: 1 PREREQ: [BIOL182 OR MB&B182] OR [BIOL196 OR MB&B196]  
 SPRING 2013 INSTRUCTOR: GRABEL, LAURA B. SECT: 01

#### BIOL220 Conservation Biology

This course will focus on the biology of conservation rather than cultural aspects of conservation. However, conservation issues will be placed in the context of ethics, economics, and politics. We will cover the fundamental processes that threaten wild populations, structure ecological communities, and determine the functioning of ecosystems. From this basis, we will explore important conservation issues such as population viability, habitat loss and alteration, food web alteration, invasive species, and climate change. We will use readings from the primary literature and field projects to learn about current research methods used in conservation biology.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: ENV5220  
 PREREQ: [BIOL182 OR MB&B182] OR [BIOL196 OR MB&B196]

#### BIOL222 Issues in the Health Sciences

The course presents current issues from the biomedical professions that pose difficult questions and problems for the scientist or practitioner.

GRADING: A-F CREDIT: 1 PREREQ: ([MB&B181 OR BIOL181] AND [BIOL182 OR MB&B182]) OR ([MB&B195 OR BIOL195] AND [BIOL182 OR MB&B182])

#### BIOL223 Integration of Clinical Experience and Life Science Learning

A classroom discussion of biological, chemical, and psychological aspects of mental illness as well as weekly volunteering at Connecticut Valley Hospital (CVH).

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: DONADY, J. JAMES SECT: 01

#### BIOL224 Hormones, Brain, and Behavior

Hormones coordinate the anatomical, physiological, and behavioral changes necessary for developmental, seasonal, and diurnal transition in animals. These molecules have profound effects on the development of the brain and on adult brain function. How do hormones orchestrate brain assembly and the expression of specific behaviors? How do behavior, social context, and the environment influence hormone secretion? This course will provide a critical survey of our understanding of the relationship between endocrinology, the brain, and behavior in a variety of animal systems. Select topics include insect metamorphosis; sexual differentiation of the vertebrate brain and behavior; reproductive and aggressive behavior in birds, lizards, and rodents; song learning and song production in birds; and the effects of hormones on sexual behavior and cognitive function in primates, including humans. The exploration of a variety of systems will provide students with an appreciation of the ways in which the relationships between hormones and behavior vary across species, as well as the extent to which these relationships are conserved.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: NS&B224  
 PREREQ: [NS&B213 OR BIOL213 OR PSYC240] OR [BIOL182 OR MB&B182]  
 SPRING 2013 INSTRUCTOR: KIRN, JOHN SECT: 01

#### BIOL226 Invasive Species: Biology, Policy, and Management

Invasive species account for 39 percent of the known species extinctions on Earth, and they are responsible for environmental damages totaling greater than \$138 billion per year. However, the general population has little knowledge of what invasive species are or what threats they pose to society. In this course, we will explore the biological, economic, political, and social impacts of invasive species. We will begin by exploring a definition of an invasive species and looking at the life history characteristics that make them likely to become pests. Then, we will consider the effects of invasive species expansion on the conservation of biodiversity and ecosystem function, as well as their global environmental and political impacts. Finally, we will explore the potential future changes in invasive species distributions under a changing climate.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: E&E5356  
 PREREQ: [E&E5197 OR BIOL197] OR [BIOL182 OR MB&B182] OR E&E5199

#### BIOL229 Geobiology Laboratory

IDENTICAL WITH: E&E5229

#### BIOL231 Microbiology

IDENTICAL WITH: MB&B231

#### BIOL232 Immunology

IDENTICAL WITH: MB&B232

#### BIOL233 Geobiology

IDENTICAL WITH: E&E5233

#### BIOL235 Comparative Vertebrate Anatomy

This course will provide a comprehensive overview of the basic structure and function of the main organ systems in vertebrates. Developmental anatomy will be an integral part of the class because of the importance of embryology to understanding both similarity and variation of common systems in different taxa. The course will consist of both lectures and laboratory sessions for dissection of key systems.

GRADING: A-F CREDIT: 1 GEN ED: NSM  
 PREREQ: ([MB&B181 OR BIOL181] AND [BIOL182 OR MB&B182]) AND ([MB&B191 OR BIOL191] AND [BIOL192 OR MB&B192]) OR ([MB&B195 OR BIOL195] AND [BIOL182 OR MB&B182]) AND ([MB&B191 OR BIOL191] AND [BIOL192 OR MB&B192])  
 FALL 2012 INSTRUCTOR: BURKE, ANN CAMPBELL SECT: 01

#### BIOL237 Signal Transduction

IDENTICAL WITH: MB&B237



**BIOL239 Functional Anatomy of the Human Brain**

A mass of tissue the consistency of firm Jell-O and about 2.5 lbs. in weight in the adult human, the brain is an organ that controls nearly every function of the body. It also enables the highest cognitive functions of humans such as learning and memory, thinking, consciousness, aesthetic appreciation, etc. Its malfunction results in a variety of diseases such as senility, mood disorders, motor dysfunctions, etc. This course will examine in some detail the complex organization of this organ and how it performs some of its basic functions. It will be of special interest to premed students; **NS&B**, biology, and psychology majors; and anyone simply interested in how the brain works.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM** IDENTICAL WITH: **[NS&B239 OR PSYC239]**  
PREREQ: **[NS&B213 OR BIOL213 OR PSYC240]**

**BIOL243 Neurohistology**

IDENTICAL WITH: **NS&B243**

**BIOL245 Cellular Neurophysiology**

This course deals with basic aspects of neuronal physiology, including the function of excitable membranes and the transfer of information between cells (synaptic physiology, neurochemistry, membrane receptors). In connection with each of these topics, consideration will be given to short- and long-term modification of neuronal function. Toward the end of the course, we will examine the neurophysiology of auditory perception in birds and mammals, focusing on the initial transduction of sound waves into neuronal codes.

GRADING: **OPT** CREDIT: **1** IDENTICAL WITH: **NS&B245**

PREREQ: **[NS&B213 OR BIOL213 OR PSYC240]**

SPRING 2013 INSTRUCTOR: **AARON, GLOSTER B.** SECT: **01**

**BIOL247 Laboratory in Neurophysiology**

This course introduces a wide range of techniques for recording the electrical signals from nerve and muscle cells. We will make use of a range of preparations and both invertebrate and vertebrate species (except birds and mammals). Experiments deal with sensory, motor, and coordinating elements and include studies of single cells and simple nervous systems using extracellular, intracellular recording techniques.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM** IDENTICAL WITH: **NS&B247**

PREREQ: **[NS&B213 OR BIOL213 OR PSYC240]** AND **[BIOL182 OR MB&B182]** OR **[BIOL196 OR MB&B196]**

SPRING 2013 INSTRUCTOR: **BODZNICK, DAVID** SECT: **01**

**BIOL249 Neuroethology**

Basic and integrative processes of nervous systems are considered with attention to their roles in species-typical behaviors. After a brief initial consideration of cellular properties of individual nerve cells, synaptic interactions and neuroanatomy form the basis for studying systems of neurons and their behavioral significance during the remainder of the semester. The focus is on the neuronal basis of naturalistic behaviors in animals from mollusks and insects through fish, birds, and mammals. Topics include sensory transduction, central processing of sensory information, production and control of patterned behaviors and movements, neural basis of orienting and navigation, and sensory-motor integration.

GRADING: **OPT** CREDIT: **1** IDENTICAL WITH: **NS&B249**

PREREQ: **[BIOL182 OR MB&B182]** AND **[NS&B213 OR BIOL213 OR PSYC240]**

FALL 2012 INSTRUCTOR: **BODZNICK, DAVID** SECT: **01**

**BIOL252 Cell Biology of the Neuron**

IDENTICAL WITH: **NS&B252**

**BIOL254 Comparative Animal Behavior**

An introduction to the study of animal behavior, this course will examine the factors that control the behavior of vertebrates and invertebrates within evolutionary, social, and physiological contexts.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM** IDENTICAL WITH: **NS&B254**

PREREQ: **[BIOL182 OR MB&B182]** OR **[NS&B213 OR BIOL213 OR PSYC240]**

**BIOL265 Bioinformatics Programming**

This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (sequence matching and manipulation, database access, output parsing, dynamic programming, etc.) frequently encountered in the field of bioinformatics.

GRADING: **A-F** CREDIT: **1.25** IDENTICAL WITH: **[MB&B265 OR COMP265]**

PREREQ: **[MB&B181 OR BIOL181]** OR **[MB&B195 OR BIOL195]**

SPRING 2013 INSTRUCTOR: **WEIR, MICHAEL P.** SECT: **01**

**BIOL290 Plant Form and Diversity**

The course begins with an overview of plant evolutionary history, then covers the basic structure and function of the plant body and the life cycle and ecological diversity of plants in natural habitats. Special events include a field trip to the Smith College botanical garden, a hands-on day for working with living specimens, and a special guest lecture by a local plant biologist.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM**

PREREQ: **[BIOL182 OR MB&B182]** OR **[BIOL196 OR MB&B196]**

**BIOL299 Waves, Brains, and Music**

Pressure waves bounce against the ear, and we create perceptions called sounds from them. We organize sounds to make music, making more waves, and the

cycle goes forward. This course will provide an introduction to the fraction of these phenomena that can be measured and analyzed, focusing on the mathematics of signal analysis, auditory physiology, and the physiology of musical perception and production. Periodic waveforms include musical tones and the voltage fluctuations that can be measured from brains. The first third of this course (waves) is an introduction to the quantitative analysis of periodic waveforms, with the goal that the student will have a better understanding of how to interpret the analysis of both musical sounds and neuronal recordings. The second part of the course (brains) examines the known mechanical processes (physiology) by which the mammalian brain analyzes the periodic waveforms that we interpret as sound. The third part of the course uses these lessons to examine original research articles about the neuroscience of music, i.e., how neuronal networks produce musical perception.

GRADING: **OPT** CREDIT: **1** GEN ED: **NSM** IDENTICAL WITH: **NS&B299**

PREREQ: **[NS&B213 OR BIOL213 OR PSYC240]**

**BIOL312 Conservation of Aquatic Ecosystems**

Aquatic ecosystems may be considered the lifeblood of the planet. These ecosystems supply water, food, and transportation and are home to a vast array of organisms. Despite how much of the planet is aquatic, these ecosystems are very fragile and require protection. This course will focus upon measures that will be effective in conserving the diversity of aquatic ecosystems. To understand these conservation measures, we will study the diversity of physical, biological, and ecological components of aquatic systems, as well as patterns of human use. We will also examine some of the current laws that protect aquatic ecosystems. The course will focus upon freshwater and coastal estuarine ecosystems.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM** IDENTICAL WITH: **E&E5312**

PREREQ: **[BIOL182 OR MB&B182]** OR **[E&E5197 OR BIOL197]** OR **E&E5199**

**BIOL316 Plant-Animal Interactions**

This course will explore the ecology and evolution of interactions between plants and animals, including mutualism (e.g., pollination, frugivory) and antagonism (e.g., herbivory, granivory), that are central to the functioning of ecosystems and the generation of biodiversity. The format will be seminar-style, involving reading, discussion, and student presentations of key papers on chosen topics.

GRADING: **A-F** CREDIT: **1** IDENTICAL WITH: **BIOL516**

PREREQ: **BIOL214** OR **[BIOL220 OR ENV5220]** OR **BIOL290** OR **[BIOL216 OR ENV5216]**

**BIOL318 Nature & Nurture: The Interplay of Genes and Environment**

In this advanced seminar, we consider how genes and environment interact to shape the development and behavior of organisms, including humans. After an initial series of lectures and discussions on classic and current readings, the class will consist of in-depth student presentations and discussion.

GRADING: **A-F** CREDIT: **1** IDENTICAL WITH: **BIOL518** PREREQ: **BIOL214** OR **BIOL218** OR **[BIOL254 OR**

**NS&B254]** OR **[BIOL224 OR NS&B224]**

**BIOL320 Quantitative Methods for the Biological and Environmental Sciences**

This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing. We will also learn about the assumptions that methods make and how violations affect applied outcomes. There will be an emphasis on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus upon data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM** IDENTICAL WITH: **[BIOL520 OR E&E5320]** PREREQ: **NONE**

**BIOL324 Neuropharmacology**

The molecular mechanisms underlying the adaptive (and sometimes maladaptive) nature of brain function are beginning to be elucidated. This course is designed to provide the student with a mechanistic understanding of normal and pathological brain function and how drugs modulate neurological and psychiatric disease. Topics will include cell biology of the neuron synaptic transmission; neurotransmitters; modulation of synaptic transmission; tyrosine kinases; G-protein-coupled receptors serotonin, dopamine, acetylcholine, opiate receptors; cell death; and molecular mechanisms of neurological diseases. The first three-quarters of the course will be in lecture format. The remaining quarter will be in the format of a journal club where selected articles will be presented and discussed.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM** IDENTICAL WITH: **[NS&B324 OR BIOL524 OR NS&B524]**

PREREQ: **[BIOL182 OR MB&B182]** AND **[NS&B213 OR BIOL213 OR PSYC240]**

**BIOL325 Stem Cells: Basic Biology to Clinical Application**

This course will cover recent advances in stem cell biology, including adult and embryonic stem cells. We will examine the ethics as well as the science of this emerging field.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM** IDENTICAL WITH: **NS&B325**

PREREQ: **[BIOL182 OR MB&B182]**

**BIOL326 Drugs of Abuse from Neurobiology to Behavior**

IDENTICAL WITH: **NS&B326**

**BIOL327 Evolutionary and Ecological Bioinformatics**

Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology, but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: [COMP327 OR BIOL527 OR COMP527]  
PREREQ: [MB&B181 OR BIOL181] OR [MB&B195 OR BIOL195] OR [BIOL182 OR MB&B182] OR COMP211 OR COMP112

**BIOL328 Chemical Senses**

IDENTICAL WITH: NS&B328

**BIOL333 Gene Regulation**

IDENTICAL WITH: MB&B533

**BIOL335 Research Approaches to Disease**

In recent decades, research has expanded our understanding of the contribution of genetic and developmental factors and disease vectors in many human diseases and abnormalities. This knowledge shapes how we manage and treat disease. This course will examine how scientists investigate the cell and genetic biology of disease using different cell and organism models. Each student will prepare a seminar on one topic (for example, type II diabetes, cholera, cervical cancer, retinoblastoma, malaria, spina bifida, alcoholism, etc.) that will be followed by a group discussion and exploration of recent peer-reviewed research. This course will enhance students' interpretive understanding of research and challenge the need for and ethical considerations of research.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: BIOL535 PREREQ: BIOL218 OR [BIOL212 OR MB&B212]

**BIOL336 Landscape Ecology**

IDENTICAL WITH: E&E5336

**BIOL337 The Origins of Bacterial Diversity**

Wherever there is life, there are bacteria. Free-living bacteria are found in every environment that supports eukaryotes, and no animal or plant is known to be free of bacteria. There are most likely a billion or more species of bacteria, each living in its unique ecological niche. This course will explore the origins of bacterial biodiversity: how bacteria evolve to form new species that inhabit new ecological niches. We will focus on how the peculiarities of bacterial sex and genetics facilitate bacterial speciation. Topics will include the characteristics of bacterial sex, why barriers to genetic exchange are not necessary for speciation in bacteria, the great potential for formation of new bacterial species, the evolutionary role of genetic gifts from other species, and the use of genomics to identify ecologically distinct populations of bacteria.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: [BIOL537 OR ENV5337] PREREQ: [BIOL182 OR MB&B182]

**BIOL340 Issues in Development and Evolution**

This advanced seminar explores the relationship between embryonic development and morphological evolution. The course will include a combination of lectures, discussion, and student presentations of papers chosen from the primary literature. Subjects covered will include broad, fundamental issues such as the concept of homology and developmental characters and phylogeny, as well as the evolutionary significance of specific developmental phenomena such as animal segmentation, direct development, and major morphological transitions in evolution.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: BIOL540 PREREQ: BIOL218 OR BIOL214  
SPRING 2013 INSTRUCTOR: BURKE, ANN CAMPBELL SECT: 01

**BIOL343 Muscle and Nerve Development**

We will examine the structure and function of muscle cells, the development of muscle cell identity, the development of motor neurons, and the interactions between nerve and muscle that lead to a functioning neuromuscular system. The course will focus primarily on vertebrate model systems such as chick, mouse, and fish. We will also examine human diseases, including muscular dystrophies and other neuromuscular disorders.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: [NS&B543 OR BIOL543 OR NS&B343]  
PREREQ: BIOL218 OR ([BIOL182 OR MB&B182] AND [BIOL212 OR MB&B212]) OR ([BIOL196 OR MB&B196] AND [BIOL212 OR MB&B212]) OR ([BIOL182 OR MB&B182] AND [NS&B213 OR BIOL213 OR PSYC240]) OR ([BIOL196 OR MB&B196] AND [NS&B213 OR BIOL213 OR PSYC240])  
FALL 2012 INSTRUCTOR: DEVOTO, STEPHEN H. SECT: 01

**BIOL345 Developmental Neurobiology**

Near the top of the list of unsolved mysteries in biology is the enigma of how the brain constructs itself. Here is an organ that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. With each topic in this journey, we will ask what the roles of genes and the environment are in forming the nervous system. We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: [NS&B345 OR NS&B545 OR BIOL545]  
PREREQ: ([NS&B213 OR BIOL213 OR PSYC240] AND [BIOL182 OR MB&B182]) OR ([MB&B181 OR BIOL181] AND [BIOL182 OR MB&B182])

**BIOL346 The Forest Ecosystem**

This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.

GRADING: A-F CREDIT: 1 GEN ED: NSM  
IDENTICAL WITH: [BIOL546 OR E&E5346 OR E&E546 OR ENV5340] PREREQ: [BIOL182 OR MB&B182] OR [BIOL196 OR MB&B196] OR [E&E5197 OR BIOL197] OR E&E5199  
FALL 2012 INSTRUCTOR: POULOS, HELEN MILLS SECT: 01

**BIOL350 Bioinformatics and Functional Genomics**

The exciting new fields of genomics and bioinformatics are bringing together the complementary disciplines of biology and computer science. With the sequencing of the human genome and the genomes of several model organisms, the door has opened to using new computational and modeling approaches to understanding genome function in organisms. This focused-inquiry course will interweave the discussion of biological and informatic topics, focusing on computational issues and tools used in the interdisciplinary fields. Possible topics include the application of alignment algorithms to the analysis of genomic sequences, cluster analysis of micro-arrays of gene expression, and the prediction of RNA secondary structures using dynamic programming methods. The course also includes a significant programming component.

GRADING: A-F CREDIT: 1  
IDENTICAL WITH: [BIOL550 OR COMP350 OR COMP550 OR MB&B350 OR MB&B550]  
PREREQ: COMP112 OR COMP212 OR [MB&B181 OR BIOL181] OR [MB&B195 OR BIOL195]

**BIOL351 Neurobiology of Learning and Memory**

Animals as varied as sea slugs and humans display a number of types of learning, ranging from the capacity to acquire species-specific behavior to the ability to form arbitrary associations. Just as varied are the philosophies governing the choice of how to best study the neurobiology of learning and memory. Through lectures, class discussion, student presentations, and a critical reading of the primary literature, the advantages and disadvantages of these various approaches will be investigated. While the specific focus of this class will be on learning and memory, other ways in which the brain learns will also be explored. Normal brain ontogeny relies to some extent on invariant cues in the animal's environment, making this process somewhat analogous to learning. In fact, the neural substrates for learning are likely to be a subset of the basic steps used during brain development. Moreover, the developmental rules guiding brain assembly place constraints on the what, how, and when of brain function and learning. Therefore, this course will also cover select topics in basic developmental neurobiology.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: NS&B351  
PREREQ: [NS&B213 OR BIOL213 OR PSYC240]  
FALL 2012 INSTRUCTOR: KIRN, JOHN SECT: 01-02

**BIOL353 Neurobiology of Neurological Disorders**

IDENTICAL WITH: NS&B353

**BIOL401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**BIOL409/410 Senior Thesis Tutorial**

GRADING: OPT

**BIOL411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**BIOL465/466 Education in the Field, Undergraduate**

GRADING: OPT

**BIOL467/468 Independent Study, Undergraduate**

GRADING: OPT

**BIOL500 Graduate Pedagogy**

IDENTICAL WITH: ASTR500

**BIOL501/502 Individual Tutorial, Graduate**

GRADING: OPT

**BIOL503/504 Selected Topics, Graduate Science**

GRADING: OPT

**BIOL505 Cell and Development Journal Club I**

Presentation and active discussion of a series of current research articles in the field of cell and developmental biology from journals including *Cell*, *Journal of Cell Biology*, *Development*, *Genes and Development*, *Developmental Biology*, *Science*, and *Nature*.

GRADING: OPT CREDIT: 0.25 PREREQ: NONE

FALL 2012 INSTRUCTOR: DEVOTO, STEPHEN H. SECT: 01

INSTRUCTOR: JOHNSON, RUTH INEKE SECT: 01

INSTRUCTOR: WEIR, MICHAEL P. SECT: 01

**BIOL506 Cell and Development Journal Club II**

Presentation and active discussion of a series of current research articles in the field of cell and developmental biology from journals including *Cell*, *Journal of Cell Biology*, *Development*, *Genes and Development*, *Developmental Biology*, *Science*, and *Nature*.

GRADING: OPT CREDIT: 0.25 PREREQ: NONE

SPRING 2013 INSTRUCTOR: DEVOTO, STEPHEN H. SECT: 01

INSTRUCTOR: GRABEL, LAURA B. SECT: 01

INSTRUCTOR: JOHNSON, RUTH INEKE SECT: 01

INSTRUCTOR: WEIR, MICHAEL P. SECT: 01

**BIOL507 Evolution Journal Club I**

Presentation and active discussion of current research articles in evolutionary biology. Each semester the class will choose one theme within evolutionary biology to be the focus of discussion. Themes from recent semesters have included genome-based evolution studies, co-evolution, speciation, phylogenetic approaches for investigating natural selection, the role of competition in evolution, the evolution of host-parasite relationships, the evolution of behavior, and the impact of niche construction on adaptive evolution. Articles for discussion generally come from the journals *Evolution*, *American Naturalist*, *Genetics*, *Science*, and *Nature*.

GRADING: OPT CREDIT: 0.25 PREREQ: NONE

FALL 2012 INSTRUCTOR: BURKE, ANN CAMPBELL SECT: 01

INSTRUCTOR: CHERNOFF, BARRY SECT: 01

INSTRUCTOR: COHAN, FREDERICK M. SECT: 01

INSTRUCTOR: SINGER, MICHAEL SECT: 01

**BIOL508 Evolution Journal Club II**

Presentation and active discussion of current research articles in evolutionary biology. Each semester the class will choose one theme within evolutionary biology to be the focus of discussion. Themes from recent semesters have included co-evolution, speciation, phylogenetic approaches for investigating natural selection, the role of competition in evolution, evolution of host-parasite relationships, and the evolution of behavior. Articles for discussion generally come from the journals *Evolution*, *American Naturalist*, *Genetics*, *Science*, and *Nature*.

GRADING: OPT CREDIT: 0.25 PREREQ: NONE

SPRING 2013 INSTRUCTOR: BURKE, ANN CAMPBELL SECT: 01

INSTRUCTOR: CHERNOFF, BARRY SECT: 01

INSTRUCTOR: COHAN, FREDERICK M. SECT: 01

INSTRUCTOR: SINGER, MICHAEL SECT: 01

**BIOL509 Neuroscience Journal Club I**

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE

FALL 2012 INSTRUCTOR: BODZNICK, DAVID SECT: 01

INSTRUCTOR: KIRN, JOHN SECT: 01

INSTRUCTOR: NAEGELE, JANICE R SECT: 01

**BIOL510 Neurosciences Journal Club II**

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE

SPRING 2013 INSTRUCTOR: AARON, GLOSTER B. SECT: 01

INSTRUCTOR: BODZNICK, DAVID SECT: 01

INSTRUCTOR: KIRN, JOHN SECT: 01

**BIOL511/512 Group Tutorial, Graduate**

GRADING: OPT

**BIOL516 Plant-Animal Interactions**

IDENTICAL WITH: BIOL316

**BIOL518 Nature and Nurture: The Interplay of Genes and Environment**

IDENTICAL WITH: BIOL318

**BIOL520 Quantitative Methods for the Biological and Environmental Sciences**

IDENTICAL WITH: BIOL320

**BIOL524 Neuropharmacology**

IDENTICAL WITH: BIOL324

**BIOL527 Evolutionary and Ecological Bioinformatics**

IDENTICAL WITH: BIOL327

**BIOL533 Gene Regulation**

IDENTICAL WITH: IMB&amp;B533

**BIOL535 Research Approaches to Disease**

IDENTICAL WITH: BIOL335

**BIOL536 Landscape Ecology**

IDENTICAL WITH: E&amp;E5336

**BIOL537 The Origins of Bacterial Diversity**

IDENTICAL WITH: BIOL337

**BIOL540 Issues in Development and Evolution**

IDENTICAL WITH: BIOL340

**BIOL543 Muscle and Nerve Development**

IDENTICAL WITH: BIOL343

**BIOL545 Developmental Neurobiology**

IDENTICAL WITH: BIOL345

**BIOL546 The Forest Ecosystem**

IDENTICAL WITH: BIOL346

**BIOL550 Bioinformatics and Functional Genomics**

IDENTICAL WITH: BIOL350

**BIOL557 Advanced Research Seminars in Biology**

This course focuses on the specific research projects of the individual graduate students in the Biology Department, and it comprises student presentations and discussion including the department faculty, graduate students, and interested undergraduates. Background readings for each session may include relevant papers from the literature. The course offers a forum for presenting new results and exploring new ideas, as well as for providing researchers with feedback and suggestions for solving methodological problems. It also provides an opportunity for undergraduate majors and new graduate students in the program to become familiar with the wide range of biological research taking place in the department.

GRADING: CR/U CREDIT: .5 PREREQ: NONE

SPRING 2013 INSTRUCTOR: COHAN, FREDERICK M. SECT: 01

**BIOL561/562 Graduate Field Research**

GRADING: OPT

# Center for the Humanities

**DIRECTOR 2012–2013:** Ethan Kleinberg, *BA University of California, Berkeley, MA, PhD University of California, Los Angeles*

**ANDREW W. MELLON  
POSTDOCTORAL FELLOWS:**

Lucian Gomol, *PhD UC Santa Cruz (History of Consciousness) expected 2012, MA New York University (Performance Studies), MA UC Santa Cruz (History of Consciousness)*, *BA University of Michigan (Women's Studies and English Literature)*;  
Dara Orenstein, *PhD Yale University (American Studies)*, *BA Yale University (African American Studies)*

**FACULTY FELLOWS:**

Lisa Cohen, *Fall*; Sarah Croucher, *Spring*; Matthew Garrett, *Spring*; Greg Goldberg, *Spring*; Elijah Huge, *Fall*;  
Indira Karamcheti, *Spring*; Joseph T. Rouse Jr., *Fall*; Amy Tang, *Fall*; Margot Weiss, *Fall*

**CHUM214 The Modern and the Postmodern**  
IDENTICAL WITH: HIST214

**CHUM227 Introduction to Social, Cultural, and Critical Theory**

This course will introduce students to some of the major figures and ideas in the interrelated fields of social, cultural, and critical theory. The course combines two distinct components: biweekly lectures by Wesleyan faculty (open to everyone) and two weekly discussion meetings (only for enrolled students). The lectures will provide succinct introductions to selected theorists and will reflect the particular intellectual interests of the lecturers; the discussion sessions will provide in-depth textual analysis, debate, frequent writing assignments, and thorough feedback.

GRADING: OPT CREDIT: 1 GEN ED: HA  
IDENTICAL WITH: [COL212 OR ENGL214 OR GRST227 OR ANTH229] PREREQ: NONE

**CHUM320 Museum Chronotypes: Temporality and Exhibition from the Late 18th Century to the Present**

Museums are commonly described as “timeless,” “universal,” and “permanent”—terms that suggest differences from what we might call normal time and space. Around the turn of the 18th and 19th centuries, many museums organized according to spatialized schemas of historical progress and social hierarchy. Late 19th-century scientists relied heavily upon exhibitions to expose publics to the new framework of evolutionary time, and in the 20th century, the “white cube” gallery was born, with its unique expressions of progress in terms of gender and synchrony. Today many museological conventions are being challenged by artists and critics who emphasize ephemeral and fleeting temporalities, resulting in the multiple and sometimes conflicting times in which 21st-century curators now find themselves enmeshed.

In bringing temporal critique into conversation with museum studies, the seminar reframes the museum’s claims to neutrality, universality, and permanence as historical phenomena in and of themselves.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ARHA325 OR FGSS325] PREREQ: NONE  
FALL 2012 INSTRUCTOR: GOMOLL, LUCIAN SECT: 01

**CHUM321 In Place of Reading: Social Location and the Literary Text**

To read, Michel de Certeau wrote, is to travel. True enough, but de Certeau is using a metaphor, and traveling has appeared in place of reading. Why is it so hard to keep reading in view? Why are so many readers so eager to put something else in its place? This course considers the question by suggesting that, if to read is to travel, it is also to remain precisely where we are, reading. Social location shapes the specific qualities of our attention to literary objects. We will examine key texts that have invited—or coerced—readers into an intensive style of reading in modern times, and we will ask questions about the social worlds represented within the texts and implied outside them. Why have so many of these texts depicted—or tried to enact—the social transformation of readers, that is, to move them somewhere else? What makes some readings portable and roots others profoundly to their places of origin? Who has time and resources to read, and to read closely? Is close reading itself a noxious by-product of modernity’s decadence? Or are there ways of getting close to texts that promise more than social privilege? What are the locations of reading, and how are they part of readers’ actualizations of the texts they read? Our texts will range from early modern fiction to contemporary novels, from painting to film, and will be accompanied by major writings on the ethics and theory of reading.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ENGL380 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: GARRETT, MATTHEW CARL SECT: 01

**CHUM322 Time Is Money: Capitalism and Temporality**

What does it mean for us to live by the clock? And how has the clock come to command our sense of time? To explore these and related questions, in this interdisciplinary, reading-intensive seminar, we will work from two core premises: the quality of temporality—or, how we inhabit, perceive, and regulate time—has changed over the course of history (itself a term we will need to unpack), and those changes have corresponded to fluctuations in the rate and rhythm of global capitalism. Centering our inquiry in the United States and beginning in the antebellum South, we will toggle between different spatio-temporal scales and examine a range of case studies, from the cotton plantations of the 1830s and the future markets of the 1880s, to the shopping

malls of the 1960s and the childcare centers of the 1980s. Throughout, we will analyze time as an instrument of domination and expropriation and, thus, of capital accumulation, but also as a means of disruption and interruption and, thus, of opposition, whether it is “seized” along an assembly line or in a public square, or within the structure of a novel.

GRADING: A–F CREDIT: 1 GEN ED: HA  
IDENTICAL WITH: [ENGL315 OR AMST356 OR HIST273] PREREQ: NONE  
FALL 2012 INSTRUCTOR: ORENSTEIN, DARÁ SECT: 01

**CHUM323 The Social Body**

This seminar addresses and bridges two primary themes. First, we will examine the multiple ways that the social body has been conceptualized by sociologists and other social thinkers—for example, as a mass, public, population, multitude, and network—and the sociopolitical implications of these conceptualizations, particularly at the present moment. Second, we will examine the human body as a site where the social materializes and is rendered legible—for example, through processes of racing, sexing/gendering, and disciplining, and through the circulation of sensation, emotion, and affect. By interweaving these two strands, we will draw out and interrogate assumptions about space, place, and identity that underlie notions of the ontological integrity of the individual and the social and explore possible alternatives to current conceptualizations of the individual and the social.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: SOC323 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: GOLDBERG, GREG SECT: 01

**CHUM324 Emplacing the Local: Community, Place, and History in Middletown**

In an era of globalization, it might seem that local place matters less and less to mobile communities, where individuals increasingly interact through cyberspace, drive from office to home, and pass through homogenous spaces of airports and shopping malls. In contrast to this view, many scholars have drawn attention to the ongoing importance of place, where individuals actively seek ways to form authentic histories within particular spaces, despite their seeming incommensurability with practices and experiences of dwelling in modern urban areas and diasporic communities.

This class engages these questions of emplacement through active research with local communities in Middletown. We will cover the geographical and spatial theory in relation to the idea of place-making in the contemporary and recent historical United States, the practical, ethical, and analytic process of conducting oral historical research into the local history of Middletown, and discuss how this relates to wider historical processes. The second half of the semester will be dedicated to working with community partners in recording oral histories in relation to Middletown. We will analyze the way that relatively modern spaces have become integral to the heritage and place-making within Middletown. Through recording histories in a variety of locations, we will reflect on the way in which histories and narratives are engaged in a close relationship to experiences of place and material culture.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ANTH334 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: CROUCHER, SARAH KATHARINE SECT: 01

**CHUM325 The Caribbean Epic**

The epic is one of the grand literary genres, claiming world stature and universality. Caribbean literary epics, in addition, direct the reader’s attention to the local place: its history, its people, its geography, its flora and fauna. This course focuses on the interplay between local specificity and claims to universality.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ENGL379 OR AMST339] PREREQ: NONE  
SPRING 2013 INSTRUCTOR: KARAMCHETI, INDIRA SECT: 01

**CHUM326 Queer Time: The Poetics and Politics of Temporality**

What are the relationships among textuality, temporality, and sexuality? This course will explore the notion of queer time in a range of literary, visual, and theoretical texts. We will pay attention to textual theories and practices of repetition in several iconic modernist texts; the explicit engagement with retrospection, anachronism, and futurity in several contemporary queer literary and visual works; and the recent thematization of temporality in queer theory. Works studied will include Gertrude Stein’s “Lifting Belly” and “Portraits and Repetition”; and Virginia Woolf’s novel *Orlando*. Visual materials will include Alison Bechdel’s graphic memoir *Fun Home: A Family Tragicomic*, as well as works by directors of the new queer cinema of the 1990s. The course will

also introduce students to recent theoretical writing on queer temporality, including *In a Queer Time and Place*, by J. Halberstam, and *Cruising Utopia: The Then and There of Queer Futurity*, by José Muñoz.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [FGSS326 OR ENGL378] PREREQ: NONE  
FALL 2012 INSTRUCTOR: COHEN, LISA SECT: 01

#### **CHUM327 Heidegger and the Temporal Sense of Being**

Martin Heidegger claims in *Being and Time* that the most fundamental philosophical question is the question of the sense of being, but that this question has been obscured and trivialized in the Western philosophical tradition. His book aimed to recover an understanding of this question and to show how temporality and time are central to an adequate grasp of the sense of being. This advanced seminar is not a course on Heidegger but is instead an attempt to clarify and address this question concerning the temporal sense of being. We are reading *Being and Time* and various secondary literature as guides to what it would mean to “reawaken” that question. Since this question is also thought to replace or reformulate many familiar problems in philosophy—about meaning and intentionality, knowledge, agency/normativity, and metaphysics (as about entities rather than the being of those entities)—and to relocate others (truth, objectivity, historicity, and what it is to be human), we shall consider the significance of and rationale for these replacements and relocations. We shall give special attention to the role accorded to time and temporality in understanding being, and especially to the claim that any understanding of being is and must be finite.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: PHIL389 PREREQ: NONE  
FALL 2012 INSTRUCTOR: ROUSE, JOSEPH T. SECT: 01

#### **CHUM328 Architectures of Aftermath**

This course will examine the ways in which the built environment has been affected by, complicit in, and responsive to catastrophe, both natural and manmade, through a series of notable case studies. Each case study will trace the development of an architectural emergency technology through a catastrophic architectural or urban failure and its aftermath. Exploring how specific disaster events have reshaped the technological, economic, design, and sociological conditions in which architecture is created, students will develop semester-long projects working with a single disaster typology (flood, earthquake, wind, attack, temperature extreme, plague, fire, etc.), positioning architectural failures as moments within time, set against the backdrop of the catastrophe in slow motion that is climate change. In doing so, the class will study the ways in which architecture’s role in emergency—both historic and fictional—is represented and the mercurial relationships among prediction, projection, imagination, invention, and testing that characterize the invariably speculative activity of building for the catastrophic moment.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ARHA340 PREREQ: NONE  
FALL 2012 INSTRUCTOR: HUGE, ELIJAH SECT: 01

#### **CHUM329 Future Visions: Temporality and the Politics of Change**

What is the time of political change? This course will explore alternative temporal frameworks embraced by artists, writers, social activists, and interdisciplinary scholars from diverse social and cultural locations. We ask, How do concepts of temporality help us understand, resist, contest, and transform prevailing social orders?

We will begin by assembling some conceptual tools for understanding the relationship of time to historical change and to racial, cultural, and national difference. Drawing on psychoanalysis, literary theory, history, trauma studies, African American studies, and postcolonial studies, we will explore the telos of modernity and narratives of liberal progress, along with the possibilities for memory and memorialization to work against historical forgetting and cultural amnesia. We will then consider some of the critical and oppositional possibilities of being out of sync with dominant temporal frameworks, as they have been articulated in scholarship on alternative modernities and in anthropology, sociology, feminist theory, and queer theory. We will ask, Are there other, perhaps more livable, temporalities? Finally, we will turn to the question of the future as found in meditations on utopias and dystopias; in political, cultural, and ecological justice movements; in ideologies of newness; and in rhetorics of failure and apocalypse. As we consider social change, revolutions, and new “ends” and beginnings, students will have the opportunity to learn from current social justice movements.

GRADING: A-F CREDIT: 1 GEN ED: SBS  
IDENTICAL WITH: [ENGL381 OR AMST342 OR ANTH305] PREREQ: NONE  
FALL 2012 INSTRUCTOR: TANG, AMY CYNTHIA SECT: 01  
INSTRUCTOR: WEISS, MARGOT SECT: 01

#### **CHUM377 Worlding the World: Creation Myths from Ancient Greece to the Multiverse**

IDENTICAL WITH: RELI377

#### **CHUM381 Student Fellowship**

The student fellowship entails full participation in the lectures and colloquia. Student fellows read, hear, and converse on the common themes. They are to work on their research projects and give a presentation to the center fellows.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 / SPRING 2013 INSTRUCTOR: KLEINBERG, ETHAN SECT: 01

#### **CHUM401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

#### **CHUM409/410 Senior Thesis Tutorial**

GRADING: OPT

#### **CHUM411/412 Group Tutorial, Undergraduate**

GRADING: OPT

#### **CHUM465/466 Education in the Field, Undergraduate**

GRADING: OPT

#### **CHUM467/468 Independent Study, Undergraduate**

GRADING: OPT

## Center for the Study of Public Life

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

### CSPL127 Introduction to Financial Accounting

IDENTICAL WITH: ECON127

### CSPL128 Topics in Journalism II

IDENTICAL WITH: WRCT262

### CSPL129 Topics in Journalism I

IDENTICAL WITH: WRCT261

### CSPL201 Foundations of Civic Engagement

The promise of democracy is that citizens can act together to shape the conditions of their collective lives. This class examines that promise, focusing on the ways in which civic engagement can contribute to its realization. We examine civic engagement both as a theoretical perspective on citizen participation and an active practice. What does it mean to have a truly democratic society? What is the role of citizen participation, both within formal political activity and in civil society generally? What role should experts play in democratic politics, and how can expertise be squared with democratic equality? What, if any, responsibility does the university have to promote civic engagement?

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: GOVT346 PREREQ: NONE  
SPRING 2013

### CSPL210 Money and Social Change: Innovative Paradigms and Strategies

How do people make decisions about using their money for social change? Where will it have the most impact? When does the capital toward social change actually create systemic change and address structural inequities? This course will explore the role of capital in social change. If we rethink how social change happens—analyzing the nonprofit and public sectors, but also new sector-blending approaches and concepts like “collective impact”—how does our perspective on capital shift? The course will begin with a historical overview of how money has affected social change over time in the public, private, and philanthropic sectors, including religious institutions. Students will have \$10,000 in grants to allocate to local organizations. The course will culminate in students writing a request for proposals based on the personal theory of change around capital and social change that they will develop throughout the course.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: ANDERSON, JOY L. SECT: 01

### CSPL333 Music Movements in a Capitalist Democracy

This course will focus on music movements that have used the presentation, expression, and production of music and music events to facilitate socio-political transitions. The vital context of these movements is the U.S. in particular, where the speed and power of commerce, as well as the concentration of capital, present unique opportunities for progressive values and goals in music.

We will look at huge events, like The Newport Festivals, Woodstock, Michigan Womyn's Music Festival, Lilith Fair, and Bonaroo and examine how these movements have both evolved and spread their tendrils into the world (if they have). We will also spend some time on smaller grassroots venues and music series in Chicago, Boston, San Francisco, and New York and see how blues, folk, punk, and “Americana” venues have affected and interacted with their communities. We will look at how music scenes evolved and grew and sometimes became institutions, like the Chicago Old Town School of Music.

GRADING: A-F CREDIT: 1 PREREQ: NONE FALL 2012

### CSPL493 Internship

CREDIT: .25

# Chemistry

<b>PROFESSORS:</b>	David Beveridge; Philip Bolton; Albert J. Fry; Joseph L. Knee; Stewart E. Novick; George Petersson; Rex Pratt, <i>Chair</i> ; Irina Russu
<b>ASSOCIATE PROFESSORS:</b>	Michael Calter; T. David Westmoreland
<b>ASSISTANT PROFESSORS:</b>	Brian Northrop; Erika A. Taylor
<b>DEPARTMENTAL ADVISING EXPERTS 2012–2013:</b>	Albert Fry, <i>Organic</i> ; George Petersson, <i>Physical</i> ; Rex Pratt, <i>Biochemistry</i> ; Wallace Pringle, <i>Analytical</i> ; T. David Westmoreland, <i>Inorganic</i>

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

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

The Department of Chemistry at Wesleyan University meets the needs of nonscience majors, chemistry majors, and other science majors with the following programs:

- Nonscientists are encouraged to consider **CHEM114**, **116**, **117**, **118**, **119**, **120**, **148**, **160**, **198**, or **CHEM141/142** as part of their program to meet NSM requirements. **CHEM114** is a survey course that deals with environmental and social chemical issues. **CHEM116** describes the basic aspects of plant chemistry and biochemistry. **CHEM117** covers basic aspects of human chemistry and molecular biology. **CHEM118** provides an interdisciplinary view of the DNA molecules and their impact on society at large. **CHEM119** studies the basic chemistry of several diseases, including AIDS, cancer, bacterial infections, and the drugs used to treat them, as well as psychotherapeutic drugs. **CHEM120** covers ethical questions about scientific research. **CHEM148** explores perspectives of science and art. **CHEM160** teaches historical ideas of natural sciences and mathematics in a context of associated ideas in art, music, and literature. **CHEM198** gives an overview of the modern criminal forensics procedures with hands-on experience. These courses are essentially qualitative in nature. **CHEM141/142** is an introduction to chemistry that includes quantitative material. **CHEM141** can be taken as a single-semester course toward the NSM requirements and can be taken by students who have had no high school chemistry.
- Scientists majoring in areas other than chemistry can prepare themselves better for work in their discipline by having a grounding in chemistry, which will enable them to understand molecular phenomena. The Chemistry Department offers two yearlong tracks of Introductory Chemistry, **CHEM141/142** or **143/144**. The **CHEM143/144** sequence, requiring some prior chemistry and calculus, provides a more sophisticated introduction and represents a better preparation for science majors. The **CHEM141/142** sequence requires no previous exposure to chemistry or calculus and emphasizes environmental and biological applications. **CHEM152** Introductory Chemistry Laboratory is taken concurrently with **CHEM143** in the fall semester or with **CHEM142** or **CHEM144** in the spring semester. Principles of Organic Chemistry I/II (**CHEM251/252**) normally follow Introductory Chemistry. The laboratory courses, **CHEM257** General Chemistry Laboratory and **CHEM258** Organic Chemistry Laboratory, are usually taken concurrently with **CHEM251/252**, respectively. The two courses, Introductory Chemistry and Organic Chemistry, plus the laboratory sequence, **CHEM152**, **CHEM257**, **CHEM258**, are required for admission to medical, dental, and veterinary schools.
- Chemistry majors. Students who anticipate the possibility of majoring in chemistry should, if possible, take **CHEM143/144** as first-year students. The program for majors is described in detail below. Students who have scores of 4 or 5 in the chemistry Advanced Placement examination should consult with the department about the possibility of advanced placement in organic chemistry or, in exceptional circumstances, in physical chemistry. A student whose interest in biochemistry arises from a desire to understand biological systems at the molecular level may choose to study biochemistry as a chemistry major. (See “biological chemistry track” below.)

**Major requirements.** To major in chemistry, a student should complete a year of Introductory Chemistry (**CHEM141/142**, or, preferably, **CHEM143/144** and the associated lab, **CHEM152**), unless the student has been given Advanced Placement credit. In addition, a year of organic chemistry (**CHEM251/252**), the concurrent laboratories (**CHEM257/258**), and a year of physical chemistry (**CHEM337/338**) are required. One year of advanced laboratory is required (**CHEM375/376**), the Integrated Chemistry Laboratory. Chemistry majors are also required to register for and attend two semesters of Chemistry Symposia (**CHEM521/522**). The major is completed by electing a total of at least three credits from 300-level courses (other than **CHEM337/338**). All courses other than seminars that are required for the chemistry major must be taken under a letter-grading mode (A–F). One of the three 300-level electives may be replaced by two semesters of research (**CHEM409/410** or **421/422**). All chemistry majors are encouraged to do research with a faculty member, including during one or more summers. Financial support for summer research is generally available.

One year of calculus (**MATH117/118**, or **MATH121/122**, or Advanced Placement credit with a score of 4 or 5) and one year of physics (**PHYS111/112**, or **PHYS113/116**, or Advanced Placement credit with a score of 4 or 5) are also required for the major. Students who do not study inorganic chemistry in **CHEM144**, either through exemption or because they have satisfied the introductory chemistry requirement with **CHEM141/142**, must select **CHEM361** or **CHEM363** as one of their 300-level electives.

Before or during the second semester of the sophomore year, a student interested in majoring in chemistry should consult with the chair of the Chemistry Department or the departmental advisors for specific areas of chemistry (analytical, biochemistry, inorganic, organic, and physical) concerning a suitable program of study. If the student does opt for a chemistry major, these people may also assist in the choice of a major advisor for the student.

A chemistry major planning graduate work in chemistry ordinarily takes at least one additional 300-level chemistry course (excluding **CHEM337/338**) and two semesters of undergraduate research, **CHEM409/410** or **CHEM421/422**. When feasible, an intensive continuation of research during at least one summer is encouraged. The preparation of a senior thesis based on this research (**CHEM409/410**) provides extremely valuable experience and is strongly recommended. Graduate courses may be elected with permission. A chemistry major planning to attend medical school, teach in a secondary school, or do graduate work in such fields as biochemistry, geochemistry, environmental science, or chemical physics may request permission from the departmental curriculum committee to replace one of the elective credits in the concentration program with an appropriate course offered by another science or mathematics department. A similar substitution may be requested when appropriate as part of an interdepartmental major. Independent research is encouraged.

A solid mathematical background is important to those students who plan to do graduate work in chemistry. Such students should also try to take **PHYS113** and **116** prior to their junior year. **MATH221** and **222** are recommended to those whose interests lie in physical chemistry.

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

To begin a major in this track, a student should complete a year of Introductory Chemistry (**CHEM141/142**, or, preferably, **CHEM143/144**, and the associated laboratory, **CHEM152**), unless the student has been given Advanced Placement credit. In addition, one year of organic chemistry (**CHEM251/252**), the concurrent laboratories (**CHEM257/258**), and a semester of biology (**BIOL/MB&B181** or **BIOL/MB&B195**) are required. One year of advanced laboratory (**CHEM375/376**, Integrated Chemistry Laboratory) and two semesters of the Chemistry Symposia (**CHEM521/522**) are also required. **MB&B395/CHEM395** Structural Biology Laboratory may

be substituted for one semester of **CHEM375/376** by petition. Also required are Biochemistry (**CHEM383**) and Physical Chemistry for the Life Sciences (**CHEM381**). The two-semester physical chemistry sequence, **CHEM337/338**, can be substituted for **CHEM381**, with the second semester of this sequence then counted as one of the three electives. Students who have been exempted from **CHEM144** or who have taken **CHEM142**, must take **CHEM361** Advanced Inorganic Chemistry to gain familiarity with inorganic chemistry. The three electives required for chemistry majors should be taken from the following: **CHEM301** Foundations of Molecular Biophysics; **CHEM/MB&B321** Biomedical Chemistry; **CHEM/MB&B325** Introduction to Biomolecular Structure; **CHEM385** Advanced Chemistry: Enzyme Kinetics; **CHEM/MB&B386** Biological Thermodynamics; **CHEM387** Enzyme Mechanisms; any other chemistry courses, 300-level or higher, or **MB&B208** Molecular Biology. One upper-level **MB&B** course can be used as an elective upon prior approval by the faculty advisor. (Note, however, that only one **MB&B** course, not cross-listed with chemistry, may count as an elective toward the major.) Also required is **MATH121** or **MATH117**, preferably the former, or Advanced Placement calculus with an AP score of 4 or 5; **MATH122** or **MATH118** and a year of physics are recommended. One of the electives may be replaced by two semesters of research (**CHEM409/410** or **CHEM421/422**). Participation in the weekly biochemistry evening seminar (**CHEM587/588**) and in research, both during the academic year and over at least one summer, are strongly recommended.

**Undergraduate research.** Research is an important part of the program for most majors. Wesleyan's small but excellent graduate program makes it possible for majors to work at the cutting edge of discovery in chemistry. Every full-time faculty member is involved in significant research. Undergraduates participating in the departmental research program normally attend a research seminar in their area, and most research groups have weekly meetings to discuss new results. Students involved in significant research have an opportunity to continue in the University's BA/MA program. Interested students apply in their junior or senior year and if accepted, can continue for a year beyond the bachelor's degree and obtain a master's degree in one additional year. The fifth year is tuition-free.

**Seminars.** Seminars are a vital part of the intellectual life of the Chemistry Department. Weekly departmental seminars on Friday afternoons (**CHEM521/522**) are followed by refreshments and discussions in the chemistry lounge. Important scientists from other universities and research laboratories are the speakers. In addition, chemistry students and faculty speak at weekly research seminars in chemical physics, organic/inorganic chemistry, and biochemistry. Programs for each semester are available from the chemistry office.

## Graduate Program

### CHEMISTRY

The Department of Chemistry offers a graduate program leading to the degree in doctor of philosophy. Currently, the program has approximately 40 graduate students and 14 faculty members. The small size ensures that each student knows every faculty member and has the opportunity to become well acquainted with several areas of chemistry. A customized program of study is set up for each student, whose progress is monitored by a three-member faculty advisory committee.

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

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

**Requirements for the degree of doctor of philosophy.** The degree of doctor of philosophy is awarded as the result of the demonstration of originality and scholarly achievement. It demands intensive specialization in one field as well as broad knowledge of related areas. (For specific, up-to-date details, please see the Department of Chemistry web site: wesleyan.edu/chem)

- *Course requirements are intended to achieve two basic goals.* Acquisition of background knowledge. A central core of material is basic for all well-trained chemists. Therefore, graduate students are initially expected to develop or demonstrate knowledge of an appropriate one-semester course in each of the areas of organic chemistry, inorganic chemistry, biochemistry, physical chemistry, and quantum chemistry. As well as the above courses, which are usually completed within the first two years, students also take courses related to their research specialty, as they are offered.
- *Progress examinations are given multiple times each academic year.* Based on articles in the current literature, these examinations are designed to encourage graduate students to keep up with the latest developments in chemistry. In addition, they are a valuable tool for monitoring the expected steady growth of a student's ability to read the chemical literature critically as well as identifying any areas where he or she is deficient. Students are required to pass a specified number of exams, which they usually accomplish in 2–3 years.
- *Proposal writing is one of the most important parts of the entire graduate program in chemistry.* Writing scientific proposals teaches evaluation of the literature, integration of knowledge from several areas, formulation of scientific questions, design of a research project to answer those questions, scientific writing, and the defense of a project proposal. Two proposals are required, one during the second year, related to the student's research and a second, in the fourth year, on a separate topic.
- *Teaching skills and assisting duties are given to each student as a means of developing communication skills.* As these develop, more responsible and demanding tasks will be assigned whenever possible.
- *A one-hour seminar talk is expected of each student once a year.* For first-year graduate students, this seminar will be scheduled in the second semester. In addition, there will be a number of shorter, less formal talks in classes, research group meetings, and special-interest discussion groups, all of which will contribute to a student's ability to work up, organize, and present a scientific topic.
- *Languages are a useful part of the scientist's total knowledge in many ways.* Therefore, a reading knowledge of at least one foreign language is required, as well as a demonstrated proficiency in modern computer techniques. The language requirement may be waived at the discretion of the committee.
- *The thesis research and dissertation—an original contribution worthy of publication—is the single most important requirement.* After taking three research rotations in different laboratories through the first semester, students are usually then able to choose a research mentor. Upon completion of the research, the candidate defends the thesis before his/her committee and then presents a final seminar to the department.

### CHEMICAL PHYSICS

**GUIDING COMMITTEE:** Lutz Hüwel, *Physics*; Joseph Knee, *Chemistry*; Stewart E. Novick, *Chemistry*; Brian Stewart, *Physics*

Beginning students in the chemistry or physics graduate programs may petition their department for admission to the interdisciplinary program in chemical physics. The philosophy underlying the program is that the solution to contemporary problems must increasingly be sought not within a single traditional specialty but from the application of different disciplines to particular problems. Students in the program will pursue a course of study and research that will familiarize them with both the physics and chemistry departments and, in particular, with those areas of overlapping interest that we broadly categorize as chemical physics.

**Requirements for the degree of doctor of philosophy.** Students entering the program will choose an interdepartmental committee to oversee their progress toward the PhD degree. Students will still receive a PhD in either chemistry or physics.

- *Courses:* Chemical physics students will be expected to take courses from both departments. The core of the program of courses consists of quantum chemistry (offered by the Chemistry Department), quantum mechanics (offered by either department), electrodynamics (offered by the Physics Department), statistical mechanics (either department), and mathematical physics (Physics Department). For details of the course offerings, see the course listings under chemistry and physics.



- *Seminars:* Students will participate in the weekly chemical physics seminar series and will be expected to present at least one talk per year.
- *Examinations:* Students will follow the examination policy of their sponsoring department. Those chemical physics students pursuing a PhD in chemistry will take periodic progress exams based on the current literature, and in their second year, an oral qualifying exam that includes a short written proposal of their future PhD research. A second proposal, external to their research, is submitted in the fourth year. In addition, there is a final oral PhD thesis defense. For details, see the requirements for the PhD in chemistry. For those chemical physics students pursuing a PhD in physics, there are three formal examinations: a written examination at an advanced undergraduate level (taken in the third semester), an oral PhD candidacy examination (no later than the fifth semester), and a final oral PhD thesis defense. For details, see the requirements for the PhD in physics.
- *Research:* Students in chemical physics may do research under the direction of any member of either department. To aid the student in this selection and to sample the flavor of research activities in both departments, students will participate briefly in the research of each department. During the first year, students will rotate among as many as two research groups from each department, spending between four and six weeks in each group. It is anticipated that a student will be able to make a formal choice of a research advisor by the end of the first academic year at Wesleyan.

## MOLECULAR BIOPHYSICS

**GUIDING COMMITTEE:** David L. Beveridge, *Chemistry*; Ishita Mukerji, *Molecular Biology and Biochemistry*

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

The molecular biophysics program receives special support from the National Institutes of Health (NIH) in the form of a training grant. The program is affiliated with interest groups such as the New York Structural Biology (NYSB) and the New York Bioinformatics and Computational Biology (NYBCB) groups. All students are encouraged to join and attend national meetings of the Biophysical Society.

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

### CHEM102 Science Information Literacy

IDENTICAL WITH: MB&B102

### CHEM116 Plant Biochemistry

This course will cover some of the basic aspects of plant chemistry and biochemistry including photosynthesis, metabolism, evolution, and genetics, as well as applications of genetic engineering to plants.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

### CHEM117 Human Biochemistry

The first part of the course will focus on the basic steps, the molecules, the chemical reactions, and the pathways that make up human energy metabolism. This should give students the background for understanding what happens to food on the molecular level. This will be followed by a consideration of how the demand for energy is communicated between cells. These concepts will be applied to the examination of the regulation of human metabolism by insulin and other hormones as well as by the nervous system. In the second part, the focus will shift to genetics, evolution, and genetic engineering. The course will cover how the genetic information is passed from one generation to the next and how the genetic information controls the activities of each cell in an organism. The following section will be on evolution and the relationship between evolution and genetics. Then we will examine how genetic engineering is done as well as some of its applications and the impact the information from the human genome project is having. The course is presented with the assumption of no prior college-level background in science. The concepts will be presented at the molecular level. Each section will include the introductory material to familiarize you with the chemical, biological, and physical background concepts that the section is based on.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

SPRING 2013 INSTRUCTOR: BOLTON, PHILIP H. SECT: 01

### CHEM118 DNA

This course provides an interdisciplinary view of the DNA molecule and its impact upon medicine, law, philosophy, agriculture, ethics, politics, and society at large. The course has two parts. In the first part, we will learn the chemistry and physics of the DNA, and the processes by which the information stored in DNA is expressed. In the second part of the course, we will discuss what DNA has done and still can do for us, for example, treat and prevent genetic diseases, improve our food through genetic engineering, achieve criminal justice through genetic fingerprinting, understand the evolutionary origin of humans, and enrich our idea of what it is to be human. The course assumes basic knowledge of chemistry and biology at the general high-school level. Independent exploration and inquiry are encouraged.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

SPRING 2013 INSTRUCTOR: RUSSU, IRINA M. SECT: 01

### CHEM119 Biology and Chemistry in the Modern World: A Survey of Drugs and Disease

IDENTICAL WITH: MB&B119

### CHEM120 Real-World Chemistry

This course will introduce basic chemical principles such as bonding, valency, and electronic structure. It will then show how these basic principles explain much of the phenomena we observe in the real world. The applications covered will include energy, nutrition, genetic engineering, and pharmaceuticals.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

### CHEM132 Seminars in Physical Science

Each student will give one 50-minute talk on a topic they choose in chemistry, physics, astronomy, or mathematics. Students will consult with the instructor on the choice of their topic and in the organization of their presentation. Possible topics might include (chosen at random): the origin of the periodic table; the transition from alchemy to chemistry; cold fusion; various Nobel Prize in Chemistry or Physics topics; dark matter, dark energy; the nature of galaxies; why stars shine; the roles of amateurs in modern astronomical research; visualizing the fourth dimension; Einstein's "greatest blunder"; Bose-Einstein condensates; the race toward absolute zero; the interaction of radiation and matter; the Heisenberg Uncertainty Principle; how prime numbers are used in cryptography; the discovery of C60; the list is almost inexhaustible.

GRADING: CR/U CREDIT: 1 GEN ED: NSM PREREQ: NONE

### CHEM141 Introductory Chemistry I

This course emphasizes rigorous descriptive reasoning. While intended for students with little or no previous background in chemistry, the course is taught at a relatively high level. The topical coverage emphasizes the relationships between electronic structure, chemical reactivity, and the physical properties of the elements and their compounds.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

FALL 2012 INSTRUCTOR: KNEE, JOSEPH L. SECT: 01-07

### CHEM142 Introductory Chemistry II

This course is a continuation of CHEM141. CHEM152, the associated laboratory course, may be taken concurrently. The lab should be taken by those who plan to take more than one year of chemistry.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: CHEM141

### CHEM143 Principles of Chemistry I

An introduction to chemistry intended for motivated students with a solid high school chemistry background and exposure to calculus, this course will emphasize the fundamental principles of chemistry and is recommended for students interested in pursuing majors in science or mathematics. This course will cover the properties of gases, solids, liquids, and solutions; and concepts of equilibrium, thermodynamics, and kinetics. This course provides the best basic foundation for further study of chemistry and is strongly recommended for chemistry and MB&B majors. CHEM143, with CHEM144, satisfies premedical general chemistry requirements.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

FALL 2012 INSTRUCTOR: NORTHROP, BRIAN HALE SECT: 01-04

**CHEM144 Principles of Chemistry II**

This second semester of the general chemistry course is recommended for science students. The focus of the course is the fundamentals of structure and bonding, with an emphasis on predicting reactivity.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: CHEM143  
 SPRING 2013 INSTRUCTOR: WESTMORELAND, T. DAVID SECT: 01-07

**CHEM145 Principles of Chemistry I: Special Topics**

CHEM145 is a special section of CHEM143. Students will attend the three weekly lectures of CHEM143. In addition, students will participate in a once-a-week review session with special topics included. An introduction to chemistry intended for motivated students with a solid high school chemistry background and some exposure to calculus, this course will emphasize the fundamental principles of chemistry and is recommended for students interested in pursuing majors in science or mathematics. It will cover the properties of gases, solids, liquids, and solutions; and concepts of equilibrium, thermodynamics, and kinetics. This course provides the best basic foundation for further study of chemistry and is strongly recommended for chemistry and MB&B majors.

CHEM145, with CHEM144, satisfies premedical general chemistry requirements.  
 GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**CHEM152 Introductory Chemistry Laboratory**

This course provides an introduction to the application of chemical concepts in the laboratory. The course will focus on practical aspects of fractional distillation, qualitative inorganic analysis, and synthesis of inorganic compounds. It should be taken by those who plan to take more than one year of chemistry.

GRADING: A-F CREDIT: .25 GEN ED: NSM PREREQ: NONE

**CHEM180 Writing About Science**

This is a writing-intensive course for students interested in investigating and writing about the content, process, and human elements of science in the genres found in current newspapers, magazines, scientific journals, monographs, and biographies. The structures characteristic of each of the various genres will be critically examined in classroom discussions, and students will undertake a graded series of writing assignments, leading to the development of a full article of the type found in *Omni*, *Discover*, or *Scientific American* as a term paper. This course is open to both nonscience and science majors, and there will be considerable flexibility in choice of topics for writing assignments so that these can be tailored to individual student interests. Special problems will be explored in depth, including the difficulty of turning complicated scientific explanations into understandable prose and the use of examples and metaphors to communicate with a general audience.

GRADING: A-F CREDIT: 1 GEN ED: NSM  
 IDENTICAL WITH: [MB&B180 OR BIOL180 OR ENGL180] PREREQ: NONE

**CHEM198 Forensics: Science Behind CSI**

Think crimes are really solved in an hour with time for commercial breaks? Did you ever wonder what really happens at a crime scene? This course will give participants the opportunity to become criminologists by introducing concepts as important and diverse as proper documentation of a scene to evidence chain of custody to analytical, physical, and chemical testing in a hands-on environment. Ethical and legal issues as well as admissibility of evidence will be discussed. Lectures will prepare students for group discussion and lab work in fingerprinting, fiber analysis, and other physical testing used in today's state-of-the-art forensic labs.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**CHEM241 Science Pedagogy for Elementary School Students I**

A service-learning course that will focus on practical aspects of science education for elementary school-aged children. In the service component, course participants will be leaders of after-school science clubs at Middletown elementary schools and at the Green Street Arts Center.

GRADING: CR/U CREDIT: 1 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: WESTMORELAND, T. DAVID SECT: 01

**CHEM242 Science Pedagogy for Elementary School Students II**

A service-learning course that will focus on practical aspects of science education for elementary school-aged children. This course is a continuation of CHEM241.

GRADING: CR/U CREDIT: 1 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: WESTMORELAND, T. DAVID SECT: 01

**CHEM251 Principles of Organic Chemistry I**

This course offers an introduction to the chemistry of carbon compounds with emphasis on the relationship between structure and reactivity. The laboratory course CHEM257 is normally elected concurrently but is not required.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: [CHEM142 OR CHEM144]  
 FALL 2012 INSTRUCTOR: TAYLOR, ERIKA A. SECT: 01-08

**CHEM252 Principles of Organic Chemistry II**

This course is a continuation of the chemistry of carbon compounds with emphasis on the chemistry of important functional groups. The laboratory course CHEM258 is normally elected concurrently but is not required.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: CHEM251  
 SPRING 2013 INSTRUCTOR: CALTER, MICHAEL A. SECT: 01-06

**CHEM257 General Chemistry Laboratory**

Normally taken along with CHEM251, this course provides laboratory work in quantitative chemical procedures and introductory chemical laboratory practices. This course is required by most medical, dental, and veterinary schools and is a prerequisite for CHEM258.

GRADING: A-F CREDIT: .5 GEN ED: NSM PREREQ: [CHEM141 AND CHEM142 AND CHEM152] OR [CHEM143 AND CHEM144 AND CHEM152]  
 FALL 2012 INSTRUCTOR: PRATT, REX F. SECT: 01-07

**CHEM258 Organic Chemistry Laboratory**

This course presents laboratory techniques of organic chemistry.

GRADING: A-F CREDIT: .5 GEN ED: NSM PREREQ: [CHEM251 AND CHEM257]

**CHEM301 Molecular Biophysics**

This course is an introduction to the branch of inquiry in the life sciences concerned with understanding the structures, functional energetics, and mechanisms of biological systems at the molecular level. Topics covered will include: Brownian motion and its implications; theories of macromolecular binding, specificity, and catalysis; ion channels; molecular motors; self-assembly processes and single-molecule manipulations; protein and nucleic acid structure; physics of biopolymers; rate processes; mechanical and adhesive properties of biomolecules; molecular manipulation techniques; cell membrane structure; membrane channels and pumps; and molecular motors.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: [MB&B301 OR CHEM509 OR MB&B509]  
 PREREQ: [CHEM251 AND CHEM252]

FALL 2012 INSTRUCTOR: BEVERIDGE, DAVID L. SECT: 01

**CHEM307 Molecular Biophysics Journal Club I**

This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the *Biophysical Journal*, *Biopolymers*, *Current Opinion in Structural Biology*, *Journal of Biomolecular Structure and Dynamics*, and the *Annual Review of Molecular Biophysics and Biomolecular Structure*.

GRADING: CR/U CREDIT: .5 IDENTICAL WITH: [MB&B307 OR CHEM508 OR MB&B507] PREREQ: NONE

FALL 2012 INSTRUCTOR: MUKERJI, ISHITA SECT: 01

INSTRUCTOR: HINGORANI, MANJU SECT: 01

**CHEM308 Molecular Biophysics Journal Club II**

Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the *Biophysical Journal*, *Biopolymers*, *Current Opinion in Structural Biology*, *Journal of Biomolecular Structure and Dynamics*, and the *Annual Review of Molecular Biophysics and Biomolecular Structure*.

GRADING: CR/U CREDIT: .5 IDENTICAL WITH: [MB&B308 OR CHEM508 OR MB&B508] PREREQ: NONE

SPRING 2013 INSTRUCTOR: MUKERJI, ISHITA SECT: 01

**CHEM314 Environmental Chemistry**

This course is designed for students with college-level general and organic chemistry background. Examples of topics to be covered include energy production and consumption, chemical pollution and environmental clean-up, among others. Analysis and criticism of environmental literature are included.

GRADING: A-F CREDIT: 1 PREREQ: [CHEM141 AND CHEM142 AND CHEM251 AND CHEM257] OR [CHEM143 AND CHEM144 AND CHEM251 AND CHEM257]

SPRING 2013 INSTRUCTOR: TAYLOR, ERIKA A. SECT: 01

**CHEM315 Mathematical Modeling in Biochemistry**

Mathematics is a powerful tool to understand modern problems in biology and biochemistry. In this course you will learn how to use mathematical methods to model fundamental biochemical processes such as hydrogen-ion equilibria in proteins, enzyme kinetics, cooperative binding of ligands to proteins, pH-response of an enzyme, regulation and control in metabolic pathways, membrane transport, and macromolecular structure. This course aims at developing your problem-solving skills in life sciences. Independent study and exploration are greatly encouraged.

GRADING: OPT CREDIT: .5 GEN ED: NSM  
 PREREQ: MATH121 AND [MB&B181 OR BIOL181] AND [CHEM141 OR CHEM143]

**CHEM320 Scientific Research Ethics**

This course involves critical consideration of the ethical issues that arise in the conduct of scientific research. The course will begin with an overview of the ethical issues commonly encountered in research, including what is and is not an ethical issue and how ethical issues are dealt with in principle and in practice. Initial topics include record keeping, conflict of interest, responsible authorship, ownership of projects, policies for handling misconduct, policies regarding the use of human and animal subjects, and data management and distribution. The course will proceed to a consideration of a series of case studies based on instances in the recent scientific literature in which ethical problems were encountered.

GRADING: A-F CREDIT: .5 GEN ED: NSM IDENTICAL WITH: CHEM520 PREREQ: NONE

FALL 2012 INSTRUCTOR: BEVERIDGE, DAVID L. SECT: 01

**CHEM321 Biomedical Chemistry**

This course is designed to explore the molecular basis of disease. Topics will reflect the importance of chemistry and biochemistry in the advancement of medicine today and will include treatment of metabolic disorders,

problems and benefits of vitamin supplementation, and rational drug design and mode of action.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: MB&B321  
PREREQ: [CHEM251 AND [CHEM383 OR MB&B383]]

#### CHEM325 Introduction to Biomolecular Structure

This course aims to provide a framework for understanding three-dimensional structures of proteins, nucleic acids, and their complexes. The first half of the course emphasizes structural modules and topological patterns in major classes of proteins and nucleic acids. The second part of the course covers novel structural motifs, such as helix-turn-helix, zinc-finger, and leucine zipper, that are responsible for recognition of specific nucleotide sequences in nucleic acids by proteins. Analysis of structures using tools available on the Web and independent exploration of protein and nucleic acid databases are strongly encouraged.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: MB&B325  
PREREQ: [MB&B181 OR BIOL181] OR [MB&B191 OR BIOL191]

#### CHEM337 Physical Chemistry I: Quantum Mechanics and Spectroscopy

This course is a rigorous introduction to quantum mechanics. The course covers wave mechanics, operator methods, matrix mechanics, perturbation theory, angular momentum, molecular vibrations, atomic and molecular structure, symmetry, and spectroscopy.

GRADING: A-F CREDIT: 1 PREREQ: [CHEM141 AND CHEM142 AND MATH121 AND MATH122] OR [CHEM143 AND CHEM144 AND MATH121 AND MATH122]  
FALL 2012 INSTRUCTOR: NOVICK, STEWART E. SECT: 01

#### CHEM338 Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics

This course investigates chemical aspects of statistical mechanics and the laws of thermodynamics including free energy, chemical potential and chemical equilibria, and rates of chemical reactions.

GRADING: A-F CREDIT: 1 PREREQ: [MATH121 AND MATH122 AND CHEM141 AND CHEM142] OR [MATH121 AND MATH122 AND CHEM143 AND CHEM144]  
SPRING 2013 INSTRUCTOR: PETERSSON, GEORGE A. SECT: 01

#### CHEM340 Physical Chemistry IV: Introduction to Quantum Chemistry

This course is an introduction to modern concepts of atomic and molecular quantum mechanics, molecular orbital theory, and qualitative and quantitative concepts of molecular electronic structure. The second half of the course will emphasize numerical calculations with commonly used approximations in many electron calculations on atomic and molecular systems using currently popular computer programs.

GRADING: A-F CREDIT: 1 PREREQ: [CHEM337 OR PHYS214]  
FALL 2012 INSTRUCTOR: PETERSSON, GEORGE A. SECT: 01

#### CHEM341 Physical Chemistry IVB: Quantum Chemistry

This survey of ab initio electronic structure theory studies basis sets, many-body perturbation theory, coupled cluster theory, and density functional methods. These methods will be applied to molecular geometry optimizations, calculations of vibrational frequencies, NMR spectra, and thermochemistry including transition states for chemical reactions. The thermochemical methods covered include the complete basis set (CBS) models.

GRADING: A-F CREDIT: .5 GEN ED: NSM PREREQ: [CHEM337 OR PHYS214] OR [PHYS315 OR PHYS515]  
FALL 2012 INSTRUCTOR: PETERSSON, GEORGE A. SECT: 01

#### CHEM345 Molecular Spectroscopy

This is a lecture/discussion course in various selected topics in modern high-resolution spectroscopy. Microwave spectroscopy, angular momentum theory, electronic spectroscopy of diatomic molecules and vibrational normal mode analysis, and other topics will be covered dependent upon class interest.

GRADING: A-F CREDIT: 1 PREREQ: NONE

#### CHEM352 Applications of Electrochemistry

This course surveys of the ways in which electrochemical methods can be used in organic and inorganic chemistry to elucidate reaction mechanisms, measure rates of chemical reactions, prepare novel intermediates, and devise useful chemical syntheses.

GRADING: A-F CREDIT: .5 PREREQ: NONE

#### CHEM353 Applications of Spectroscopic Methods in Organic Chemistry

The use of NMR infrared and mass spectroscopy in structure determinations will be discussed.

GRADING: A-F CREDIT: .5 PREREQ: [CHEM251 AND CHEM252]

#### CHEM357 Bio-Organic Chemistry

This course is intended for juniors and seniors who have completed organic chemistry but who have not necessarily taken much biology. The goal of this course is to help students develop/enhance their biochemical intuition by thinking about organic chemistry concepts as applied to biological systems. This course will involve thinking about reaction mechanisms and will not be focused on metabolic pathways. Current topics in the literature will be covered including discussion and analysis of de novo enzyme design (first published in spring 2008).

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: MB&B357 PREREQ: [CHEM251 AND CHEM252]

#### CHEM358 Structure and Mechanism

This course studies structure-reactivity relationships of organic molecules in the contexts of carbonyl, carbocation, carbanion, radical, carbene, and pericyclic chemistry.

GRADING: A-F CREDIT: 1 PREREQ: [CHEM251 AND CHEM252]  
SPRING 2013 INSTRUCTOR: FRY, ALBERT J. SECT: 01

#### CHEM359 Advanced Organic Synthesis

The control of reactivity and selectivity to achieve specific syntheses is one of the overarching goals of organic chemistry. This course is intended to provide the advanced undergraduate and graduate students in chemistry with a sufficient foundation to comprehend and use the research literature in organic chemistry. Concentrating on the most important reactions and efficient synthetic methods used for organic synthesis, this course presents the material by reaction type. The planning and execution of multistep synthesis will also be included.

GRADING: A-F CREDIT: 1 PREREQ: NONE

#### CHEM361 Advanced Inorganic Chemistry

This course is a survey of the chemistry of the inorganic elements, focusing on the relationship between electronic structure, physical properties, and reactivity across the periodic table.

GRADING: A-F CREDIT: 1 PREREQ: CHEM252  
FALL 2012 INSTRUCTOR: WESTMORELAND, T. DAVID SECT: 01

#### CHEM363 Organometallic Chemistry

This course examines the synthesis, bonding properties, and catalytic and stoichiometric reactions of transition metal organometallics (species with metal-carbon or metal-hydrogen bonds).

GRADING: A-F CREDIT: 1 PREREQ: NONE

#### CHEM375 Integrated Chemistry Laboratory I

An advanced laboratory course in chemistry involving work from the major subdisciplines: organic, inorganic, biochemistry, physical, and instrumental. Emphasis will be placed on integrating aspects of chemical synthesis, spectroscopic characterization, and determination of physical properties in each exercise.

GRADING: A-F CREDIT: 1 PREREQ: [CHEM251 AND CHEM252 AND CHEM257 AND CHEM258]  
FALL 2012 INSTRUCTOR: BOLTON, PHILIP H. SECT: 01-03

#### CHEM376 Integrated Chemistry Laboratory II

An advanced laboratory course in chemistry involving work from the major subdisciplines: organic, inorganic, biochemistry, physical, and instrumental. Emphasis will be placed on integrating aspects of chemical synthesis, spectroscopic characterization, and determination of physical properties in each exercise.

GRADING: A-F CREDIT: 1 PREREQ: CHEM375  
SPRING 2013 INSTRUCTOR: PRATT, REX F. SECT: 01-02

#### CHEM378 Materials Chemistry and Nanoscience

This course will introduce students to materials chemistry and the fast-developing field of nanoscience. Topics covered will include polymers and dendrimers; fullerenes and carbon nanotubes; metal-organic frameworks; molecular "machines"; semiconductors and quantum dots; molecular self-assembly; probe microscopy; mechanically interlocked molecules; and nanoscale biosensors. The level of the course is aimed at graduate and advanced undergraduate students majoring in the sciences. The course material combines organic and inorganic chemistry with many concepts in physics.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: [CHEM251 AND CHEM252 AND CHEM258]

#### CHEM379 Nanomaterials Lab

This course will be a combination of weekly lecture and laboratory exercises designed to introduce students to new developments in the chemistry of materials and nanomaterials. Concepts and theoretical background will be discussed during weekly lectures. Students will then apply those concepts to the preparation of materials/nanomaterials in weekly lab sections. Students will synthesize quantum dots, build solar cells, pattern surfaces using both photolithography and soft lithography, make conductive carbon nanofiber films, prepare high-temperature superconductors, and learn scanning probe microscopy techniques.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: [CHEM257 AND CHEM258]

#### CHEM381 Physical Chemistry for the Life Sciences

IDENTICAL WITH: MB&B381

#### CHEM382 Practical NMR

This course will cover how a spectrometer works as well as the theory and application of NMR experiments. The topics will include one-dimensional proton and heteronuclear experiments as well as decoupling. The course will begin with how the spectrometer works and how data processing is carried out, as well as how to calibrate the spectrometer and shim the magnet. The one-dimensional TOCSY and NOESY experiments will then be covered. The course will also cover heteronuclear and homonuclear two-dimensional NMR experiments. The experiments will include two-dimensional DQF-COSY, TOCSY, NOESY, and ROESY proton experiments as well as heteronuclear experiments to correlate the chemical shifts of protons and heteronuclei, as

well as how to select heteronuclear resonances on the basis of the number of directly attached protons.

The course will consist of lectures as well as a laboratory component in which the Mercury 300 will be used to obtain data that will be analyzed using the methods developed in the lecture part of the course. This course is specifically aimed at the general users of the Mercury spectrometer who wish to learn how to carry out and analyze advanced one-dimensional as well as two-dimensional NMR experiments.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: MB&B382 PREREQ: NONE

#### CHEM383 Biochemistry

This introductory course to the principles and concepts of contemporary biochemistry presents both the biological and chemical perspectives. The major themes will be the structure of proteins and the basis of enzymatic activity, cellular metabolism and the generation and storage of metabolic energy, and general principles of the biosynthesis of cellular components.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: MB&B383 PREREQ: [CHEM251 AND CHEM252]

FALL 2012 INSTRUCTOR: PRATT, REX F. SECT: 01

INSTRUCTOR: HINGORANI, MANJU SECT: 01

#### CHEM385 Advanced Biochemistry: Enzyme Kinetics

This course presents an introduction to the theory and practice of enzyme kinetics, both steady state and presteady state.

GRADING: A-F CREDIT: .5 IDENTICAL WITH: MB&B385 PREREQ: [CHEM383 OR MB&B383]

#### CHEM386 Biological Thermodynamics

This course is addressed to undergraduate and graduate students interested in biological chemistry and structural biology. The course presents thermodynamic methods currently used to relate structure to function in biological molecules. Topics include binding curves, chemical ligand linkages, binding polynomial, cooperativity, site-specific binding processes, and allosteric effects. Several models for allosteric systems, such as the Monod-Wyman-Changeux model, the induced-fit model, and the Pauling model, are analyzed in detail. Applications of these models are illustrated for functional regulation of respiratory proteins and for protein-nucleic-acid complexes involved in control of gene expression.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: MB&B386 PREREQ: [MATH121 AND MATH122]

FALL 2012 INSTRUCTOR: RUSSU, IRINA M. SECT: 01

#### CHEM387 Enzyme Mechanisms

The chemical mechanisms involved in the action of a series of typical enzymes will be considered.

GRADING: A-F CREDIT: .5 IDENTICAL WITH: MB&B387 PREREQ: [CHEM383 OR MB&B383]

#### CHEM388 Biophysical Chemistry

An exploration of the structure and dynamics of biological molecules and their interactions based on fundamental concepts from physical chemistry (thermodynamics, quantum mechanics, statistical mechanics, and chemical dynamics), including experimental methods (crystallography, NMR, UV, IR, and Raman spectroscopies) and computational methods (molecular dynamics and Monte Carlo simulations, continuum electrostatics, and structural bioinformatics). The course will be taught on the basis of case studies drawn from the current literature with an emphasis on explicating the capabilities and limitations of using these various methods to understand structure determination and prediction, binding and specificity of ligand interactions, protein folding and DNA bending having implications with respect to biological control processes. An introduction to and background material on the various theories, methodologies, and experimental techniques will be provided to accommodate cross-disciplinary undergraduate and graduate students. This course is intended to be a suitable venue for chemistry and physics students to gain an appreciation for biological applications of their disciplines and for students in the life sciences to gain a familiarity with physico-chemical aspects of modern molecular biology.

GRADING: OPT CREDIT: 1 PREREQ: [CHEM141 OR CHEM143 OR PHYS111 OR PHYS113]

#### CHEM389 Molecular Dynamics and Molecular Modeling

This course is designed to introduce graduate students and advanced undergraduate science majors to the subject of computer simulation of molecules and macromolecules in fluids, liquids, and solutions. The aim of the course is to provide participants with the fundamentals of molecular dynamics and Monte Carlo computer simulation and experience with how these techniques are applied in the areas of molecular physics, structural biology and bioinformatics, and pharmaceutical design. Part I of the course will be devoted to the fundamentals of molecular dynamics simulation as applied to systems such as hard spheres and soft spheres. In Part II, applications in the physics of molecular liquids will be considered, illustrated by computer simulations of the structure and thermodynamics properties of liquid water. In Part III, MD simulations on protein, DNA, and RNA molecules in solution will be treated, including a consideration of methods based on continuum electrostatics. Part IV will consist of special topics of current interest in molecular modeling such

as protein folding and structure prediction, DNA bending, ligand binding, and pharmaceutical design. A series of computer-based exercises will be provided for participants to gain a hands-on familiarity with molecular simulation and computer graphics analysis of the results.

GRADING: OPT CREDIT: 1 PREREQ: NONE

#### CHEM390 Practical Methods in Biochemistry

IDENTICAL WITH: MB&B340

#### CHEM391 Artificial Molecular Machines

This course will cover recent advances in the design, synthesis, and applications of nanoscale synthetic molecular "machines." Topics covered will include molecular rotors, switches, valves, pumps, muscles, elevators, sensors, and motors. Special emphasis will be placed on the kinetics and thermodynamics of these systems.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

#### CHEM395 Structural Biology Laboratory

IDENTICAL WITH: MB&B395

#### CHEM401/402 Individual Tutorial, Undergraduate

GRADING: OPT

#### CHEM409/410 Senior Thesis Tutorial

GRADING: OPT

#### CHEM411/412 Group Tutorial, Undergraduate

GRADING: OPT

#### CHEM465/466 Education in the Field, Undergraduate

GRADING: OPT

#### CHEM467/468 Independent Study, Undergraduate

GRADING: OPT

#### CHEM500 Graduate Pedagogy

IDENTICAL WITH: ASTR500

#### CHEM501/502 Individual Tutorial, Graduate

GRADING: OPT

#### CHEM503/504 Selected Topics, Graduate Science

GRADING: OPT

#### CHEM507 Molecular Biophysics Journal Club I

IDENTICAL WITH: CHEM307

#### CHEM508 Molecular Biophysics Journal Club II

IDENTICAL WITH: CHEM308

#### CHEM509 Molecular Biophysics

IDENTICAL WITH: CHEM301

#### CHEM511/512 Group Tutorial, Graduate

GRADING: OPT

#### CHEM519 Structural Mechanisms of Protein-Nucleic Acid Interactions

This course focuses on recent advances in the understanding of the structural basis of the recognition of nucleic acids by proteins. Macromolecular systems to be discussed include site-specific DNA endonucleases, topoisomerases, the histone fold, helicases, site-specific recombinases, nuclear RNA-protein complexes, tRNA-binding proteins, and the ribosome.

GRADING: OPT CREDIT: .5 IDENTICAL WITH: MB&B519 PREREQ: [CHEM251 AND CHEM252]

#### CHEM520 Scientific Research Ethics

IDENTICAL WITH: CHEM320

#### CHEM521 Chemistry Symposia I

Weekly seminars by distinguished national and international chemists.

GRADING: CR/U CREDIT: .25 PREREQ: NONE

FALL 2012 INSTRUCTOR: KNEE, JOSEPH L. SECT: 01

#### CHEM522 Chemistry Symposia II

Weekly seminars by distinguished national and international chemists.

GRADING: CR/U CREDIT: .25 PREREQ: NONE

SPRING 2013 INSTRUCTOR: CALTER, MICHAEL A. SECT: 01

#### CHEM540 Physical Chemistry IV: Advanced Quantum Chemistry

This course covers electron wave function theory, operator formalisms and second quantization; fundamentals of restricted and unrestricted Hartree-Fock theory; electron correlation methods; pair and coupled pair theories; many-body perturbation theory; and coupled-cluster theory. Suitable for advanced graduate students in physical chemistry and chemical physics.

GRADING: A-F CREDIT: 1 PREREQ: CHEM340 OR [PHYS315 OR PHYS515]

#### CHEM541 Physical Chemistry IV: Quantum Chemistry

Second half of the semester, computer lab.

GRADING: A-F CREDIT: .5 PREREQ: CHEM337 OR PHYS214

#### CHEM545 High-Resolution Spectroscopy

This is a lecture/discussion course in various selected topics in modern high-resolution spectroscopy. Microwave, spectroscopy, angular momentum theory, electronic spectroscopy of diatomic molecules, vibrational normal mode analysis, and other topics will be covered dependent upon class interest.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

SPRING 2013 INSTRUCTOR: NOVICK, STEWART E. SECT: 01

#### CHEM547 Seminar in Chemical Physics

Weekly seminars presented jointly with the Physics Department under the auspices of the Chemical Physics Program. These informal seminars will be presented by students, faculty, and outside visitors on current research and other topics of interest.

GRADING: CR/U CREDIT: .25 IDENTICAL WITH: PHYS587 PREREQ: NONE

FALL 2012 INSTRUCTOR: NOVICK, STEWART E. SECT: 01

**CHEM548 Seminar in Chemical Physics**

IDENTICAL WITH: PHYS588

**CHEM557 Seminar in Organic and Inorganic Chemistry**

This graduate-level seminar in organic and inorganic chemistry will include weekly presentations and discussions based on current research. Speakers will present the details of their topic using specific examples and will place the research in a broader context with respect to the current literature while also providing adequate background information and drawing concepts together with critical concluding analysis.

GRADING: CR/U CREDIT: .25 PREREQ: NONE

FALL 2012 INSTRUCTOR: NORTHROP, BRIAN HALE SECT: 01

**CHEM558 Seminar in Organic and Inorganic Chemistry**

This graduate-level seminar in organic and inorganic chemistry will include weekly presentations and discussions based on current research. Speakers will present the details of their topic using specific examples and will place the research in a broader context with respect to the current literature while also providing adequate background information and drawing concepts together with critical concluding analysis.

GRADING: CR/U CREDIT: .25 PREREQ: NONE

SPRING 2013 INSTRUCTOR: FRY, ALBERT J. SECT: 01

**CHEM561/562 Graduate Field Research**

GRADING: OPT

**CHEM587 Seminar in Biological Chemistry**

Weekly presentations and discussions based on current research.

GRADING: CR/U CREDIT: .25 IDENTICAL WITH: MB&amp;B587 PREREQ: [CHEM383 OR MB&amp;B383]

FALL 2012 INSTRUCTOR: TAYLOR, ERIKA A. SECT: 01

**CHEM588 Seminar in Biological Chemistry**

Weekly presentations and discussions based on current research. Presenters prepare abstracts for their presentation and relate their research to the literature.

GRADING: CR/U CREDIT: .25 IDENTICAL WITH: MB&amp;B588 PREREQ: [CHEM383 OR MB&amp;B383]

SPRING 2013 INSTRUCTOR: TAYLOR, ERIKA A. SECT: 01

# Classical Studies

**PROFESSORS:** Christopher Parslow, *Chair*; Michael J. Roberts; Andrew Szegedy-Maszak

**ASSISTANT PROFESSORS:** Kathleen Birney; Lauren Caldwell; Eirene Visvardi

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Lauren Caldwell, *Latin*; Christopher Parslow, *Roman Archaeology*; Michael Roberts, *Latin*; Andrew Szegedy-Maszak, *Classical Civilization*; Eirene Visvardi, *Greek*

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

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

## Classical civilization courses fall into four categories:

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

## Courses in Greek and Latin fall into three categories:

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

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

**Major programs.** The department offers major programs in classical civilization and in classics, with the latter placing a stronger emphasis on language, either Greek or Latin or both.

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

## Requirements for classical civilization major.

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

- Two courses in Latin or Greek at the intermediate level (**201/202**) or above.
- One introductory ancient history survey (**CCIV231** Greek History; **CCIV232** Roman History). This requirement should be completed by the end of the junior year.
- One course at any level in material culture
  - Two classical civilization seminars (**CCIV** courses numbered **276–399**). An advanced Greek or Latin course (numbered above **202**) may be substituted for one of the classical civilization seminars.

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

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

## Requirements for classics major.

- A minimum of 10 courses in Greek, Latin, and classical civilization, including at least:
  - Six courses in Greek or Latin beyond the introductory level (courses numbered **201** or higher).
  - One introductory ancient history survey (**CCIV231** Greek History; **CCIV232** Roman History). This requirement should be completed by the end of the junior year.
  - One classical civilization seminar (**CCIV** courses numbered **276–399**).

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

## Notes for both classics and classical civilization majors:

- As a practical matter, students who have had no classical languages before coming to Wesleyan and who wish to major in classics should begin Greek or Latin in their first year or take an intensive summer course before the sophomore year. Students interested in the classical civilization major are also urged to begin language study as soon as possible (see Summer Study below).
- Students interested in studying at the Intercollegiate Center for Classical Studies in Rome (see below under Study Abroad) should plan to take **CCIV232** Roman History before the term in which they plan to study abroad.
- Majors interested in completing a senior thesis should consult with a faculty member as early as possible and must submit a senior thesis proposal to the department by April 15 of their junior year. Enrollment in the senior thesis tutorial in the fall will be contingent upon the department's approval of the proposal.
- Where appropriate, students may ask to have courses in other departments substituted for classical civilization courses.
- Students interested in teaching may have an opportunity to serve as teaching apprentices in introductory Latin or Greek.

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

In Rome, the Intercollegiate Center for Classical Studies provides regular college credit and the opportunity to study firsthand the monuments and culture

of ancient and modern Italy. Students interested in applying to the Center are urged to take **CCIV232** Roman History, which is generally offered every other year, and to begin the study of Latin and/or Greek before the year in which they hope to be in Rome, since no first-year Latin or Greek courses are offered at the Center. Applicants with a strong background in Greek and/or Latin will have a better chance of admission. Applications for spring term are due in early October and for fall term, in early March.

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

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

**Summer study.** Majors are also encouraged to consider opportunities for summer study, including intensive language courses, participation in archaeological excavations or field schools, and other summer programs in Greece or Italy. Small grants from the Squire Fund are available to help defray the cost of attending some summer programs. All majors are eligible for participation in Wesleyan archaeological excavations. Consult the departmental web site ([wesleyan.edu/classics](http://wesleyan.edu/classics)) and departmental faculty for direction in finding and choosing a summer program.

## ARABIC

### ARAB101 Elementary Arabic I

This course is a first-year, elementary I course in modern standard Arabic (MSA) that will introduce students to the basic skills of reading, writing, speaking, and listening. In this level, the class will focus on speaking as an effective way of learning (speak it to learn it). Students will learn Arabic letters and their sounds, write and create basic words and sentences, and be able to converse basic dialogues comfortably in the target language. Oral drills and speaking activities will be done in the classroom, and the class will be conducted fully in Arabic.

GRADING: A-F CREDIT: 1.50 PREREQ: NONE  
FALL 2012 INSTRUCTOR: AISSA, ABDERRAHMAN SECT: 01

### ARAB102 Elementary Arabic II

This course is a first-year, elementary II course in modern standard Arabic (MSA) that will introduce students to the basic skills of reading, writing, speaking, and listening. In this level, the class will continue to focus on speaking as an effective way of learning (speak it to learn it). Students will learn Arabic basic grammar, write and create basic sentences, and be able to converse basic dialogues comfortably in the target language. Students are expected to develop better listening, speaking, reading, and writing skills in Arabic and to become familiar with Arabic culture. In this course, students will learn how to read a story using an educational technique to help them reach proficiency through reading and storytelling. Oral drills and speaking activities will be done in the classroom, and the class will be conducted fully in Arabic.

GRADING: A-F CREDIT: 1.50 PREREQ: ARAB101  
SPRING 2013 INSTRUCTOR: AISSA, ABDERRAHMAN SECT: 01

### ARAB201 Intermediate Arabic I

This course is a second-year, lower intermediate course in modern standard Arabic (MSA) that will continue to focus on the four basic skills of reading, writing, speaking, and listening. In this level, students will be able to speak enough Arabic to communicate at a basic level with a native speaker on a variety of topics. Students should be able to write simple texts on everyday themes and read uncomplicated authentic texts, such as a newspaper article on a familiar topic and storybooks. Students will also be introduced to aspects of contemporary life and culture in the Arab world through films and cultural video clips. The class will focus on speaking as an effective way of learning (speak it to learn it). Oral drills and speaking activities will be done in the classroom, and the class will be conducted fully in Arabic.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ARAB101 AND ARAB102  
FALL 2012 INSTRUCTOR: AISSA, ABDERRAHMAN SECT: 01

### ARAB202 Intermediate Arabic II

This course is a second-year, upper intermediate course in modern standard Arabic (MSA) that will continue to focus on the four basic skills of reading, writing, speaking, and listening. In this level, students will be able to speak Arabic comfortably enough to communicate at a basic level with a native speaker on a variety of topics. Students should be able to write simple texts on everyday themes and read uncomplicated authentic texts, such as a newspaper article on a familiar topic and storybooks. Students will also be introduced to aspects of contemporary life and culture in the Arab world through films and cultural video clips. The class will focus on speaking as an effective way of learning (speak it to learn it). Oral drills and speaking activities will be done in the classroom, and the class will be conducted fully in Arabic.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ARAB101 AND [ARAB102 OR ARAB201]  
SPRING 2013 INSTRUCTOR: AISSA, ABDERRAHMAN SECT: 01

### ARAB251 Culture and Society in the Contemporary Arab World

The Arab world is beset by a number of problems and issues emerging from Western imperialism, rapid social change, political repression, and religious fundamentalism. This course will examine how artists employ the media of novels, feature films, and song to expose and comment on contemporary problems.

GRADING: A-F CREDIT: 1 PREREQ: NONE

### ARAB301 Advanced Arabic I

This first semester of third-year Arabic will continue to emphasize the four skills in language learning. In addition to the use of *Al Kitaab III*, students will read children's stories from the Arab world.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: AISSA, ABDERRAHMAN SECT: 01

### ARAB302 Advanced Arabic II

This second semester of third-year Arabic will continue to emphasize the four skills in language learning. In addition to the use of *Al Kitaab III*, students will read children's stories from the Arab world.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ARAB301

### ARAB310 Conversational Modern Standard Arabic

This course is designed for students with two years of Arabic study or who possess a good foundation in Arabic syntax and grammar. Students will give a cultural presentation in Arabic in addition to participating in role-play, debates, and group discussions.

GRADING: A-F CREDIT: 1 PREREQ: NONE

### ARAB311 Introduction to Colloquial Levantine Arabic I

This course offers students an introduction to the spoken Arabic of the Levant (Syria, Lebanon, Jordan, Israel, and the Palestinian territories). One of the difficulties facing non-native speakers trying to master Arabic is that very few Arabs can carry on a conversation in modern standard Arabic, so students must be familiar with a colloquial dialect as well as the standard literary language to communicate effectively in Arabic. Although Levantine Arabic is not as widely spoken as is the Egyptian dialect, it provides a useful entry for English-speakers into colloquial Arabic, as it is about halfway between the Egyptian dialect and that spoken in Iraq, and offers a useful bridge to mastering either dialect. The text for this course uses the Arabic alphabet. Students need to have a thorough knowledge of the Arabic alphabet and writing conventions to take this course. As much of the vocabulary used by the speakers of the Levantine dialect are derived from standard Arabic, this course will help build students knowledge of basic Arabic vocabulary.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ARAB201

### ARAB312 Introduction to Colloquial Levantine Arabic II

This course offers students an introduction to the spoken Arabic of the Levant (Syria, Lebanon, Jordan, Israel, and the Palestinian territories). One of the difficulties facing non-native speakers trying to master Arabic is that very few Arabs can carry on a conversation in modern standard Arabic, so students must be familiar with a colloquial dialect as well as the standard literary language to communicate effectively in Arabic. Although Levantine Arabic is not as widely spoken as is the Egyptian dialect, it provides a useful entry for English-speakers into colloquial Arabic, as it is about halfway between the Egyptian dialect and that spoken in Iraq, and offers a useful bridge to mastering either dialect. The text for this course uses a phonetic Latin transcription; the Arabic alphabet will be used, however, in secondary materials. Students need to have a thorough knowledge of the Arabic alphabet and writing conventions to take this course.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ARAB311

## CLASSICAL CIVILIZATION

### CCIV112 Three Great Myths: Prometheus, Persephone, and Dionysus

This course is a detailed analysis of three important myths from classical antiquity, the stories of Prometheus, Persephone, and Dionysus. We will examine both literary and visual representations from antiquity. We will also consider how these myths live on in the Western tradition.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: SZEGEDY-MASZAK, ANDREW SECT: 01

### CCIV117 Eros the Bittersweet: Love and Desire in Classical Antiquity

Eros, the god of love and desire in antiquity, was powerful, revered, and feared. The course explores the different faces of eros expressed in male and female desire in a variety of contexts. We will address questions of gender

roles and sexuality in antiquity; how these are acted out in different social and religious institutions, including the symposium, female rituals, and marriage; and how the power and pleasure of eros are transformed in different poetic traditions and artistic representations from Homer to the poetry of drinking parties, tragedy, comedy, and philosophy, among others.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

#### CCIV120 In a Manner of Speaking: An Introduction to Classical Rhetoric

The ability to speak persuasively, whether in the law courts, a political assembly, or on formal occasions such as a state funeral or a reception for a visiting potentate, was highly prized in the ancient world. Greco-Roman rhetoricians developed an elaborate but sophisticated system to train students in that ability; increasingly the educated person was distinguished by mastery of rhetoric. This system retains value to this day. In this course we will study ancient rhetoric, including the categories of speeches and instructions for their composition, rhetorical analysis of style, and the appropriate means to teach, charm, or move an audience. We will analyze examples of oratory from the ancient and modern worlds, study the development of rhetoric and some of its ancient critics, and (if time permits) its modern reception. Students will try their hand at short compositions following rhetorical precepts.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### CCIV122 Alexander the Great: History and Legend

Alexander the Great, king of Macedon (356-323 BCE), is one of the most famous, and complex, figures of Greek antiquity. Bringing under his rule virtually all of Greece as well as the continent of Asia from the Aegean coast to the Indus River in modern Pakistan, the power he achieved in his 13-year reign was unrivaled, and the world left behind him was dramatically altered. In the process of creating his vast empire, he fought, bargained, drank, and talked with Greeks, Macedonians, Egyptians, Persians, Jews, and Indians. In this course we shall read the ancient Greek accounts of his life, death, and deification; toward the end of the semester, we shall turn our attention to three medieval versions of Alexander's life, part of the tradition known as the "Alexander Romance," written by a Persian, a Jewish, and a French author, respectively. In this tradition Alexander explores Africa and visits the very gates of the Garden of Eden, becomes a deep-sea diver, and a cosmonaut. We shall consider history, biography, portraiture, myth, and fiction as many different modes of recording and thinking about the past and explore the ways in which Alexander's brief imperial reign affected the lore and memory of numerous non-Greek peoples more than a millennium after it had drawn to a close. No previous knowledge of ancient history is assumed. The course has three main goals: to study in-depth the history of Alexander's life and accomplishments; to analyze the generic distinctions among history, biography, myth, and fiction and to think about the different needs they serve; and, finally, to develop the ability to read and compare sources with a critical eye.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### CCIV124 The Roman Family

What images do you associate with the phrase "traditional family"? The Roman family probably aligns in many ways with the model you have in mind, but it departs from it as well. The father of the Roman family (*paterfamilias*), for instance, was granted an extraordinary degree of control over his descendants, not just while they were children, but for their entire lives. In this class we will look at the makeup and dynamics of the Roman household, considering issues such as the architecture of the Roman house, marriage, divorce, funerary ritual, discipline of children, adultery, procreation, adoption, the status of women, and the all-important role of the father of the family in these matters.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### CCIV150 Ancient Rome: From Hut Village to Imperial Capital

This course will survey the development of the ancient city of Rome from its mythical foundation and its legendary heroes through the historical figures of the Republic and Empire who contributed to the physical growth of the city and the establishment of its religious, political, and civic institutions. Our study will be based on readings in primary literary sources and inscriptions, close examination of Rome's principal monuments, and analysis of modern archaeological and sociological studies.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### CCIV153 Single Combat in the Ancient World

This course celebrates the clash of warriors in warfare, sport, and spectacle in the classical world. Using primary sources and archaeological evidence, the class will survey traditions of combat in ancient art, literature, and society, beginning with Greek and Near Eastern epic; the ancient Olympic combat sport of boxing, wrestling, and pankration; and, finally, Roman gladiator spectacle. We will examine the role of violent sport in Greek and Roman society, the reception of the competitors, and the use of these events for political or nationalistic ends. Throughout the course we will explore the flexibility of

concepts such as military ethics, "western" warfare, violence, honor, and excellence, both in the classical world and in our modern lives.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ARCP153 PREREQ: NONE  
FALL 2012 INSTRUCTOR: BIRNEY, KATE SECT: 01

#### CCIV170 Rome and the Caesars

The Roman world changed irrevocably with the establishment of the Augustan principate (i.e., when Augustus became first emperor, 27BCE-14CE). But it was only after Augustus' death that the consequences of his reforms became apparent. Rome suffered a turbulent century under a succession of emperors, variously represented as mad, bad, and dangerous to know. In this course we will study the period through contemporary or near-contemporary texts in an attempt to analyze the demoralization of the traditional Roman ruling classes and the slide into autocracy. We will examine the characters and policies of emperors from the period and will discuss the rise of a celebrity culture and the increased importance of public spectacles and entertainments. We will also look at modern portrayals of the period in visual media (art, TV, movies).

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: ROBERTS, MICHAEL J. SECT: 01

#### CCIV201 Art and Archaeology of the Bronze Age Mediterranean

This course is an introduction to the history, art, and archaeology of the Bronze Age Mediterranean. Throughout the semester we explore the development of civilization and high society in the Aegean world (mainland Greece, the islands, Cyprus, and Crete), the rise of Minoan and Mycenaean palace power, the origin of the biblical Philistines, and, of course, the historical evidence for the Trojan War. We also look at the contemporary Near Eastern cultures with which these societies interacted, exploring the reciprocal exchange between the Aegean world and Egypt, Syria, and the Hittite kingdoms. For each period we'll survey the major archaeological sites (civic and cultic), examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ARHA202 OR ARCP201] PREREQ: NONE

#### CCIV202 Greek Drama

In this lecture and discussion course on the major 5th-century BCE Greek tragedies and comedies, the main emphasis will be on reading the plays as performances rather than simply as texts. To do so, we will focus on the literary aspects of the plays, on the historical and social context in which they are performed, and on the conventions of Greek theatrical production. In addition, some 20th-century non-Greek plays may be assigned to illuminate certain tragic and comic motifs.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: THEA202 PREREQ: NONE

#### CCIV204 Introduction to Archaeology

IDENTICAL WITH: ARCP204

#### CCIV205 Introduction to Classical Mythology

In this class we will read literary versions of myths from Greece and Rome and look at representations in ancient and later art. Starting with myths of the Creation, we will move on to look at the individual gods and goddesses, their powers, and their place in ancient religion, then to the often perilous interactions of humans and gods. In the second half of the semester, we will concentrate on the heroes and heroines of mythology, ending with the Trojan War and its aftermath. The course aims to give a basic grounding in the stories and the images--to make you mythologically literate. As that analogy implies, we will also analyze myth as a system of communication and consider how these myths portray the world, the divine, and the place of men and women in relation to the gods, to nature, and to society.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE SPRING 2013

#### CCIV212 Politics and Piety in Early Christianity

IDENTICAL WITH: RELI215

#### CCIV214 Survey of Greek Archaeology

This course introduces the art and archaeology of Greek civilization from the end of the Bronze Age through the early Hellenistic period. Throughout the semester we'll survey the major archaeological sites (civic and cultic) for each period, examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes. In addition, we'll explore some of the tools archaeologists use to reconstruct ancient societies and the techniques that art historians apply to the study of art.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ARHA203 OR ARCP214] PREREQ: NONE  
FALL 2012 INSTRUCTOR: BIRNEY, KATE SECT: 01

#### CCIV216 The Archaic Age: The Art and Archaeology of Early Greece

This course traces the developments in Greek art and architecture from the Dark Ages to the conclusion of the Persian Wars in 480 BCE. During this formative period, advances occurred in virtually every area of Greek culture. Looking at vase painting, sculpture, architecture, and city planning, we will investigate contact with the East, expansion in the West, and the growth of the city-state.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ARCP216 OR ARHA208] PREREQ: NONE

#### CCIV217 Philosophical Classics I: Ancient Western Philosophy

IDENTICAL WITH: PHIL201



**CCIV221 Roman Law**

In this course, students will learn how law operates as a discipline and will develop their own analytical abilities through the study of legal texts from the Roman Empire. Class time will be devoted to discussing actual cases from the Empire (on, for example, assault, trespassing, and defamation) and to exposing students to the process of “thinking like a lawyer.” Students will be expected to take an active role in discussion. All texts will be read in English.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: HIST290 PREREQ: NONE  
FALL 2012 INSTRUCTOR: CALDWELL, LAUREN ELIZABETH SECT: 01

**CCIV223 Survey of Roman Archaeology and Art**

This course begins with the art, archaeology, and culture of the Etruscans and their important contributions to the early history of Rome. After a brief examination of the influences of Hellenistic culture on Rome, the course surveys the principal architectural and artistic achievements of the Romans down to the reign of Constantine the Great.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ARHA207 OR ARCP223] PREREQ: NONE

**CCIV225 Medicine and Health in Antiquity**

What does the Hippocratic Oath reveal about the ethics of ancient medical practitioners? What were the tensions between religious and “rational” models of disease and healing in Greece and Rome? How was the female body interpreted by male medical writers? In this course, students will investigate ancient approaches to illness and health, focusing on sources such as Homer, Hesiod, the Hippocratic writers, Herophilus, Pliny, Celsus, the New Testament, Soranus, and Galen. Moving from archaic and classical Greece to Hellenistic Alexandria to imperial Rome and late-antique Egypt, we will trace the development, organization, and influence of ancient medical thought and practice.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [HIST282 OR SISP225] PREREQ: NONE

**CCIV231 Greek History**

Using primary sources wherever possible, this course will examine the development of Greek civilization from Mycenaean times through the death of Alexander the Great. Special attention will be given to the connection between political events and cultural and intellectual trends. No prior acquaintance with ancient history is required.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: HIST204 PREREQ: NONE

**CCIV232 Roman History**

This course traces the history of Rome from its foundation, through its rise as an Italic and Mediterranean power up to the transfer of the Empire to Constantinople. It focuses on the political, military, and social achievements of the Romans.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: HIST205 PREREQ: NONE

FALL 2012 INSTRUCTOR: PARSLOW, CHRISTOPHER SECT: 01

**CCIV234 Art and Society in Ancient Pompeii**

This seminar will survey the art, architecture, and material remains of the cities buried by the eruption of Mt. Vesuvius in 79 CE. Through readings, class discussions, and presentations, we will explore the ways in which this material can be used to study the social and political life of a small Roman city and examine the unique evidence for reconstructing the private life of Roman citizens, from the interior decoration of their homes, to their religious lives, their participation in local politics and government, and their burial customs.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ARHA225 OR ARCP234] PREREQ: NONE

SPRING 2013 INSTRUCTOR: PARSLOW, CHRISTOPHER SECT: 01

**CCIV244 Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt**

This course explores the archaeology of death and burial in Egypt and Greece, from the royal burials in the pyramids at Giza, to the cremated remains of warriors in Lefkandi, Greece, to the humble burials of infants under house floors. Drawing upon archaeological, art historical, and mythological evidence, we'll examine how the funerary practices and the very notions of death, the soul, the body, and the afterlife compare in these two societies. We will also explore how social class, gender, and ethnicity influenced those ideas. The course will also provide an introduction to archaeological theory and the interpretive strategies employed by archaeologists, art historians, and historians in the reconstruction of ancient societies.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ARCP244 PREREQ: NONE

SPRING 2013 INSTRUCTOR: BIRNEY, KATE SECT: 01

**CCIV245 Archaeology of Greek Cult**

This course examines the archaeological evidence for Greek cult activity and the role of material culture in understanding the ritual activities of the Greeks. Much of the course will be devoted to the development and function of Greek sanctuaries, using several major sites and festivals as focal points (Delphi, Olympia, Athenian Akropolis). We will also study smaller sites and will pay particular attention to cults of Artemis, Demeter, and Asklepios. Material considered will include architecture, votive offerings, inscriptions, sacred laws, and literary texts relevant to Greek religious practices.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ARCP290 OR ARHA217] PREREQ: NONE

**CCIV267 Love and Emotion in Ancient Greek Philosophy**

IDENTICAL WITH: COL267

**CCIV271 Roman Self-Fashioning: Poets and Philosophers, Lovers and Friends**

With the descent into chaos of the Roman Republic and the emergence of the emperor as autocratic ruler at the head of the state, Roman social order and its system of personal relationships experienced a crisis. These circumstances are reflected in the literature of the period, which shows a fascination with unconventional styles of life and codes of behavior and a constant recourse to those situations in public and private life where the individual's relationship to the social order was negotiated and exhibited. Among the topics we will examine in the writings of some of the major authors of the period will be the literature of love and the role of the lover; parasites, patronage, and friendship; banquets and dining; the good life and personal contentment (and discontent); and the struggle for individual integrity.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**CCIV275 Romans and Christians: The World of Late Antiquity**

The emperor Diocletian's administrative and financial reforms, closely followed by the conversion of Constantine to Christianity, mark a watershed in the history of the late Roman Empire. From AD 284 (accession of Diocletian) until the establishment of the Germanic successor kingdoms (roughly in the 6th century)—the period known as late antiquity—the Roman West presents a fascinating picture of cultural change. In this course we will study the period (4th to 6th century) from three different perspectives: the conversion of Romans to Christians and of Christians to “Romans”; the material world of late antiquity—especially the changes to the city of Rome—and the art, architecture, and literature of the period; and the rise of the cult of the saints and of monasticism and the lives of the holy men and women. The course will conclude with an epilogue pursuing these themes in Ostrogothic Italy and Merovingian Gaul.

GRADING: OPT CREDIT: 1 GEN ED: HA

IDENTICAL WITH: [RELI274 OR HIST250 OR MDST275] PREREQ: NONE

**CCIV277 Training Citizens? Aesthetics and Ideology in Greek Drama**

This course will explore how the first plays in the history of theater connect with the development of the first democracy. The Athenian dramatists confront social and political issues such as warfare, gender relations, assessment of guilt, and justice. How do the plays engage their audiences intellectually and emotionally, aesthetically and ideologically? How do ancient poets and philosophers assess these responses, and what is the role they reserve for drama in their (ideal) states?

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**CCIV281 Gender and Sexuality in Ancient Greek Culture**

In this course we will examine the construction of gender roles in ancient Greece and approach gender as an organizing principle of private and public life in ancient Greek society. Using literary, scientific, historical, and philosophical sources as well as material evidence, we will address issues including the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution); ideas regarding desire, masculinity and femininity, and their cultivation in social, political, and ritual contexts such as rituals of initiation, marriage, drinking parties, the law court, and the theater.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: FGSS281 PREREQ: NONE

**CCIV285 Museums, Cultural Heritage, and Classical Archaeology**

In this seminar we will discuss the past, present, and future of classical archaeology to consider the manifold social and ethical problems of our discipline. By using case studies of specific individuals (such as Schliemann), institutions (the Getty, the British Museum), and sites (the Akropolis), we will study such topics as colonialism and nationalism, the role of the museum, the economics of archaeological exploration, site preservation, war and vandalism, patronage and the antiquities market.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ARCP283 OR ARHA238] PREREQ: NONE

**CCIV295 The Athenian Enlightenment: The Birth of Philosophy in 5th-Century Athens**

IDENTICAL WITH: COL295

**CCIV304 Medieval Archaeology**

IDENTICAL WITH: ARHA218

**CCIV328 Roman Urban Life**

What was it like to live in an ancient Roman city, whether it be a large metropolis like Rome or a small village in one of the provinces? What were the dangers and the amenities? To what degree is the quality of life reflected in art and literature? After an initial survey of life in the city of Rome, with readings drawn from ancient and modern sources, students will examine a number of separate topics on Roman urban life and will compare and contrast this with the evidence from cities around the Roman Empire. Topics will include crime, prostitution, medicine, entertainment, and slavery. Particular emphasis will be placed on the differences in the urban experiences of the various social classes, ethnic groups,

and genders. The course is intended for students from a variety of disciplines, but some knowledge of the Roman world is strongly recommended  
GRADING: A-F CREDIT: 1 IDENTICAL WITH: [HIST249 OR ARCP328] PREREQ: NONE

#### CCIV329 Roman Villa Life

This seminar will explore life in the Roman countryside, from the luxurious suburban villas near major urban centers to working estates in Italy and the Roman provinces. The course will begin with a general survey of Roman villa life and then move to a more focused inquiry into specific topics including art and architecture, production, slave life, and transportation. Readings will be drawn from ancient literary sources, inscriptions, and modern social and archaeological studies. The course is intended for students from a variety of disciplines and backgrounds, but some knowledge of the Roman world is recommended.  
GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ARCP329 PREREQ: NONE

#### CCIV393 Reading Theories

IDENTICAL WITH: ENGL295

#### CCIV401/402 Individual Tutorial, Undergraduate

GRADING: OPT

#### CCIV409/410 Senior Thesis Tutorial

GRADING: OPT

#### CCIV411/412 Group Tutorial, Undergraduate

GRADING: OPT

#### CCIV465/466 Education in the Field, Undergraduate

GRADING: OPT

#### CCIV467/468 Independent Study, Undergraduate

GRADING: OPT

## GREEK

### GRK101 Introduction to Ancient Greek: Semester I

This course is an introduction to the ancient Greek language. Students will begin to learn the grammar and syntax of the language and start developing the rich vocabulary necessary to appreciate and understand Greek. We shall immediately begin to read continuous, short passages of Greek. This course is a prerequisite for GRK102.

GRADING: A-F CREDIT: 1.50 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: BIRNEY, KATE SECT: 01

### GRK102 Introduction to Ancient Greek: Semester II

This course is a continuation of GRK101. We shall complete the study of Greek grammar and continue to develop vocabulary and reading skills. We shall read selections from Sophocles, Euripides, Lysias, Apollodoros, Demosthenes, Aristotle, and Plato, among others.

GRADING: OPT CREDIT: 1.50 GEN ED: HA PREREQ: GRK101

### GRK201 Reading Greek Prose

In this course we will read selections from Greek prose, as by Lysias and Theophrastus. At the beginning of the term we will review grammar and syntax, and then we will move on to analysis of composition and style and discussion of social roles and cultural issues of Greek life. The aim is to develop familiarity with the language and facility in reading as well as to consider the values of Greek society.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: SZEGEDY-MASZAK, ANDREW SECT: 01

### GRK204 Herodotus

In this course, we will read sections of Herodotus' *Histories* that trace the causes and events of the Persian Wars in the early 5th century BCE. We will focus on increasing reading speed in Greek, building vocabulary, and working with secondary scholarship on Herodotus.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: GRK201

### GRK253 Ancient Greek Comedy

This course is a study of Aristophanic comedy: problems of the literary interpretation of Aristophanes, his relation to Greek thought and public life, and the nature of comedy.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: GRK201  
FALL 2012 INSTRUCTOR: SZEGEDY-MASZAK, ANDREW SECT: 01

### GRK258 The Greek Novel

In the course we will read selections from Longus' *Daphnis and Chloe* and Chariton's *Chaereas and Callirhoe*. The former is a story of young love in a pastoral setting on the island of Lesbos; the latter, an incident-packed narrative in which a young husband and wife are separated, but after many vicissitudes, reunited. Subjects covered will include genre and setting, narrative and descriptive techniques, cultural context and likely readership.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

### GRK261 The Greek Tragedians

In this course we will read, in Greek, Euripides' *Ion* (selections) and *Trojan Women* (entire). By close reading of the Greek text and by studying selected works of criticism, we will identify key questions posed by dramatic text that will be the subject of in-class discussion and presentations. These might include, but will not be limited to, the staging, conventions, and conditions of performance of Greek tragedy; humans and gods; Euripides' female characters; the Euripidean hero; and the historical context of the plays, both of which were produced about halfway through the Peloponnesian War.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

### GRK263 The Homeric Hymns

Students in this course will read the Homeric hymns to Demeter, Apollo, Hermes, and Aphrodite in ancient Greek. They will also read modern scholarship on the structure of the hymns as examples of narrative discourse and on the mythology of the various divinities. Each of these hymns celebrates one of the principal divinities of the Greek pantheon, and each incorporates a story of the god's adventures. Class sessions will include discussion of the manner in which gender exercises an influence on the structure and content of the hymns.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: GRK201

### GRK265 Hesiod

Students will read selections from Hesiod's poems, the *Theogony*, and *Works and Days*. Special attention will be paid to Hesiod's poetic technique, as well as to the social and historical issues he addresses.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

### GRK275 Homeric Epic

This is a Greek reading course in one or both of the Homeric epics, the *Iliad* and the *Odyssey*. Close reading of selections of Homer will inform in-class discussion of key literary questions.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: SZEGEDY-MASZAK, ANDREW SECT: 01

### GRK278 The Greek Historians

Students in this course will read, in Greek, substantial portions of Book I of Thucydides' great history of the Peloponnesian War. In addition to close readings of the Greek text, selections from commentaries and secondary literature will be assigned to identify key problems in Thucydides' account.

GRADING: A-F CREDIT: 1 GEN ED: SB5 PREREQ: NONE

### GRK401/402 Individual Tutorial, Undergraduate

GRADING: OPT

### GRK409/410 Senior Thesis Tutorial

GRADING: OPT

### GRK411/412 Group Tutorial, Undergraduate

GRADING: OPT

### GRK465/466 Education in the Field, Undergraduate

GRADING: OPT

### GRK467/468 Independent Study, Undergraduate

GRADING: OPT

## LATIN

### LAT101 First-Year Latin: Semester I

An introduction to the basics of Latin, designed to equip students with a reading knowledge of the language. About two-thirds of the introductory textbook will be covered in the first semester. The remainder of the textbook will be completed in the first half of the second semester, followed by reading of a Latin novel.

GRADING: A-F CREDIT: 1.50 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: CALDWELL, LAUREN ELIZABETH SECT: 01

### LAT102 First-Year Latin: Semester II

This course completes the survey of Latin grammar begun in LAT101. Students will also read from a Latin novel, *Apollonius Of Tyre*, that features shipwrecks, pirates, true love, broken hearts, and good examples of most of the Latin constructions learned during the year.

GRADING: OPT CREDIT: 1.50 GEN ED: HA PREREQ: LAT101  
SPRING 2013 INSTRUCTOR: STAFF

### LAT201 Reading Latin Prose: Roman Letter-Writers

An introduction to the reading of classical Latin prose, the course will include a review of Latin grammar and syntax. Students will read selections from the letters of Seneca the Younger and Pliny the Younger. Seneca, a distinguished philosopher and statesman of the Neronian period, uses his experiences in contemporary Rome as texts from which to derive simple philosophical messages. Pliny recounts events from the life of an Italian aristocrat of the first century CE, including an eyewitness account of the eruption of Vesuvius. The course will begin slowly, with the aim of gradually acclimatizing students to the rhythms and stylistic and syntactical patterns of Latin prose. The emphasis will be on understanding and translating the Latin, but we will consider the social and cultural background to the texts we read.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: PARSLow, CHRISTOPHER SECT: 01

### LAT202 Ovid: *Metamorphoses*

Students will read in Latin selected stories from the *Metamorphoses*, Ovid's great un-epic epic, in which he recounts myths of shape-changes from the creation of the world down to his own time and that of the emperor Augustus. Ovid's stories inspire humor, pathos, and horror and may be grotesque or sentimental, sometimes both at the same time. They deal with issues like divinity, power, love, rape, order, and identity, all in classic versions of famous myths influential throughout the centuries, told with the poet's distinctive wit and sense of incongruity. The class will focus on close reading of the Latin text and on Ovid's treatment of the myths and the distinctive approach he brings to the ever-shifting world he describes. The course will include an

introduction to Latin meter, and class discussion will address modern critical approaches to Ovid.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: CALDWELL, LAUREN ELIZABETH SECT: 01

#### LAT222 Lucretius

"Imagine there's no heaven..." This course offers close reading in Latin of extensive selections of the *De Rerum Natura*, the remarkable poem in which Lucretius argues that the world is made up of atoms, that the soul dies with the body, that the gods never help or punish human beings, and that mortals should live their lives in search of the peace of mind of Epicurean philosophy. We will try to understand Lucretius' Latin, which we will hope to read with increasing ease and accuracy to relate fully to his rhetorical and poetic techniques and to the literary, philosophical, historical, and cultural background of this unusual and fascinating poem.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

#### LAT231 Vergil: *Aeneid* 7-12

Books 7-12 of the *Aeneid* describe the arrival in Italy of Aeneas and the Trojans and the war they must fight against the rugged peoples already occupying the land that they have been told is fated to be theirs. We will do close reading of most of these books in Latin (with the goal of improving each student's ability to read Latin quickly and with accuracy) and of the whole poem in English. By looking critically at the poem in its historical and literary context, we will try to determine what suggestions Vergil is making about war, heroism, the recent civil wars, and accession to power of Augustus, and the strengths and weaknesses of the Roman state and people.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### LAT241 Horace, *Odes* and *Epodes*

In this course, through a close reading of Horace's lyric poetry, we will seek to understand the nature of Horatian lyric, its formal qualities and thematic preoccupations. I will encourage students to become aware of the critical methodologies that have been brought to bear on the *Odes* by selected readings in secondary literature. We will also consider the modern reception of these poems and the problems they present for a translator as a further attempt to understand their special qualities.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

#### LAT242 Roman Elegy

This course will focus on reading the poetry of the Roman elegists Propertius and Ovid. We will work toward an understanding of the genre of elegy at Rome, these two poets' relation to it, and the historical and cultural context of Augustan Rome that shaped its production and reception.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: CALDWELL, LAUREN ELIZABETH SECT: 01

#### LAT251 The Age of Nero

Nero—artist or monster (or both)? This course will focus on the personality and politics of the emperor and the reaction he evoked in contemporary and subsequent accounts of his reign, concentrating especially on the powerful picture of Nero and the Neronian regime painted by the Roman historian Tacitus in his *Annals*, with supplementary evidence from Suetonius' *Life of Nero*. Topics discussed will include Tacitus as a historian, dissimulation and theatricality in Neronian Rome, the world turned upside down—reversal of values in the period, the survival strategies of the Roman ruling classes, and how to die well. In connection with the last subject, we will read a few of Seneca's *Moral Epistles*, giving a Stoic perspective on contemporary insecurities and the threat to identity and spiritual integrity they presented.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

#### LAT253 The Roman Historians

The course will be devoted to studying the principles and methods of Latin historiography. Students will read selections in Latin from the major Roman historians, especially Sallust, Livy, and Tacitus, and both ancient and modern discussions of the writing of history. Special attention will be paid to the role of narrative and description in history.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

#### LAT254 Apuleius: *The Golden Ass*

Fast-paced, magical, sexy, and bizarre, Apuleius' *Golden Ass*, or *Metamorphoses*, contains more than enough rowdy episodes to keep us entertained for a semester. The novel tells the story of the feckless Lucius, the man-turned-ass whose encounters with the residents of Thessaly range from the vulgar to the weird to the sublime. Our goals, in addition to reading and understanding the Latin, include tracing prominent themes and becoming acquainted with recent relevant scholarship.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### LAT261 Medieval Latin

The course provides a brief introduction to late and medieval Latin. We will begin with a series of Christian texts from late antiquity that illustrate some of the changes Latin experienced in that period. In the second section of the

course, the focus will be on pastoral and love poetry of the late Roman and medieval periods. For the final section of the course, each student will be asked to choose a text they would like to study and make the subject of their final paper. We will read portions of each text in class.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST261 PREREQ: NONE

#### LAT262 Reading Latin, Writing Latin

This is a nontraditional introduction to writing Latin. Through reading and discussing short selections of mainly narrative and descriptive Latin prose from all periods, from the classical to the Renaissance, students will develop greater familiarity with Latin styles and the expressive possibilities of the language. Students will try their hand at writing Latin themselves (often collaboratively and with ample opportunity for revision). Subjects will include proverbs, familiar sayings or catchphrases, song lyrics, etc. (anything is fair game for translation), as well as short narratives, culminating in a final project. As well as developing greater facility with Latin, students will reflect on the experience of learning Latin, the history of Latin, and its place in the modern world.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012 INSTRUCTOR: ROBERTS, MICHAEL J. SECT: 01

#### LAT270 Catullus

The poetry of Catullus often has an immediate appeal to contemporary readers. In Tom Stoppard's play *The Invention of Love*, the claim is made that he invented love as we think of it. But in addition to his love poetry, Catullus is also the writer of a mini-mythological epic (an epyllion), an account of the strange story of the self-castration of Attis, wedding hymns, translations from Greek lyric, invective, and elegy. In this course, we will read an extensive selection of Catullus' poetry and discuss the critical issues they raise in the light of selected readings from modern scholarship.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

#### LAT401/402 Individual Tutorial, Undergraduate

GRADING: OPT

#### LAT409/410 Senior Thesis Tutorial

GRADING: OPT

#### LAT411/412 Group Tutorial, Undergraduate

GRADING: OPT

#### LAT465/466 Education in the Field, Undergraduate

GRADING: OPT

#### LAT467/468 Independent Study, Undergraduate

GRADING: OPT

# College of Letters

<b>PROFESSORS:</b>	Ethan Kleinberg, <i>History</i> ; Laurie Nussdorfer, <i>History</i> ; Paul Schwaber; Khachig Tölölyan
<b>ASSOCIATE PROFESSOR:</b>	Typhaine Leservot, <i>Romance Languages and Literatures</i>
<b>ASSISTANT PROFESSORS:</b>	Javier Castro-Ibaseta, <i>History</i> ; Ludmila Guenova, <i>Philosophy</i> ; Tushar Irani, <i>Philosophy</i>
<b>UNIVERSITY PROFESSOR:</b>	Kari Weil, <i>Chair</i>

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Tushar Irani; Typhaine Leservot; Howard Needler; Laurie Nussdorfer; Paul Schwaber; Khachig Tölölyan; Kari Weil

The College of Letters [COL] is a three-year interdisciplinary major for the study of predominantly European literature, history, and philosophy from antiquity to present. The program consists of five components and leads to 11 course credits:

- Five colloquia designed to acquaint students with works of predominantly European literature, history, and philosophy in (respectively):
  - The 20th century
  - The ancient world
  - The Middle Ages and Renaissance
  - The early modern period (16th–18th centuries)
  - The 19th century
- Four seminars minimum (one in history, one in philosophy, one in literature, one in your target foreign language literature). These specialized seminars allow students to shape their COL major around a particular interest
- One semester abroad, most often in Europe, Israel, or in a country where your selected foreign language is spoken, in the spring of your sophomore year
- One comprehensive examination in April/May of your junior year
- One senior thesis or essay that, along with the specialized seminars, allows COL students to further shape their major along their own interests

In all these contexts, much emphasis is placed on the development of skills in writing and speaking. For this reason, letter grades are not given in courses taken for COL major credit, and COL seminars do not generally have final examinations. Instead, tutors write detailed evaluations of their students and work at the end of each semester, and these are kept on record (and discussed with each student upon request). Our general goal is cultivation of “the educated imagination.”

**Life in COL.** The College of Letters attempts to integrate the social and intellectual lives of its members by inviting guest lecturers and by providing opportunities for students and faculty to meet such guests (and one another) informally. There are also regular informal social gatherings in the College of Letters library. The structure of the College of Letters and the smallness of its classes bring about a close rapport between faculty and students and a lively and continuing dialogue among students of different classes.

For a more detailed description of any of the above components, please consult the department web site: [www.wesleyan.edu/col](http://www.wesleyan.edu/col).

## COL104 Baroque Rome

This interdisciplinary history seminar for first-year students focuses on Europe’s most famous capital city between 1550 and 1650, a period when Rome was a symbol of religious zeal, artistic creativity, and intellectual repression. We will explore these contradictions and their impact on cultural innovation by taking a close look at daily life in early modern Rome and at the lives of some of the city’s most celebrated women and men. These saints, murderers, artists, and scientists include San Filippo Neri, Beatrice Cenci, Caravaggio, Artemisia Gentileschi, Gian Lorenzo Bernini, and Galileo. Course materials emphasize writings by historians, art and music historians, and historians of science, as well as visual, literary, musical, and documentary sources from the period. The seminar culminates with a research project on some individual or aspect of Baroque Rome.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: HIST118 PREREQ: NONE

## COL105 Double Visions: Rewriting, Repainting, and Refilming the Classics

In this course, students will read and/or view European classics and their rewrites to analyze various modalities of rewrites: plagiarism, parody, homage, cultural translation, subversion, intertextuality, imitation, appropriation, and recycling. Most of the classics will be read/viewed in their entirety. Due to time constraints, however, some classics might be approached through key excerpts.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

## COL106 The Italian Renaissance

This seminar for first-year students explores the intellectual and cultural history of Renaissance Italy. In the years between 1350 and 1550, Italian writers, thinkers, and artists struggled to recover a lost golden age, the world of the ancients, and ended up creating a new one. What was the Italian Renaissance? Who made it happen and why? Whom did it include and whom did it exclude? What were its lasting effects? After getting to know the Italian social setting for the Renaissance, we will focus on the intellectuals, writers, and artists of 15th-century Florence and Rome. In keeping with the philosophy of the College of Letters, the course emphasizes close reading of original texts (in translation) and studies literary, historical, and philosophical works in their historical context.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: HIST121 PREREQ: NONE

SPRING 2013 INSTRUCTOR: NUSSDORFER, LAURIE SECT: 01

## COL107 Laughter and Politics

This course proposes a historical exploration of the relationship between humor and political order. Divided in three blocks (democracy, carnival, and commodity), the course travels from the ancient Athenian democracy and the Roman empire (where political comedy and satire acquired their canonical form and radical status), through the carnivals of the Middle Ages and the Renaissance (where hierarchies and conventions were ridiculed and temporarily upside down), to the modern world (where political laughter risks

becoming a simple commodity for mass consumption). Is laughter inherently good or bad for the political sphere? Does it help creating a healthy citizenship? Does it liberate or alienate the individuals? The course will explore these and other questions by analyzing learned and popular expressions of political humor, with an eye in the classical tradition (Aristophanes, Erasmus, Swift) and the other in its contemporary formulations (comic books, TV shows, Web sites, and street art).

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: HIST107 PREREQ: NONE

## COL108 Language

This course, beyond providing an introduction to the science of linguistics, is designed to give students in their first year an awareness of the importance of language in everyday life and of the range of its uses and abuses as a cultural and class marker, vehicle of knowledge, and instrument of power. It is an objective of this course that students who complete it should be better prepared than they were before for the sensitive and exacting study, not only of literature, but of whatever specialized studies they subsequently undertake. Topics to be considered include whether language is a cultural artifact that is learned or is instinctual; the varieties of languages; language as expression of culture; linguistic imperialism; problems of translation; the distinction between speech and writing; steno-language, metalanguage, and poetic language; metaphor and symbol; and semiotics.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

## COL109 A History of Civil Disobedience

This course will explore some classic readings on civil disobedience and non-violent political resistance in literature and philosophy. We will examine connections between some key moments in the history of intellectual thought in 4th- to 5th-century BCE Athens and in the 19th to 20th centuries. The lives of Socrates, Gandhi, and Martin Luther King Jr., will be the focus of our study, though we will also read works of Greek tragedy (Sophocles), comedy (Aristophanes), and history (Thucydides), and writings by Thoreau, Tolstoy, and Orwell from the modern period. The course will conclude by examining the use and relevance of civil disobedience in the 21st century.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: PHIL224 PREREQ: NONE

## COL112 The European Novel from Cervantes to Calvino

This course provides an introductory survey that tracks the development of the European novel through its major periods—from its origins in *Don Quixote* through the rise of the novel in 18th-century Britain to Romanticism, Realism, and Modernism.

We will focus on texts that had tremendous impact (and long afterlives) throughout Europe, that inspired responses and imitations in many different languages, and that provided European intellectual culture with archetypal characters and plots through which problems of history, politics, and phi-

losophy were articulated—Voltaire’s naïf and Dostoevsky’s nihilist; Defoe’s heroic bourgeois individualist and Kafka’s victim of modern bureaucratic rationality. The readings will also introduce students to some of the European novel’s important subgenres (romance, gothic, grotesque, the philosophical novel) and important narrative forms (epistolary novel, unreliable narration, free indirect discourse).

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: FITZPATRICK, JOSEPH J. SECT: 01

**COL114 Text and Context: Readings in Modern Europe**  
IDENTICAL WITH: HIST114

**COL125 Staging America: Modern American Drama**  
IDENTICAL WITH: ENGL175

**COL130 Thinking Animals: An Introduction to Animal Studies**

The question of “the animal” has become a recent focus across the disciplines, extending debates over identity and difference to our so-called “nonspeaking” others. This course will examine a range of theories and representations of the animal to examine how human identity and its various gendered, classed, and racial manifestations have been conceived of through and against notions of animality, as well as how such conceptions have affected human-animal relations and practices such as pet-keeping and zoos. We will seek to understand the desire to tame or objectify animals as well as evidence of a contrasting desire that they remain guardians of inaccessible experience and knowledge. Readings may include Darwin, Poe, Kafka, Mann, Woolf, Coetzee, and Hearne.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: FGS5130 PREREQ: NONE

**COL201 Writing Creative Nonfiction**

In this creative course, students will address the elements of creative nonfiction, such as narrative, character, voice, tone, conflict, dialogue, process, and argument. The work of masters of nonfiction such as Truman Capote, Joan Didion, Hannah Arendt, James Agee, Oscar Wilde, Ralph Ellison, George Orwell, Joseph Mitchell, Virginia Woolf, Neil Sheehan, Robert Coles, William Styron, and Anthony Lukas, will serve as models and inspiration. The course will be taught in workshop fashion, with selected students presenting their writing in class each week.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: BARBER, CHARLES MATTHEW SECT: 01

**COL207 Outsiders in European Literature**

Modern literature is replete with protagonists who represent a position or identity that is outside an accepted mainstream; they are different, peculiar and/or attractive, and potentially dangerous. This course will focus on the experience of being or being made into such an outsider, or other, and on the moral, cultural, racial, gendered, sexual, or national norms or boundaries such an outsider establishes for the inside. Reading both fiction and theory, we will ask how the terms of inside and outside are culturally and historically constructed as we also look for proposals for dealing with outsiders and their otherness. Authors may include Kafka, Mann, Camus, Colette, Fanon, Sartre, Beauvoir, Duras.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [FGS5220 OR ENGL225] PREREQ: NONE

**COL208 Rome Through the Ages**  
IDENTICAL WITH: HIST208

**COL209 Gender and Authority in the Spanish Comedia and Empire: The Spectacle and Splendor of Women in Power**  
IDENTICAL WITH: SPAN245

**COL211 Medieval Art and Architecture, ca. 300 to 1500**  
IDENTICAL WITH: ARHA210

**COL212 Introduction to Social, Cultural, and Critical Theory**  
IDENTICAL WITH: CHUM227

**COL214 The Modern and the Postmodern**  
IDENTICAL WITH: HIST214

**COL215 Theater of Anton Chekhov: Research, Analysis, and Performance**  
IDENTICAL WITH: THEA214

**COL216 Writing Long Fiction**

This course focuses on how to write a novella, short novel, or short story collection and is designed for juniors and seniors who wish to initiate a long work of fiction in contemplation of a creative thesis or in lieu of a creative thesis. This course is taught at the most advanced level and has demanding reading and writing requirements. Class lectures and discussions focus on complicated and unusual plotting techniques, complex character development and the elaboration of theme in long works of fiction, the novella form, methods for constructing short novels, and ways of organizing short story collections. While producing new fiction, students will read and analyze novellas, long stories, and short novels by Heinrich von Kleist, Anton Chekhov, Wallace Stegner, Somerset Maugham, Henry James, Roberto Bolano, Julio Cortazar, Jorge Luis Borges, Elizabeth Strout, Richard Bausch, and Richard Russo, among others.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: COL201

**COL217 Fear and Pity: German Tragedies from the 18th to the 20th Century**  
IDENTICAL WITH: GRST278

**COL218 Postmodern Theory with a Historical Intent**  
IDENTICAL WITH: HIST318

**COL219 Modern Spain: Literature, Painting, and the Arts in Their Historical Context**  
IDENTICAL WITH: SPAN223

**COL220 Modern Christian Thought**  
IDENTICAL WITH: RELI220

**COL223 All the World’s a Stage: Theater and Society in the Age of Shakespeare and Calderón**

In Shakespeare’s words, “all the world’s a stage.” Likewise, Calderón de la Barca (to many the greatest of Spanish dramatists of that period) often referred to life as “the great theater of the world.” Thus voiced two of the greatest dramatists of the time an idea actually shared by many of their contemporaries. Was this simply a way of talking, or did some deeper social truth lie behind the metaphor? Can we affirm that individuals in the Renaissance consistently behaved like actors on a stage? If so, can we apply rules learned through theatrical observations to the understanding of their sociology?

With these questions in mind, I propose this course as an analytical experiment. We will test the extent to which society and theater corresponded to each other. On the one hand, we will analyze plays from a historical perspective, as if they were events. On the other hand, we will analyze social manners and political events from a dramatic perspective, as if they were performances. The ultimate goal will be to explore the porous boundaries between fiction and reality during the Renaissance to generate a more comprehensive understanding of early modern culture.

GRADING: A–F CREDIT: 1 GEN ED: SBS  
IDENTICAL WITH: [HIST190 OR IBST271 OR THEA310] PREREQ: NONE  
FALL 2012 INSTRUCTOR: CASTRO-IBASETA, JAVIER SECT: 01

**COL225 20th-Century Franco-Caribbean Literature and the Search for Identity**  
IDENTICAL WITH: FREN225

**COL229 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History**  
IDENTICAL WITH: SPAN230

**COL230 Introduction to European Avant-Garde, 1880–1940**  
IDENTICAL WITH: ARHA241

**COL231 Orientalism: Spain and Africa**  
IDENTICAL WITH: SPAN250

**COL232 Death and the Limits of Representation**

The disciplines of history, philosophy, and literature all hinge on the issue of representation. The ability to communicate ideas, visions, or arguments all depend on the ability to represent these abstract notions in a concrete and recognizable form. In this course we will problematize the basis of all three disciplines by exploring death as the limit of representation—as that which is ultimately unknowable (or knowable only secondhand) and thus beyond representation. Indeed, what is the concept of the ghost but an attempt to represent someone who is dead in the recognizable form of the body that once lived. Yet, the ghost appears and disappears, is not bound by the laws of time or space, and is largely present in its absence. By exploring texts by such authors as Plato, Shakespeare, Poe, and Levinas and by studying historical events such as the Black Death and the Shoah, we will attempt to understand the project of representation and its limits.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: HIST297 PREREQ: NONE

**COL234 Dante and Medieval Culture I**

The purpose of this two-semester course is to offer students as complete an immersion in the world of Dante’s *Divine Comedy* as is possible without being able actually to read the poem in its original language. In addition to a careful and thorough line-by-line reading and discussion of the *Comedy* itself, the course will include attention to the art, architecture, and music of Dante’s time, as well as to its history. Philosophical and theological materials relevant to the understanding of Dante’s poetry will also be studied. The two semesters together should provide not only a thorough study of the *Comedy*, but also a detailed introduction to High Medieval culture.

GRADING: OPT CREDIT: 1 GEN ED: HA  
IDENTICAL WITH: [FIST241 OR ITAL226 OR MDST245] PREREQ: NONE

**COL235 Knights, Fools, and Lovers: An Introduction to Medieval and Renaissance French Culture**  
IDENTICAL WITH: FREN230

**COL236 Dante and Medieval Culture II**

The purpose of this two-semester course is to offer students as complete an immersion in the world of Dante’s *Divine Comedy* as is possible without being able actually to read the poem in its original language. In addition to a careful and thorough line-by-line reading and discussion of the *Comedy* itself, the course will include attention to the art, architecture, and music of Dante’s time, as well as to its history. Philosophical and theological materials relevant

to the understanding of Dante's poetry will also be studied. The two semesters together should provide not only a thorough study of the *Comedy*, but also a detailed introduction to High Medieval culture.

GRADING: OPT CREDIT: 1 GEN ED: HA  
IDENTICAL WITH: [FIST242 OR ITAL230 OR MDST255] PREREQ: NONE

**COL237 The World of Federico Garcia Lorca: Tradition and Modernity in the Spanish Avant-Garde**

IDENTICAL WITH: SPAN254

**COL238 Animal Theories/Human Fictions**

The question of "the animal" has become a recent focus of theory, although depictions of nonhuman animals can be traced to the very origins of representation. This course will move between literature, philosophy, art, and theory in an effort to trace the changing conceptions of human-animal difference and human-animal relations from 18th-century fictions of savage men and wild children to current theories of the posthuman. We will consider the ways that the representation of "the animal" intersects with theories of gender and race as it also contests the grounds of representation itself. Authors may include: Rousseau, Poe, Sewell, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Harway.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: FGSS239 PREREQ: NONE  
FALL 2012 INSTRUCTOR: WEIL, KARI SECT: 01

**COL239 Paris, 19th Century**

In the course of the 19th century, under the influence of urban growth, political upheaval, and economic speculation, the city of Paris offered an increasingly seductive but also unpredictable spectacle to artists and intellectuals who attempted to represent the city and envision their role within it. This course will consider both the lure and the effects of this spectacle, paying particular attention to the ways in which the "rebuilding" of Paris under Haussmann and Napoleon III led to reconceptualizations of public and private space in the city and to new spatial and social distinctions by gender and class. We will ask how these visual attractions and social-spatial configurations were ultimately seen to affect the more intimate and psychological spaces for understanding the self and its relation to the other. Authors may include Balzac, Flaubert, Baudelaire, Zola, Maupassant, Huysmans, and Rachilde.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: FRST239 PREREQ: NONE

**COL240 Modernism and Modernity in 19th-Century French Painting**

IDENTICAL WITH: ARHA240

**COL241 Sophomore Colloquium**

With thematically organized literary, philosophical, and historical texts of the 20th century, this colloquium is the first of the series of five that constitutes the core of the program.

GRADING: CR/U CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: LESERVOT, TYPHAINE SECT: 01  
INSTRUCTOR: TÖLÖLYAN, KHACHIG SECT: 01

**COL242 Cinema, Politics, and Society in Contemporary Spain**

IDENTICAL WITH: SPAN252

**COL243 Junior Colloquium**

This course studies the ancient world of the Greeks and Romans and of the Bible.

GRADING: CR/U CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: NUSSDORFER, LAURIE SECT: 01  
INSTRUCTOR: TÖLÖLYAN, KHACHIG SECT: 01

**COL244 Junior Colloquium**

This course is based on thematically organized literary, philosophical, and historical texts of late antiquity, the Middle Ages, and early Renaissance.

GRADING: CR/U CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: CASTRO-IBASETA, JAVIER SECT: 01  
INSTRUCTOR: GUENOVA, LUDMILA LUDMILOVA SECT: 01

**COL245 Senior Colloquium**

This session studies thematically organized literary, philosophical, and historical texts of the 16th, 17th, and 18th centuries.

GRADING: CR/U CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: KLEINBERG, ETHAN SECT: 01

**COL246 Senior Colloquium**

Thematically organized literary, philosophical, and historical texts of the 19th century.

GRADING: CR/U CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: WEIL, KARI SECT: 01

**COL248 Urban Fantasies: The City, Sexuality, and National Identity in the Modern Spanish Novel**

IDENTICAL WITH: SPAN251

**COL249 Narrative and Ideology**

When ballads were very popular songs that told stories, Andrew Fletcher (1655–1716) underlined the importance of narrative: "If a man were permitted to make all the ballads, he need not care who should make the laws of a nation." Nowadays, stories take various forms, among them cinematic, and they circulate and are consumed in vast quantities. People make stories, and the consumption of those stories, in turn, "makes" people, helping to construct individual subjectivity and collective discourse. How do narratives function as the vehicles for overt and unacknowledged ideologies? How do stories

change as they become such vehicles, and how do ideologies change when they are embedded in stories? This course pursues these questions through the reading of theory and the analysis of film. It combines short lectures (mainly in the first few weeks) with much discussion, with the aim of introducing students to recent and current concepts concerning the nature of, and the relationship between, narrative and ideology. Post-1980 American films we will watch together will serve as primary texts. Analysis of the films' narrative structures is an indispensable part of the course.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ENGL247 PREREQ: NONE

**COL250 History of Spain: From the Middle Ages to the Present**

IDENTICAL WITH: HIST255

**COL251 Kafka: Literature, Law, and Power**

IDENTICAL WITH: GRST251

**COL252 19th-Century European Philosophy**

IDENTICAL WITH: PHIL252

**COL253 Cultural Criticism and Aesthetic Theory: Walter Benjamin and Theodor Adorno**

IDENTICAL WITH: GRST250

**COL255 Tragedy**

This course explores this ancient genre, from Aeschylus to Frayne, with much attention to Shakespeare. Accompanying readings include Aristotle, Nietzsche, and Freud, among others.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

**COL256 Paris and Its Representations: Realities and Fantasies**

IDENTICAL WITH: FREN231

**COL257 Histories of Race: Rethinking the Human in an Era of Enlightenment**

IDENTICAL WITH: FRST275

**COL258 20th-Century Intellectual History**

IDENTICAL WITH: HIST259

**COL260 Between Word and World: Major Spanish Poets of the 20th Century**

IDENTICAL WITH: SPAN260

**COL262 Tolstoy**

IDENTICAL WITH: RUSS252

**COL263 Families on Stage: Individual, Society, and the Nation in Spanish Theater from 1600 to the Present**

IDENTICAL WITH: SPAN253

**COL264 Frankfurt School Critical Theory**

IDENTICAL WITH: GRST254

**COL265 Nabokov and Cultural Synthesis**

IDENTICAL WITH: RUSS263

**COL266 Aesthetics**

How do artworks represent reality? And how do they express emotions? What is beauty and by what criteria can we distinguish the beautiful? Should our aesthetic experience be informed by our moral values, or should art preserve its autonomy from the ethical? Is there any bond between our perception of natural beauty and our experience of works of art? This course addresses major questions in aesthetics through a careful interrogation of both historical and contemporary philosophical texts. We will also make use of specific artworks as illustrative cases for our philosophical inquiry.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: PHIL267 PREREQ: NONE

**COL267 Love and Emotion in Ancient Greek Philosophy**

The quarrel between reason and emotion is a longstanding one in philosophy. According to Blaise Pascal, the 17th-century mathematician and philosopher, "The heart has its reasons, of which reason knows nothing." Almost a century later, the Scottish moral philosopher David Hume would claim that reason is the slave of the passions. Both views assume an instrumental conception of reason as a mere calculating faculty. But such an approach to rationality may be questioned. This course will examine various accounts of love and emotion in the writings of Plato, Aristotle, and the Hellenistic philosophers, where we find some of the first attempts in the history of philosophy to distinguish between rational and subrational aspects of human agency. We will explore in particular the extent to which reason itself has an affective aspect for these thinkers, with its own set of concerns and values, suggesting a richer analysis of human rationality than we find in approaches to this topic in modern philosophy. Readings will focus on primary texts for the most part, along with relevant secondary literature.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [PHIL253 OR CCIV267] PREREQ: NONE

**COL268 Understanding Modernity: Marx, Nietzsche, and Freud**

IDENTICAL WITH: GRST268

**COL269 French Feminisms: Texts, Pretexts, and Contexts**

This course will focus on those texts of postwar French feminism that had enormous impact on feminist theory in the United States. While trying to account for the particular reception of Cixous, Irigaray, Kristeva, and Wittig in the United States, we will also have recourse to the literary, philosophical, and psychoanalytic traditions within which and against which these writers tried to imagine feminine desire, difference, and writing.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: [FGSS279 OR FRST254] PREREQ: NONE

**COL271 Performing Ethnicity in Spain: Flamenco, Gypsies, and the Construction of a National Culture**

IDENTICAL WITH: SPAN257

**COL272 Exoticism: Imaginary Geographies in 18th- and 19th-Century French Literature**

IDENTICAL WITH: FREN272

**COL277 Between Local and Global: Contemporary Iberian Cultures and Identities**

IDENTICAL WITH: SPAN262

**COL280 German Aesthetic Theory**

IDENTICAL WITH: GRST287

**COL282 Styles of Philosophical Discourse**

IDENTICAL WITH: PHIL337

**COL284 Joyce's *Ulysses***

A study of Joyce's epic comic novel in the light of his earlier work.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

**COL286 French Cinema: An Introduction**

IDENTICAL WITH: FREN280

**COL287 21st-Century Russian Literature**

IDENTICAL WITH: RUSS257

**COL288 Russia's Storyteller Playwrights**

IDENTICAL WITH: RUSS258

**COL289 Feminism After 1968: France, the United States, and In Between**

IDENTICAL WITH: HIST288

**COL290 Poems**

In close reading of selected poems by British and American writers, we will attend to mimesis and meanings; to relations of form, style, and content; and to aesthetics, historical moment, and current appeal. Ballads, sonnets, songs, lyrics, odes, and dramatic monologues by poets from Chaucer's time to ours, including Shakespeare, Marvell, Donne, Anne Bradstreet, Milton, Wordsworth, Keats, Tennyson, Browning, Dickinson, Eliot, Yeats, Williams, Frost, Plath, Bishop, and Clifton.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

**COL291 The Treason of the Intellectuals: Power, Ethics, and Cultural Production**

IDENTICAL WITH: HIST382

**COL292 Reason and Its Limits**

IDENTICAL WITH: PHIL292

**COL293 Inventing the Criminal: Literature and Criminality**

IDENTICAL WITH: GRST276

**COL294 Diasporas, Transnationalism, and Globalization**

Until the late 1960s, there were three classical diasporas: Jewish, Armenian, and Greek. The first was considered the paradigmatic case. In the past three decades, many dispersed peoples and communities, once known as minorities, ethnicities, migrants, exiles, etc., have been renamed diasporas by some of their own artists, intellectual and political leaders, or by scholars. This phenomenon must be understood in the context of ever-increasing transnationalism and globalization. This course will introduce students to the past and present of the concepts diaspora, transnationalism, and, to a lesser extent, globalization.

GRADING: OPT CREDIT: 1 GEN ED: HA  
IDENTICAL WITH: [AMST294 OR SOC294 OR ENGL294] PREREQ: NONE  
SPRING 2013 INSTRUCTOR: TÖLÖLYAN, KHACHIG SECT: 01**COL295 The Athenian Enlightenment: The Birth of Philosophy in 5th-Century Athens**

This course will investigate the origins of philosophy as an intellectual discipline in 5th-century Athens, one of the richest periods of cultural and political innovation in human history. Of special interest to thinkers during this period was the proper use of speech and language (Greek: *logos*). Our aim will be to understand philosophy as a mode of discourse responding to other new modes of discourse in this creative period. Readings will focus on the dialogues of Plato, studying these texts alongside path-breaking works of contemporary history and drama by Herodotus, Thucydides, Aeschylus, Sophocles, Euripides, and Aristophanes.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [PHIL251 OR CCIV295] PREREQ: NONE

**COL297 Reading Nietzsche**

IDENTICAL WITH: GRST261

**COL298 Marginality in Francophone Cinema**

This course offers insights into the ways Francophone cinema from Europe, the Maghreb, and sub-Saharan Africa represents/constructs the racial, cultural, sexual, or social other in the postwar era of decolonization. We will study films formally and contextually to understand what Francophone representations of marginality add to the debates surrounding marginality, ethnicity, identity, and difference in contemporary Europe and postcolonial Africa. Theoretical and critical readings on both cinema and Francophone societies and cultures will help students analyze cinematic texts in depth, as well as compare cinematic aesthetics between Western cinema and so-called Third World cinema.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: FREN283 PREREQ: FREN215

**COL301 Special Delivery: The French Epistolary Novel**

IDENTICAL WITH: FREN273

**COL305 Nomadic Islanders: Contemporary Caribbean Diasporas and Identities**

Diasporas from Europe, Asia, and Africa have long been a part of Caribbean identities. Since the 1960s however, many Caribbean citizens have left the Caribbean and moved to North American and European cities (Miami, New York, Montreal, Paris), creating a new diaspora and reshaping Caribbean identities. This course will focus on the representations of contemporary Caribbean migrants to North America and Europe in Franco-Caribbean literature. How does this literature represent these new Caribbean migrants? Does it redefine Caribbean identity? Does it offer alternatives to the '80s and '90s notions of Antilleanite and Creoleness? Class discussions and papers in French.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [LAST256 OR FREN304] PREREQ: NONE  
SPRING 2013 INSTRUCTOR: LESERVOT, TYPHAINE SECT: 01**COL306 The Beautiful and the Sublime**

What do we mean when we appraise something as beautiful? Do we mean that it is harmonious and pleasing? But what of objects that challenge our expectations of order and harmony, that instead offer an experience of the sublime? In this intermediate-level seminar, we will read some of the classic texts of 18th-century aesthetic theory in which philosophers developed a fundamental distinction between these two basic categories of aesthetic experience, the beautiful and the sublime. We will then follow the elaboration, transformation, and the rejection of these categories through the 19th century and into the 20th century, when modernist and postmodernist aesthetics began to experiment with experiences of the ugly and the shocking that challenge traditional assumptions about the very purposes of art.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: PHIL269 PREREQ: NONE  
FALL 2012 INSTRUCTOR: GUENOVA, LUDMILA LUDMILOVA SECT: 01**COL307 Negotiating French Identity: Migration and Identity in Contemporary France**

With the largest minority in France being of Maghrebi origin, Islam has become the second largest religion in France today. What are the repercussions of this phenomenon for French identity? How did French society understand its identity and regard foreigners in the past? What do members of the growing Franco-Maghrebi community add to the on-going dialogue surrounding France's Republican and secular identity? This course will analyze the recent attempts at redefining French identity through a study of literary texts, films, and media coverage of important societal debates (the Scarf Affair, French immigration laws, the Algerian war). Readings, discussions, and papers in French.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: FREN305 PREREQ: NONE

**COL311 Spinoza's *Ethics***

IDENTICAL WITH: PHIL311

**COL313 Sex, Violence, and (Poetic) Justice: Spanish and New World Classical Theater**

IDENTICAL WITH: SPAN231

**COL314 The View from Abroad on the Early Modern Stage**

IDENTICAL WITH: FIST302

**COL315 Tracing Transcendence: Emmanuel Levinas's Talmudic Lectures**

IDENTICAL WITH: HIST315

**COL319 The Stories of Medieval French Lyric Poetry**

IDENTICAL WITH: FREN329

**COL320 Paris–New York: French Writers of the Beat Generation**

IDENTICAL WITH: FREN320

**COL322 The Culture of Convivencia: Muslims, Jews, and Christians in Medieval Iberia**

IDENTICAL WITH: ARHA310

**COL323 Gender and History (FGSS Gateway)**

IDENTICAL WITH: FGSS269

**COL324 Freud and Psychoanalysis**

This course offers a close, critical study of Freud's psychoanalytic writings through the major phases of his career. We will attend to individual texts, ongoing issues, the cogency of Freud's theoretical formulations, the reasons for his revisions, and the range of his relevance. We will consider developments in the theory and practice of psychoanalysis since Freud.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

**COL325 The French Enlightenment's Africa, 1650–1800**

IDENTICAL WITH: FREN325

**COL326 19th-Century Fictions of Desire**

IDENTICAL WITH: FREN326

**COL327 Cervantes**

IDENTICAL WITH: SPAN236

**COL330 Plato's Moral Psychology**

IDENTICAL WITH: PHIL305

**COL331 The Franco-Arab World: Religions and Conflicts in Francophone Literatures and Films from the Arab World**

IDENTICAL WITH: FREN311

**COL332 European Intellectual History Since the Renaissance**

IDENTICAL WITH: HIST216

**COL333 Beauty, Science, and Morality**

IDENTICAL WITH: PHIL333

**COL334 The History of Spanish Cinema**

IDENTICAL WITH: FIST301

**COL339 Reading Theories**

IDENTICAL WITH: ENGL295

**COL349 Wagner and Modernism**

IDENTICAL WITH: ARHA339

**COL351 Topics in the Philosophy of History**

IDENTICAL WITH: HIST351

**COL355 Translation: Theory and Practice**

IDENTICAL WITH: WRCT255

**COL359 Philosophical Classics I: Ancient Western Philosophy**

IDENTICAL WITH: PHIL201

**COL360 Philosophical Classics II: Early Modern Philosophy from Descartes Through Kant**

IDENTICAL WITH: PHIL202

**COL382 Viennese Modernism**

IDENTICAL WITH: GRST381

**COL384 Lust and Disgust in Austrian Literature Since 1945**

IDENTICAL WITH: GRST384

**COL386 German Romanticism in Art and Literature**

IDENTICAL WITH: GRST386

**COL390 Weimar Modernism and the City of Berlin**

IDENTICAL WITH: GRST390

**COL391 The Spanish Empire in the Early Global Age: 15th–17th Centuries**

“The world is not enough”—with these words Philip II, king of Spain, expressed his idea of the first truly global empire: his own. Spain’s imperial ambition had no limits: Philip II’s monarchy was to encompass the planet and beyond, spearheading the conquest of Heaven itself. In fulfillment of what he saw as God’s will, the Spanish monarch’s messianic imperial vision sought to bring Christianity to the most distant confines of the earth, effectively extending his rule over lands scattered in four continents, from Spain to China.

The Spanish Empire appears to us medieval in its ideas about religion, law, and government and, at the same time, as a forerunner of modernity, giving rise to phenomena such as scientific exploration, cultural globalization, world capitalism, biologic and cultural crossbreeding, all in an unprecedented scale. This course will consider the Spanish imperial experience as a global history. Through art, literature, political writings, and memoirs, we will learn about its political practices, the everyday life of its subjects and rulers, and the ways in which they made sense of the world.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [HIST391 OR IBST272] PREREQ: NONE

**COL392 Libertines and Libertinage**

IDENTICAL WITH: FREN390

**COL396 Literature and Crisis**

IDENTICAL WITH: FREN379

**COL401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**COL409/410 Senior Thesis Tutorial**

GRADING: OPT

**COL411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**COL465/466 Education in the Field, Undergraduate**

GRADING: OPT

**COL467/468 Independent Study, Undergraduate**

GRADING: OPT



# College of Social Studies

**PROFESSORS:** Richard P. Adelstein, *Economics*; Stephen Angle, *Philosophy*; John Bonin, *Economics*; Marc Eisner, *Government*; Richard Elphick, *History*, *Co-Chair*; Brian Fay, *Philosophy*; Giulio Gallarotti, *Government*; Joyce Jacobsen, *Economics*; James McGuire, *Government*; J. Donald Moon, *Government*, *Co-Chair*; Peter Rutland, *Government*; Ronald Schatz, *History*; Nancy Schwartz, *Government*; Gil Skillman, *Economics*

**ASSOCIATE PROFESSORS:** Erik Grimmer-Solem, *History*; Elvin Lim, *Government*; Cecilia Miller, *History*; Wendy Rayack, *Government*; Sarah E. Wiliarty, *Government*

**ASSISTANT PROFESSORS:** Sonali Chakravati, *Government*; Anne Peters, *Government*; Victoria Smolkin-Rothrock, *History*

**DEPARTMENTAL ADVISING EXPERTS 2012-2013:** Richard Elphick; J. Donald Moon

The College of Social Studies (CSS) offers a distinctive blend of teaching methods, subject matter, and educational structure. Its collegial organization combines tutorials and interdisciplinary courses in social theory within the college with individually selected courses from other departments and programs in the University to achieve an integrated education in the social sciences. Founded in 1959, CSS has provided an unusual educational opportunity for many Wesleyan students, whose careers upon graduation have ranged from medicine to law, forestry to college teaching, international business to acting.

**Admission to CSS.** Interested students apply for admission to CSS during the spring of their first year. Each applicant is interviewed by a panel of CSS tutors and students. All CSS majors must complete **ECON101** and one other economics course or **ECON110**. The CSS economics requirement is fulfilled by completing either **ECON101** and one 200-level economics course with a C+ or better for the two classes averaged together, or **ECON110** with a grade of C+ or better. AP exams in both microeconomics and macroeconomics with scores of 4 or 5 will also meet the requirement, as will an IB exam in economics with a score of 5 or higher. Completion of the University's general expectations at both Stages I and II is also required of CSS majors, although majors have until the end of the junior year to complete Stage I expectations.

**Sophomore year.** At the heart of the program in the sophomore year are the weekly tutorial and tutorial essay that are designed to develop conceptual and analytic skills as well as precision in writing and argument. The academic year is composed of three trimesters of eight weeks each, and each student takes a trimester tutorial in history, government, and economics. Due to their intensive nature, tutorials account for more than half of the student's academic work during the year. A semester-length colloquium in social theory in the fall and selected courses within and outside the social sciences complete the sophomore program. Comprehensive examinations, administered by external examiners at the end of the sophomore year, produce the only official grade for sophomores.

**Junior year.** The second semester of the junior year involves a philosophy colloquium on the modes of inquiry in the social sciences and a sequence of two seven-week tutorials building on the sophomore tutorials, each carrying one course credit. Students will also take several of their elective courses in the three CSS disciplines to enhance research skills and the ability to accomplish major writing projects in the social sciences. Juniors also have the option of studying abroad in their first semester.

**Senior year.** In addition to a CSS seminar in the first semester, the senior year involves a substantial piece of written work. This is often, but not invariably, an honors thesis. In all cases it is a large-scale, sustained, and serious investigation of an intellectual problem.

The Common Room, seminar rooms, and the CSS library reinforce the collegial atmosphere of CSS. Social events (Monday luncheons, the Friday posttutorial social hours) and special programs such as semester banquets and occasional lectures are regular features of college life, as are informal talks and discussions. Students from other departments and programs may be admitted to the CSS junior colloquium and the senior seminar on a limited basis.

## CSS220 Sophomore Economics Tutorial: Topics in the History of Economic Thought

This tutorial uses a topical approach to explore the history of economic thought. Over the eight-week period, we compare several competing analytic systems including the following: scholastic economics, mercantilism, physiocracy, classical economics, Marxism, neoclassical analysis, Keynesianism, monetarism, and the Austrian school. These approaches to economic analysis both reflect and illuminate the economic and social problems that constitute the Western experience of the past three centuries. Major readings draw from Mun, Smith, Hume, Ricardo, Malthus, Bentham, J. S. Mill, Marx, Jevons, Veblen, Keynes, Schumpeter, Hayek, Friedman, Tobin, and Sen. Throughout the course, we use contemporary articles to illustrate modern-day versions of the historical debates. The course material is designed to provide a fuller context for what you learn in politics, history, and social theory while also deepening your intuitive understanding of contemporary economic theory.

GRADING: CR/U CREDIT: 1.50 GEN ED: SBS PREREQ: NONE  
FALL 2012/SPRING 2013 INSTRUCTOR: RAYACK, WENDY SECT: 01

## CSS230 Sophomore Government Tutorial: State and Society in the Modern Age

The sophomore tutorial in government introduces students to the study of the developing relationship between the government and the governed, and the institutions and evolving forms of justification that accompanied these reconfigurations from Plato's *Republic* to the American republic. Along the way, students will be introduced to the method of inquiry of the ancients and the moderns who, respectively, as political philosophers and political scientists, balanced contrasting first principles and competing interests to proffer their period-specific answers to the perennial question, "who governs?"

GRADING: CR/U CREDIT: 1.50 GEN ED: SBS PREREQ: NONE  
FALL 2012/SPRING 2013 INSTRUCTOR: LIM, ELVIN SECT: 01

## CSS240 Sophomore History Tutorial: The Emergence of Modern Europe

This intensive survey of European history from the French Revolution to the present will consider European history in terms of many types of history, often from conflicting perspectives, including, for example, political history, economic history, social history, women's history, intellectual history, and psycho history. Throughout the history tutorial, emphasis will be placed on developing students' skills in reading, writing, and debating. The history tutorial

is designed to ground the students in modern European history and also to develop students' ability to master related materials in the future.

GRADING: CR/U CREDIT: 1.50 GEN ED: SBS PREREQ: NONE  
FALL 2012/SPRING 2013 INSTRUCTOR: ELPHICK, RICHARD H. SECT: 01

## CSS271 Sophomore Colloquium: Modern Social Theory

This colloquium examines a number of competing conceptual frameworks in the social sciences derived from major political philosophers and social theorists, such as Hobbes, Locke, Rousseau, Marx, Durkheim, Weber, and Freud.

GRADING: CR/U CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: MOON, J. DONALD SECT: 01

## CSS320 Junior Economics Tutorial: Economies in Transition

The transition of the formerly centrally planned and bureaucratically managed economies of the now-defunct Soviet bloc to market economies based on private property and individual initiative is an event unparalleled in history. The tutorial begins by examining carefully the early period of transition, focusing on the legacies and initial conditions, and traces the progress of European transition countries over more than two decades. The topics covered are the nature of transition, macroeconomic stabilization, sustainable growth, privatization and enterprise restructuring, and financial sector reform. Comparisons across two or more countries are made to draw policy implications. The tutorial concludes with an in-depth analysis of China that illustrates a more gradual transition to a market-oriented economy.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: BONIN, JOHN P. SECT: 01

## CSS330 The Politics of International Economic Relations

This sequence in the junior tutorial covers some of the major issues in international political economy today: trade, monetary relations, the environment, underdevelopment, and globalization. International economic relations will be studied in light of domestic and international political and economic forces. Political economy constructs will be subject to critical analysis primarily through competing theoretical perspectives and historical background. The principal theoretical visions that will inform the analysis will be liberalism, mercantilism, and Marxism. Another principal goal of this tutorial will be for students to begin research on their senior thesis/project in the form of a 20-page research paper. Individual meetings will be scheduled between the tutor and students to marshal the project along.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: GALLAROTTI, GIULIO SECT: 01

**CSS340 Junior History Tutorial: Religion, Secularism, and Modernity**

In recent decades, religion has regained prominence both as a force in world politics and as a much-debated category of analysis in the social sciences. This new development would have profoundly surprised generations of thinkers—from Marx to the proponents of the secularization thesis—who prophesied that religion would “die out” as a force of public, and perhaps even private, life. The return of religion has brought into question many of the foundational assumptions of modernity—namely, that modernization and secularization are twin processes that rationalize and disenchant the world and create the modern (secular) subject.

This junior history tutorial will examine understandings about religion, secularism, and the relationship of both to the concept of modernity. The course will examine the assumptions that guided the secularization narrative and analyze how the relationship between the religious and the secular has shaped the emergence of modernity in Europe and beyond. The tutorial will then investigate recent revisions of the secularization narrative, as well as reconsiderations of religion and secularism in recent debates about the desecularization of the world; religion and secularism in public life; secularism and Islam; and the concepts of multiple secularisms and postsecular society. Finally, the tutorial will address methodology with the goal of preparing students to write long research papers.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: SMOLKIN-ROTHROCK, VICTORIA SECT: 01

**CSS371 Junior Colloquium: Contemporary Social and Political Theory**

This colloquium examines a number of major 20th-century social and political theorists. Thinkers might include Hannah Arendt, Jurgen Habermas, John Rawls, Franz Fanon, Ludwig Von Mises, Frank Knight, Milton Friedman, and Michel Foucault. The colloquium will be framed around some central concepts of social and political analysis within their historical context. Topic areas might include human rights, the public and private sphere, human action and social structure, freedom, and the nature of politics. In addition, the colloquium will explore the various ways the social sciences have employed key concepts and have interpreted the self-understanding of social actors.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: FAY, BRIAN C. SECT: 01

**CSS391 Senior Colloquium: Capitalism and Democracy**

This colloquium addresses issues arising from the interplay of political and economic phenomena in social relations and introduces students to contemporary approaches to issues of political economy. Specific topics of enquiry may include game theoretic analysis of collective decision making; the logic of institutional design in democracies; historical development of economic and political institutions; the political implications of social and economic inequality; preconditions for and correlates of successful democratization; the role of the state in economic development; the dynamics of corruption.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
 FALL 2012 INSTRUCTOR: SKILLMAN, GILBERT L. SECT: 01

**CSS401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**CSS409/410 Senior Thesis Tutorial**

GRADING: OPT

**CSS411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**CSS465/466 Education in the Field, Undergraduate**

GRADING: OPT

**CSS467/468 Independent Study, Undergraduate**

GRADING: OPT

## Dance

<b>ASSOCIATE PROFESSORS:</b>	Pedro Alejandro; Katja Kolcio, <i>Chair</i> ; Nicole Stanton
<b>ASSISTANT PROFESSOR:</b>	Hari Krishnan
<b>ADJUNCT PROFESSOR:</b>	Susan Lourie
<b>ARTISTS-IN-RESIDENCE:</b>	Patricia Beaman, <i>Ballet</i> ; Urip Sri Maeny, <i>Javanese</i> ; Iddrisu Saaka, <i>West African</i>
<b>DEPARTMENTAL ADVISING EXPERTS 2012–2013:</b>	Pedro Alejandro; Katja Kolcio; Hari Krishnan; Susan Lourie; Nicole Stanton

**Major description.** The Department of Dance at Wesleyan is a contemporary program with a global perspective. The curriculum, faculty research, and pedagogy all center on the relationships between theory and practice, embodied learning, and the potential dance making has to be a catalyst for social change. Within that rigorous context, students encounter a diversity of approaches to making, practicing, and analyzing dance in an intimate learning atmosphere. The program embraces classical forms from ballet, Bharata Natyam, Javanese, and Ghanaian, to experimental practices that fuse tradition and experimentation into new, contemporary forms.

The emphasis of the major is on creating original scholarship, be it choreographic or written, that views dance within a specific cultural context, interrogates cultural assumptions, and is informed by a critical and reflective perspective.

Preregistration is possible for many dance courses. All students interested in registering for dance classes should access WesMaps concerning procedures for acceptance into specific courses. Students majoring in dance or indicating strong curricular commitment to dance will be given enrollment preference in all permission-of-instructor courses.

**Course work for the major** includes composition, dance techniques, dance histories, research methods, pedagogy, ethnography, improvisation, anatomy, repertory, and dance and technology. All majors complete a capstone experience—either a one-semester senior project or a two-semester senior thesis.

### Required courses

<b>DANC249/250</b> Dance Composition (Gateway course series for the major, taken fall and spring semesters of sophomore year)	<b>2 CREDITS</b>
<b>DANC371</b> Choreography Workshop	<b>1 CREDIT</b> (Taken fall or spring of junior year)
<b>DANC105</b> Dance Production Techniques	<b>.5 CREDIT</b>
Dance Techniques	<b>3 CREDITS</b>
Six classes total @ .5 credits each (Students must achieve Level II in at least 2 traditions, one of which must be Modern Dance.)	
<ul style="list-style-type: none"> <li>• <b>DANC211</b> Modern Dance I, <b>DANC215</b> Modern Dance II, <b>DANC309</b> Modern Dance III</li> <li>• <b>DANC202</b> Ballet I, <b>DANC302</b> Ballet II</li> <li>• <b>DANC208</b> Jazz Dance I, <b>DANC213</b> Jazz II: Hip-Hop</li> <li>• <b>DANC260</b> West African Dance I, <b>DANC360</b> West African Dance II, <b>DANC365</b> West African Dance III</li> <li>• <b>DANC251</b> Javanese Dance I</li> <li>• <b>DANC261</b> Bharata Natyam I: Introduction of South Indian Classical Dance, <b>DANC362</b> Bharata Natyam II: Embracing the Traditional and the Modern, <b>DANC382</b> Bharata Natyam III</li> </ul>	
<b>DANC435/445</b> Advanced Dance Practice A/B	<b>.5 CREDIT</b>
Two classes	<b>.25 CREDITS EACH</b>
One methodology course above the 200 level	<b>1 CREDIT</b>
<ul style="list-style-type: none"> <li>• <b>DANC375</b> Dance History: From Ritual to Romanticism</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DANC377</b> Perspectives in Dance as Culture: Dance as Research/Research as Choreography</li> </ul>
Two electives	<b>2 CREDITS</b>
<i>Elective options</i>	
<ul style="list-style-type: none"> <li>• <b>DANC301</b> Anatomy and Kinesiology</li> <li>• <b>DANC341</b> Dance Teaching Workshop: Theory into Practice</li> <li>• <b>DANC375</b> Dance History: From Ritual to Romanticism</li> <li>• <b>DANC377</b> Perspectives in Dance as Culture: Dance as Research/Research as Choreography</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DANC378</b> Repertory and Performance</li> <li>• <b>DANC354</b> Improvisational Forms</li> <li>• <b>DANC380</b> Dance and Technology</li> <li>• <b>DANC103</b> Dancing Bodies</li> </ul>
Senior project or thesis in dance	<b>1 OR 2 CREDITS</b>
<b>TOTAL CREDITS:</b>	<b>11 OR 12</b>

**Procedures for honors in dance.** Dance majors who wish to be candidates for departmental honors must complete senior research in the form of a thesis. Projects are not eligible for the award of honors. The student's proposed research design will be revised and finalized in consultation with the student's prospective tutor and should reflect the special interests and talents of the individual student. The award of honors or high honors is based on the scope and excellence of the thesis and on the student's creative work.

To receive the award of honors, a thesis must follow these guidelines:

1. The honors thesis typically consists of approximately 20 minutes of group choreography (usually two 10-minute dances) and an 80- to 100-page research paper situating the choreography within an aesthetic and historical context.
2. It must involve enough work to warrant two credits.

Each honors candidate is required to make a commitment to candidacy in advance. The student must file a written statement of his or her intention to stand for departmental honors with both the department and the Honors College. The department will nominate candidates for departmental honors to the Honors College. Nominations will occur only if it appears reasonably certain that the candidate's work will be completed on time and in the desired form. The department, in cooperation with the Honors College, will arrange suitable mid-April deadlines for performances and the submission of theses.

Each honors thesis will have two readers. One of these must be chosen from outside the Dance Department. The department will base its recommendation for departmental honors upon the readers' written evaluations and joint recommendations.

**DANC103 Dancing Bodies**

This course introduces students to basic dance literacy by viewing dances on film and video, making movement studies, and practicing writing in different modes about bodies in motion. The utopian ideal of “the natural” dancing body will guide our investigation of dance as art and culture, from Isadora Duncan to the postmoderns. We seek answers to such questions as, What do performance codes about the natural body feel and look like? How do dance traditions preserve, transmit, and reconfigure eco-utopian desires? No dance experience is necessary. The desire and confidence to create and move collaboratively with others is expected.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: ALEJANDRO, PEDRO SECT: 01

**DANC105 Dance Production Techniques**

Areas to be covered in this course include lighting design and execution, stage management, costume and scene design, and set construction. Practical experience in the department’s production season is an important part of the course.

GRADING: CR/U CREDIT: .5 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: LOURIE, SUSAN F. SECT: 01

**DANC108 Body Languages: Choreographing Biology**

IDENTICAL WITH: MB&B108

**DANC111 Introduction to Dance**

This is an introduction to dance as an educational, technical, and creative discipline for students with no previous formal dance training. Classes will introduce the basic components of dance technique—stretching, strengthening, aligning the body, and developing coordination in the execution of rhythmic movement patterns. Through improvisation, composition, and performing, students will develop a solid framework applicable to all forms of dance.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: BOBBITT, STACEY SECT: 01  
INSTRUCTOR: LOURIE, SUSAN F. SECT: 02  
SPRING 2013 INSTRUCTOR: LOURIE, SUSAN F. SECT: 01  
INSTRUCTOR: KOLCIO, KATJA P. SECT: 02

**DANC202 Ballet I**

This is a basic elementary-level ballet class. Ballet terminology and stylistic concepts will be introduced with a strong emphasis on correct alignment. Selected readings required.

GRADING: A-F CREDIT: .5 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: BEAMAN, PATRICIA L. SECT: 01

**DANC211 Modern Dance I**

This elementary modern dance class is above the introductory level with an emphasis on anatomically sound and efficient movement. Studio work, readings, and homework assignments focus on experiential anatomy and the development of strength, endurance, joint mobility, and technical skills necessary for working in dance technique, improvisation, and choreography.

GRADING: A-F CREDIT: .5 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: ALEJANDRO, PEDRO SECT: 01  
SPRING 2013 INSTRUCTOR: LOURIE, SUSAN F. SECT: 01

**DANC213 Jazz: Hip-Hop**

In the mid-'20s Earl Tucker (“Snake Hips”) was a performer at the Cotton Club during the days of Duke Ellington. His style of dance is definitely related to that of waving that you see young hip-hop dancers still doing today, as hip-hop dance refers to dance styles, mainly street-dance styles, primarily danced to hip-hop music, or that evolved as a part of the hip-hop culture. It can include a wide range of styles such as breaking, popping, locking, krumping, and even house dance. It can also include the many styles simply labeled as hip-hop or old school (hype or freestyle). This dance style, primarily associated with hip-hop as breaking, appeared in New York City during the early 1970s and became a cornerstone of hip-hop as a culture. Funk styles, such as popping and locking, evolved separately in California in the 1960–70s but were also integrated into hip-hop when the culture reached the West Coast of the United States. This course will be a technique-based course in the learning and participation of the various styles that make up hip-hop dance today.

GRADING: A-F CREDIT: .5 GEN ED: HA IDENTICAL WITH: AFAM262 PREREQ: NONE  
FALL 2012 INSTRUCTOR: EVANS JR., CLYDE SECT: 01-02

**DANC215 Modern Dance II**

This intermediate modern dance class will focus on moving with technical precision, projection of energy, dynamic variation, and proper alignment. Emphasis will be placed on learning movement quickly and developing awareness of space, time, and energy.

GRADING: A-F CREDIT: .5 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: KOLCIO, KATJA P. SECT: 01  
SPRING 2013 INSTRUCTOR: STANTON, NICOLE LYNN SECT: 01

**DANC244 Delicious Movement for Reflecting on Nakedness**

The course, which combines movement study and an examination of the ways in which art can shape individual and collective consciousness, makes active use of the fact that the instructor is a working movement artist (as Eiko & Koma) who grew up in postwar Japan. We will read literature and see artwork and films that connect to the idea of nakedness, a core theme of Eiko & Koma’s work. This includes postwar Japanese literature, human experiences of

the atomic bombing, and a retrospective catalogue of Eiko & Koma’s work. What is it to be naked? What is it to forget and remember? How does being or becoming a mover or dancer affect our emotional rigor, seeing/learning, and creativity? What is it to be an artist and to be a public intellectual? These are some of the many questions we will explore.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST244 PREREQ: NONE

**DANC245 Ways of Knowing: The Use of Creative Research and Artmaking Practices**

This course will engage students in original creative research on the topic of origins. How can we apply the tools of rigorous artistic inquiry, including improvisation, synthesis, modes of expression, and production values, to the investigation of other disciplines? Does the application of these processes affect a deeper comprehension of the subject matter? In the first part of this course, students will assemble and experience creative research methods that support the pursuit, arrangement, and demonstration of knowledge. We will use tools developed at the Liz Lerman Dance Exchange over the past 30 years that engage creative research as a basic means of discovery, learning, and building curiosity and basic comprehension. We will work together using methods that draw on varied artistic disciplines including processes for discovering and generating content, shaping, sequencing, and structuring work; applying contrast, repetition, and variation; working with narrative, representation, and abstraction. Engaging in direct assignments, students will conduct research, produce raw material, and engage in collaboration in crafting interim and final assignments.

In the second part, students will investigate the various means of expressing knowledge and analyze the impact these forms have on the understanding of the maker, as well as on the intended audience, whether through book or blog, digital or live, private or public performance. Students will be expected to produce two different outcomes that demonstrate their research into the topic, which may include, but are not limited to, a text-and-movement solo, environmental installation, written op-ed piece, mini video documentary, graphic novelization, and poster art. These projects will undergo editing and critical analysis based on the critical response process. Finally, we will observe the impact on our understanding of the topic as a result of these multiple formulations.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**DANC249 Dance Composition**

This is a basic course in creating and performing choreography with emphasis on the diversity of techniques and methods available to the choreographer. Assignments will revolve around inventing, organizing, and evaluating movement in a variety of dance styles including modern, jazz, ballet, and others.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: STANTON, NICOLE LYNN SECT: 01  
INSTRUCTOR: KOLCIO, KATJA P. SECT: 01

**DANC250 Dance Composition**

This course in creating and performing choreography emphasizes the diversity of techniques, methods, and aesthetic approaches available to the choreographer. Assignments will revolve around inventing, organizing, and evaluating movement styles and on solving composition tasks that are drawn from various art mediums.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: ALEJANDRO, PEDRO SECT: 01

**DANC251 Javanese Dance I**

Instruction in the classical dance of central Java will begin with the basic movement vocabulary and proceed to the study of dance repertoires. At the end of the semester, an informal recital will be arranged with the accompaniment of live gamelan music. Emphasis is on the female style.

GRADING: A-F CREDIT: .5 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: MAENY, URIP SRI SECT: 01  
SPRING 2013 INSTRUCTOR: MAENY, URIP SRI SECT: 01

**DANC252 Performing “Africa” in Brazil**

IDENTICAL WITH: LAST250

**DANC260 West African Dance I**

West African dance is a gateway to the cultures and ways of life of its people. It is the medium on which the very existence of the people is reinforced and celebrated. In this introductory course students will learn the fundamental principles and aesthetics of West African dance through learning to embody basic movement vocabulary and selected traditional dances from Ghana. The physical embodiment of these cultures will be complemented with videos, lectures, readings, and discussions to give students an in-depth perspective on the people and cultures of Ghana. Students will also learn dances from other West Africa countries periodically.

GRADING: A-F CREDIT: .5 GEN ED: HA PREREQ: NONE  
FALL 2012 / SPRING 2013 INSTRUCTOR: SAAKA, IDRISU SECT: 01-02

**DANC261 Bharata Natyam I: Introduction of South Indian Classical Dance**

This course is designed to introduce students to the fundamental aesthetic, social, and technical principles underscoring the culture of Bharata Natyam dance in its both indigenous and modern contexts. The course introduces students to Bharata Natyam largely through classroom practice (in the form of rhythmic and interpretive exercises), supplemented by brief lectures outlining the sociohistorical and cultural contexts of the form. Class lectures will also include video presentations. Occasionally the class could include a guest lecture given by either a visiting scholar, dancer, or choreographer respected in the field of South Asian dance internationally.

GRADING: A-F CREDIT: .5 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: KRISHNAN, HARI SECT: 01

**DANC301 Anatomy and Kinesiology**

This course will cover structure and function of skeletal and muscular systems, basic mechanics of efficient movement, concepts essential for re-patterning and realigning the body, common dance and sports injuries, and information regarding injury prevention and approaches to treatment.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**DANC302 Ballet II**

This is an intermediate-level course. Strong emphasis on correct alignment and the development of dynamics and stylistic qualities will be prominent while students learn combinations.

GRADING: A-F CREDIT: .5 GEN ED: HA PREREQ: NONE  
 FALL 2012 / SPRING 2013 INSTRUCTOR: BEAMAN, PATRICIA L. SECT: 01

**DANC309 Modern Dance III**

This advanced-level class draws on multiple approaches to dance technique and the moving body. Some of these include modern dance techniques, contemporary/release techniques, contact and other improvisational forms, as well as somatic practices. Modern III focuses on the exploration of complex dance movement sequences, cultivating a specific and personal engagement with movement material, along with heightened attention to the subtleties of phrasing, initiation, and musicality. The course's primary aim is each individual's continued development as a strong, well-rounded, creative, and thoughtful dancer.

GRADING: A-F CREDIT: .5 GEN ED: HA PREREQ: DANC215  
 FALL 2012 INSTRUCTOR: STANTON, NICOLE LYNN SECT: 01  
 SPRING 2013 INSTRUCTOR: KRISHNAN, HARI SECT: 01

**DANC341 Dance Teaching Workshop: Theory into Practice**

A theoretical and practical course in teaching movement to children and adults, this course will center on dance education as a site for social relevance, justice, and action. Utilizing readings, discussion, writing, practice, and reflection, students will investigate theories of education, politics of body, and various methods for teaching through dance and movement. While prior dance training is not required, students should simultaneously register for a movement class. Students with an interest in dance, arts, education, or an interest in creative and bodily engagement in learning will find this course directly applicable.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: KOLCJO, KATJIA P. SECT: 01

**DANC354 Improvisational Forms**

This class explores various approaches to dance improvisation and undertakes a structural approach to materials. Students will co-create and perform improvisational ensemble dances to expand their movement vocabulary, develop compositional awareness, sharpen observational skills and creative problem solving, and cultivate performance presence. Students will also work with composers/musicians, develop and perform sound scores, work with simple technologies to trigger images, and create performances for unusual places and spaces.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: ALEJANDRO, PEDRO SECT: 01

**DANC360 West African Dance II**

This intermediate-level course is intended for students who have had some previous training in West African dance. In this course students will learn more complex and physically challenging dances drawn from several cultures in Ghana. In addition, students will be presented with a rich pallet of general West African movement vocabulary and will continue to engage in the discussion of the cultural context in which the dances occur, through reading, writing, video, and lecture.

GRADING: A-F CREDIT: .5 GEN ED: HA PREREQ: NONE  
 FALL 2012 / SPRING 2013 INSTRUCTOR: SAAKA, IDDIRSU SECT: 01

**DANC362 Bharata Natyam II: Embracing the Traditional and the Modern**

This advanced course is designed to further students' understanding of the technique, history, and changing nature of Bharata Natyam dance and of Indian classical dance in general. The primary aim of the course is to foster an understanding of the role, function, and imaging of Bharata Natyam dance vis-à-vis ideas about tradition and modernity. Although the course assumes no prior knowledge of Bharata Natyam, we will move rapidly through the mate-

rial. We will focus mainly on more complex studio work, extensive readings, and video presentations. In preparation for this course, students should have movement experience in other dance tradition(s). Occasionally the class could include a guest lecture given by either a visiting scholar, dancer, or choreographer respected in the field of South Asian dance internationally.

GRADING: A-F CREDIT: .5 GEN ED: HA PREREQ: NONE

**DANC365 West African Dance III**

Building on the knowledge gained in West African Dance I and II, this course is intended for the very advanced student who has a lot of experience in West African dance. Students will learn rhythmically and physically complex traditional dances from selected ethnic groups in Ghana and will continue to home in on the general movement vocabulary and discourse on West African dance in general. Students will also learn original contemporary West African dance phrases choreographed by the instructor and be guided through a creative process through improvisation to create their own phrases.

GRADING: A-F CREDIT: .5 GEN ED: HA PREREQ: NONE

**DANC371 Choreography Workshop**

This class will focus on the process of making a dance. Skills in organizing and leading rehearsals, creative decision making, and movement observation will be developed within the context of individual students honing their approach and style as choreographers. Practical and theoretical issues raised by the works in progress will frame in-class discussions, and all necessary technical aspects of producing the dances will be addressed.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012 INSTRUCTOR: LOURIE, SUSAN F. SECT: 01

**DANC375 Dance History: From Ritual to Romanticism**

This course will explore why and how dance is a vital participant in cultural practices around the world. Looking back through the perspective of present research, we will examine how dance is inherently a reflection of the culture it represents. A wide overview of dance will be covered, from its origins in India; to its inclusion in the rituals of Bali; the Noh and Kabuki theatrical traditions of Japan; dances of the Ashanti, Yoruba, and Dogon tribes of Africa; the rites of passage in Aboriginal Australian dances; the sacred Dervish dance of Turkey; and the rituals of Native American tribes. The presentation of dance at Court as a symbol of power will be examined in the Javanese Bedoyo, in Catherine de Medici's Renaissance pageants, and in the Baroque spectacles of Louis XIV's Versailles and the Paris Opera. The inevitable impact of politics on dance will be examined in viewing the French Revolution's influence upon Romantic ballets such as *La Sylphide* and *Giselle*; the propagandist works of China's Cultural Revolution; and how the repression of a Gypsy culture led to the emergence of Flamenco in Spain.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: BEAMAN, PATRICIA L. SECT: 01

**DANC377 Perspectives in Dance as Culture: Dance as Research/Research as Choreography**

This course considers theories and methods of dance scholarship and takes a comparative approach to dance as research, research as choreography. This is a research methods course in which we will consider ways that knowledge is constructed and legitimated, focusing on the role of physical/somatic engagement, creativity, and performance in research. Problems and issues central to research pertaining representation, authority, validity, rigor, reliability, and ethics will be addressed in the context of dance studies and critical qualitative research studies. A final research project will be required.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ANTH325 PREREQ: NONE

**DANC378 Repertory and Performance**

This course examines choreography and its performance as an embodied text. Students will research a theme-specific topic and participate in the creation of a contemporary work under the direction, guidance, and mentorship of a faculty choreographer. This class will serve as a laboratory for experimenting with the performance techniques and evolving methodologies of the teaching artist, preparing the student for the practice of embodied research. The course culminates in the performance of the work developed during the semester of study.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: STANTON, NICOLE LYNN SECT: 01

**DANC380 Dance and Technology**

This course will introduce students to historical models, theoretical frameworks, and practical skills in dance and technology with an emphasis on dance for the camera. Students will gain basic technical skills in using a variety of equipment and software as well as conceptual and theoretical tools to put their technical skills into action. Potential topics include dance for the camera, multimedia performance, video-editing for dance, dance animation, sensor-triggered interactive performance, and dance documentation and preservation.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**DANC382 Bharata Natyam III**

This course offers advanced theoretical, historical, and performative perspectives on Bharata Natyam. It covers topics such as postcolonial perspectives on hereditary performers, globalization and the commoditization of Bharata Natyam practice, and critical approaches to Indian dance history. In terms of studio work, the course involves the performance of 19th-century compositions, largely from the imperial city of Tanjavur, South India, as well as a new improvised modern work. Students are required to have taken either Bharata Natyam I (**DANC261**) or Bharata Natyam II (**DANC362**). This is to ensure that students have a foundation in both the practical and theoretical study of Bharata Natyam prior to enrolling in this course. Evaluation for the course will be based on class participation (combining discussions of readings/videos, in addition to studio work), performing advanced repertoire in a concert, a journal (consisting of short commentaries on the readings), or a short research paper. Occasionally the class could include a guest lecture given by either a visiting scholar, dancer, or choreographer respected in the field of South Asian dance internationally.

GRADING: A-F CREDIT: .5 GEN ED: HA PREREQ: NONE

**DANC401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**DANC409/410 Senior Thesis Tutorial**

GRADING: OPT

**DANC411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**DANC435 Advanced Dance Practice A**

Participation as a dancer in faculty- or student-choreographed dance concerts.

Course entails 30 hours of rehearsal and performance time.

GRADING: CR/U CREDIT: 0.25 GEN ED: HA PREREQ: NONE

FALL 2012/ SPRING 2013 INSTRUCTOR: KOLCIO, KATJA P. SECT: 01

**DANC445 Advanced Dance Practice B**

Identical with **DANC435**. Entails 60 hours of rehearsal and performance time.

GRADING: CR/U CREDIT: .5 GEN ED: HA PREREQ: NONE

FALL 2012/ SPRING 2013 INSTRUCTOR: KOLCIO, KATJA P. SECT: 01

**DANC446 Dance and the Environment: Engagement and Action**

During this six-week course, we will spend time in and out of the dance studio, on campus, and in the community. We will work together to determine research topics based on the environmental challenges and questions you want to examine, call attention to, and engage people to think about. This research will result in multiple outcomes that include, but are not limited to, the creation of live performance work, video, text, and tools for engagement.

Everyone in the course will be an active contributor to the generating of ideas, questions, content, and creative outcomes from the determined research topics. You will keep a weekly journal to reflect on the course, your research, and personal growth. At the end of the semester, you will present a final artistic study or participatory project. You will also submit a final paper that includes an analysis of the tools and their applications, your research, and your experience working in the community.

GRADING: CR/U CREDIT: .5 GEN ED: HA IDENTICAL WITH: ENV5446 PREREQ: NONE

**DANC447 Dance Teaching Practicum**

This course is the required practicum course associated with the Dance Teaching Workshop—**DANC341**. This course involves preparing and teaching weekly dance classes in the surrounding community.

GRADING: A-F CREDIT: .5 PREREQ: NONE

**DANC465/466 Education in the Field, Undergraduate**

GRADING: OPT

**DANC467/468 Independent Study, Undergraduate**

GRADING: OPT

# Earth and Environmental Sciences

**PROFESSORS:** Barry Chernoff, *Biology*; Peter C. Patton; Johan C. Varekamp

**ASSOCIATE PROFESSORS:** Martha Gilmore, *Chair*; Timothy Ku; Suzanne O'Connell; Phillip Resor; Dana Royer

**RESEARCH PROFESSOR:** Ellen Thomas

**RESEARCH ASSOCIATE PROFESSOR:** James P. Greenwood, *Director, McNair Program*

**DEPARTMENTAL ADVISING EXPERTS 2012-2013:** All Program Faculty

The Department of Earth and Environmental Sciences (**E&ES**) at Wesleyan University covers many aspects of the natural world, on Earth and on other planets. Course topics range from active volcanoes to climate change to eco-conservation. The **E&ES** major is designed to prepare students for graduate school as well as provide a basis for a variety of careers in the private or public sectors. Several tracks can be followed through the major (see below) that lead to different areas of specialization and career options. Many **E&ES** students work with faculty on research projects that range from climate studies to active volcanoes in the Andes, from the structure of the Grand Canyon to the structure of the planet Venus, from coastal areas nearby (Long Island Sound) to lagoons far away (Vieques Island, Puerto Rico). In addition to the major program, **E&ES** provides a wealth of general education courses, while some of the upper-level courses may also be taken for natural sciences and mathematics (NSM) general education credit.

**Major requirements.** Students pursuing a major in **E&ES** are expected to take one introductory course (**E&ES101**, **E&ES115**, **E&ES197**, or **E&ES199**), the sophomore seminar, three core courses, four elective courses, and the senior seminar. Because earth and environmental scientists need a broad background in the natural sciences and mathematics, **E&ES** majors are also required to take one year (two semesters) of gateway courses from two of the following disciplines: biology, chemistry, mathematics, physics, for a total of 4 courses.

## Introductory and General Education Courses

**E&ES101\*** Dynamic Earth

**E&ES115\*** Introduction to Planetary Geology

**E&ES118** Water Resources and the Environment

**E&ES151** The Planets

**E&ES155** Hazardous Earth

## Core Courses (and associated labs)

**E&ES213/215** Mineralogy/Laboratory Study of Minerals

**E&ES220/222** Geomorphology/Laboratory

**E&ES223/225** Structural Geology/Geology

**E&ES230/232** Sedimentology/Stratigraphy Techniques

## Elective Courses

**E&ES305/307** Soils/Laboratory

**E&ES312** Conservation of Aquatic Ecosystems

**E&ES317/E&ES319** Hydrology/Laboratory

**E&ES320** Quantitative Methods for the Biological and Environmental Sciences

**E&ES322/E&ES324** Intro to GIS/GIS Service Learning Laboratory

## Capstone course

**E&ES397** Senior Seminar, with an optional field trip (**E&ES398**) Senior Field Research Project

In addition to a minimum of four **200-300**-level Wesleyan University **E&ES** courses, up to two upper-level science or math courses taken in other departments may count toward the **E&ES** major as electives, and two **E&ES** courses may be imported from study-abroad programs.

**Study tracks and career options in the E&ES major.** The Earth and Environmental Sciences major provides several pathways that prepare students for different careers. These tracks are meant as guidelines to create a major that suits a student's long-term interests rather than fixed pathways. **E&ES** majors go on to pursue a wide range of careers, limited only by their own imaginations. Students interested in academic or research careers should consider involvement in research or producing a senior thesis.

**Geology.** The geology track may lead to academic careers, jobs in industry or government in natural resource or geohazard management (e.g., USGS, water resources, mining and energy industries).

**E&ES101** Dynamic Earth

**E&ES115** Introduction to Planetary Geology

**E&ES213/215** Mineralogy/Laboratory Study of Minerals

**E&ES220/222** Geomorphology/Geomorphology Laboratory

**E&ES223/225** Structural Geology/Field Geology

**E&ES290/292** Oceans and Climate/Techniques in Investigations

**E&ES160** Forensic Geology

**E&ES195** Sophomore Field Seminar (majors only)

**E&ES197\*** Introduction to Environmental Studies

**E&ES199\*** Introduction to Environmental Science

\*Gateway courses for the major

**E&ES233/229** Geobiology/Laboratory

**E&ES280/281** Environmental Geochemistry/Laboratory

**E&ES290/292** Oceans and Climate/Techniques Investigations

**BIO216** Ecology

**E&ES323** Isotope Geochemistry: Tracers of Environmental Processes

**E&ES326/328** Remote Sensing/Laboratory

**E&ES359** Global Climate Change

**E&ES380/381** Volcanology/Laboratory

**E&ES317** Hydrology

**E&ES322/324** Introduction to GIS/GIS Service Learning Laboratory

**E&ES326/328** Remote Sensing/Laboratory

**E&ES380/381** Volcanology/Laboratory

**E&ES397/398** Senior Seminar/Senior Field Research Project

**E&ES471** Planetary Geology Seminar

**Environmental Science/Environmental Chemistry.** The environmental science/geochemistry track may lead to jobs in consulting, government, or nonprofit organizations (e.g., EPA, NOAA, USGS, state agencies) or to academic careers in climate science and water resources.

**E&ES197** Introduction to Environmental Studies

**E&ES199** Introduction to Environmental Science

**E&ES213/215** Mineralogy/Laboratory Study of Minerals

**E&ES220/222** Geomorphology/Laboratory

**E&ES223/225** Structural Geology/Field Geology

**E&ES233/229** Geobiology/Laboratory

**E&ES280/281** Environmental Geochemistry/Laboratory

**E&ES290/292** Oceans and Climate/Techniques in Investigations

**E&ES305/307** Soils/Soils Laboratory

**E&ES320** Quantitative Methods for the Biological and Environmental Sciences

**E&ES322/324** Introduction to GIS/GIS Service Learning Laboratory

**E&ES323** Isotope Geochemistry: Tracers of Environmental Processes

**E&ES359** Global Climate Change

**E&ES397/398** Senior Seminar/Senior Field Research Project

**Environmental Science/Ecology.** The environmental science/ecology track may lead to jobs in government, consulting, and nonprofit organizations (e.g., U.S. Fish and Wildlife Service, state conservation agencies, Nature Conservancy, National Audubon Society) or to academic careers in conservation and natural resource management.

**E&ES197** Introduction to Environmental Studies

**E&ES199** Introduction to Environmental Science

**E&ES233/229** Geobiology/Laboratory

**E&ES280/281** Environmental Geochemistry/Laboratory

**E&ES290/292** Oceans and Climate/Techniques in Investigations

**E&ES305/307** Soils/Laboratory

**E&ES312** Conservation of Aquatic Ecosystems

**E&ES320** Quantitative Methods for the Biological and Environmental Sciences

**E&ES322/324** Intro to GIS/GIS Service Learning Laboratory

**E&ES323** Isotope Geochemistry: Tracers of Environmental Processes

**E&ES326/328** Remote Sensing/Laboratory

**E&ES359** Global Climate Change

**E&ES397/398** Senior Seminar/Senior Field Research Project

**Planetary Geology.** The planetary geology track may lead to jobs in government and industry (e.g., NASA, remote sensing, and GIS contractors) or to academic careers in space science and remote sensing.

**E&ES101** Dynamic Earth

**E&ES115** Introduction to Planetary Geology

**E&ES213/215** Mineralogy/Laboratory Study of Mineral Studies

**E&ES220/222** Geomorphology/Laboratory

**E&ES223/225** Structural Geology/Field Geology

**Environmental Studies (Certificate Program).** The environmental studies track (taken with a suitable major) provides a linkage between the sciences, public policy, and economics and provides a wide variety of career options. See wesleyan.edu/escp for a program description.

#### **E&ES101 Dynamic Earth**

The earth is a dynamic planet, as tsunamis, hurricanes, earthquakes, and volcanic eruptions make tragically clear. The very processes that lead to these natural disasters, however, also make life itself possible and create things of beauty and wonder. In this course we will study the forces and processes that shape our natural environment. Topics range in scale from the global pattern of mountain ranges to the atomic structure of minerals and in time from billions of years of Earth history to the few seconds it takes for a fault to slip during an earthquake. Hands-on activities and short field trips complement lectures to bring the material to life—so put on your hiking boots and get ready to explore our planet.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM** PREREQ: **NONE**

#### **E&ES102 Science Information Literacy**

IDENTICAL WITH: **MB&B102**

#### **E&ES111 Life on Planet Earth: Diversity, Evolution, and Extinction**

IDENTICAL WITH: **BIOL111**

#### **E&ES115 Introduction to Planetary Geology**

This course will examine the workings of Earth and what we can learn from examining Earth in the context of the solar system. Comparative planetology will be utilized to explore such topics as the origin and fate of Earth, the importance of water in the solar system, the formation and maintenance of planetary lithospheres and atmospheres, and the evolution of life. Exercises will utilize data from past and present planetary missions.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM** PREREQ: **NONE**

FALL 2012 INSTRUCTOR: **GILMORE, MARTHA S. SECT: 01**

#### **E&ES118 Water Resources and the Environment**

This course will be an overview of the hydrologic cycle and will cover the basic principles of groundwater and surface water hydrology. The course will focus on case histories that illustrate important environmental issues related to our management and use of water and how our water-use policies affect society. Topics will include the analysis of floods, flood management and long-term flood histories on river systems, drought and the impact of long-term climate change, impact of water withdrawal from groundwater systems, water quality and environmental degradation of water resources, and governmental regulations as they apply to water resources.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM** PREREQ: **NONE**

#### **E&ES120 Mars, the Moon, and Earth: So Similar, Yet So Different**

This course will focus on the similarities and differences in the geological, atmospheric, and biological evolution of the moon, Mars, and Earth. There will be a focus on the history and present state of water on these three planetary bodies. We will integrate recent spacecraft results and other new scientific data into lectures and readings. The course will be lecture-style, with assigned readings, presentations, problem sets, and exams.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM** PREREQ: **NONE**

#### **E&ES121 Science on the Radio**

Exciting science and environmental projects are under way at and around Wesleyan. These include classroom research projects, senior theses, graduate research, and faculty publications. Translating science into understandable language takes practice. By listening to science radio shows and reading the stories, we will learn how the translation is done and do it with our own materials. We will also have the opportunity to discuss the science projects being done by young scientists at Green Street and in elementary after-school programs. Participants will be expected to produce a weekly half-hour radio show on WESU, "Lens on the Earth." All shows will be podcast and stored on WESU. Class members will critique each other's shows to improve the speaking voice, style of presentation, and content. Extensive out-of-class time will be needed to produce the show.

GRADING: **CR/U** CREDIT: **1** GEN ED: **NSM** PREREQ: **NONE**

#### **E&ES140 Making the Science Documentary**

IDENTICAL WITH: **FILM140**

#### **E&ES143 Interpreting Life on Mars: Scientific Data and Popular Knowledge**

IDENTICAL WITH: **SISP143**

#### **E&ES151 The Planets**

More than 100 planets are now known in the universe, eight of which circle the sun. NASA missions and improved telescopes and techniques have greatly

**E&ES322/324** Intro to GIS/GIS Service Learning Laboratory

**E&ES326/328** Remote Sensing/Laboratory

**E&ES380/381** Volcanology/Laboratory

**E&ES397/398** Senior Seminar/Senior Field Research Project

**E&ES471** Planetary Geology Seminar

increased our knowledge of them and our understanding of their structure and evolution. In this course, we study those eight planets, beginning with the pivotal role that they played in the Copernican revolution, during which the true nature of the earth as a planet was first recognized. We will study the geology of the earth in some detail and apply this knowledge to our closest planetary neighbors—the moon, Venus, and Mars. This is followed by a discussion of the giant planets and their moons and rings. We finish the discussion of the solar system with an examination of planetary building blocks—the meteorites, comets, and asteroids. Additional topics covered in the course include spacecraft exploration, extrasolar planetary systems, the formation of planets, life in the universe, and the search for extraterrestrial intelligence.

GRADING: **A-F** CREDIT: **1.25** GEN ED: **NSM** IDENTICAL WITH: **ASTR103** PREREQ: **NONE**

#### **E&ES155 Hazardous Earth**

From *Deep Impact* to *The Day After Tomorrow*, the role of natural disasters in causing death and destruction is glorified in popular culture. How realistic are those portrayals? This course will examine the normal processes of the earth that lead to earthquakes, volcanoes, tsunamis, landslides, catastrophic climate change, floods, and killer asteroids. How these processes have contributed to the overall history of the earth, as well as shaped the current ephemeral landscape, will be emphasized. Current and recent natural disasters will be used as case histories in developing the concepts of how a changing Earth destroys humans and their structures.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM** PREREQ: **NONE**

#### **E&ES160 Forensic Geology**

This course is designed for science nonmajors and majors and will introduce the student to the use of geological materials and techniques in solving crime. Details from actual criminal cases will be used as examples in all the topics covered. The geologic subjects and techniques will be treated from a forensic viewpoint. The overall objective of this course is to give the student knowledge about the applications of geology, geochemistry, and microscopy in forensic investigation and to develop critical thinking skills. A substantial portion of the course will cover the theory and uses of polarized light microscopes.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM** PREREQ: **NONE**

#### **E&ES165 Environmental Quality and Human Health**

The course is designed for first-year students concerned about the well-being of the planet and its human inhabitants. Throughout the course, students will examine implications of the production of energy, manufactured goods, and food on environmental quality and on the health of present and future generations of humans. Students will be introduced to local, regional, and global implications of toxins in the soil, air, and water. Exercises will include collection of environmental data (e.g., lead, ground-level ozone, etc.), spatial analyses using a geographic information system (GIS), and examination of disease clusters using epidemiologic data.

GRADING: **A-F** CREDIT: **1** GEN ED: **NSM** PREREQ: **NONE**

#### **E&ES195 Sophomore Field Seminar**

This course is designed for sophomores who have declared a major in earth and environmental sciences. The course will give students a common experience and a more in-depth exposure to the department curriculum prior to their junior year. Students will be exposed to the wide variety of geological terrains and ecological environments of southern New England.

GRADING: **CR/U** CREDIT: **.5** GEN ED: **NSM** PREREQ: **NONE**

SPRING 2013 INSTRUCTOR: **GILMORE, MARTHA S. SECT: 01**

#### **E&ES197 Introduction to Environmental Studies**

This interdisciplinary study of human interactions with the environment and the implications for the quality of life examines the technical and social causes of environmental degradation at local and global scales, along with the potential for developing policies and philosophies that are the basis of a sustainable society. This will include an introduction to ecosystems, climatic and geochemical cycles, and the use of biotic and abiotic resources over time. It includes the relationship of societies and the environment from prehistoric times to the present. Interrelationships, feedback loops, cycles, and linkages



within and among social, economic, governmental, cultural, and scientific components of environmental issues will be emphasized.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: BIOL197 PREREQ: NONE  
FALL 2012 INSTRUCTOR: CHERNOFF, BARRY SECT: 01-02

#### **E&ES199 Introduction Science**

This class will examine how Earth's natural systems operate and how many of these functions are altered by human activity. Basic principles of atmospheric science, ecology, environmental chemistry, geosciences, and hydrology will be covered as they relate to topics such as pollution, climate change, and energy resources. Students will learn where to access and how to interpret scientific information related to environmental issues. This course is one of the gateway courses for the earth and environmental sciences major.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
SPRING 2013 INSTRUCTOR: KU, TIMOTHY C.W. SECT: 01

#### **E&ES213 Mineralogy**

Most rocks and sediments are made up of a variety of minerals. Identifying and understanding these minerals are initial steps toward an understanding of the genesis and chemistry of Earth materials. Crystallography is elegant in its own right. In this course we will study the crystal structure and composition of minerals, how they grow, their physical properties, and the principal methods used to examine them, including polarized-light microscopy and x-ray diffraction.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
FALL 2012 INSTRUCTOR: VAREKAMP, JOHAN C. SECT: 01

#### **E&ES214 Petrogenesis of Igneous and Metamorphic Rocks**

This course studies the occurrence and origin of volcanic, plutonic, and metamorphic rocks and how to read the record they contain. Topics will include the classification of igneous and metamorphic rocks, but emphasis will be on the geological, chemical, and physical processes taking place at and beneath volcanoes, in the earth's mantle, and within active orogenic belts.

GRADING: A-F CREDIT: 1 PREREQ: (E&ES213 AND E&ES215)  
SPRING 2013 INSTRUCTOR: GREENWOOD, JAMES P. SECT: 01

#### **E&ES215 Laboratory Study of Minerals**

This lab course presents practical aspects of the recognition and study of the common minerals in the lab and in the field. It includes morphologic crystallography and hand specimen identification, use of the polarizing microscope, and x-ray powder diffractometry.

GRADING: A-F CREDIT: 5 PREREQ: NONE  
FALL 2012 INSTRUCTOR: VAREKAMP, JOHAN C. SECT: 01

#### **E&ES216 Laboratory Study of Igneous and Metamorphic Rocks**

This lab course focuses on the recognition and study of volcanic, plutonic, and metamorphic rocks in hand specimen and in thin section.

GRADING: A-F CREDIT: 5 PREREQ: (E&ES213 AND E&ES215)  
SPRING 2013 INSTRUCTOR: GREENWOOD, JAMES P. SECT: 01

#### **E&ES220 Geomorphology**

This inquiry into the evolution of the landscape emphasizes the interdependence of climate, geology, and physical processes in shaping the land. Topics include weathering and soil formation, fluvial processes, and landform development in cold and arid regions. Applications of geomorphic research and theories of landform development are introduced throughout the course where appropriate.

GRADING: A-F CREDIT: 1 GEN ED: NSM  
PREREQ: E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 OR BIOL197]  
SPRING 2013 INSTRUCTOR: PATTON, PETER C. SECT: 01

#### **E&ES222 Geomorphology Laboratory**

This course offers laboratory exercises in the utilization of topographic maps, aerial photographs, and various remote-sensing techniques, and includes field trips to local areas of interest.

GRADING: A-F CREDIT: 5 PREREQ: E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 OR BIOL197]  
SPRING 2013 INSTRUCTOR: PATTON, PETER C. SECT: 01

#### **E&ES223 Structural Geology**

Structural geology is the study of the physical evidence and processes of rock deformation including jointing, faulting, folding, and flow. These structures provide insight into the evolution of the earth's crust, geologic hazards (earthquakes, volcanoes, and landslides), and distribution of natural resources and contaminants. This course introduces the theoretical foundations, observational techniques, and analytical methods used in modern structural geology. Geologic structures are studied in the field and from published data sets and are analyzed to understand fundamental processes.

GRADING: A-F CREDIT: 1 GEN ED: NSM  
PREREQ: E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 OR BIOL197]

#### **E&ES225 Field Geology**

This course is designed to provide students with a basic understanding of geological principles in the field. Emphasis will be on characterization of rock structures and analysis of field data.

GRADING: A-F CREDIT: 5 PREREQ: E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 OR BIOL197]

#### **E&ES229 Geobiology Laboratory**

This laboratory course will explore more deeply some of the concepts introduced in **E&ES233**. Both the fundamental patterns and practical applications of the fossil record will be emphasized.

GRADING: A-F CREDIT: .5 IDENTICAL WITH: BIOL229  
PREREQ: E&ES101 OR E&ES115 OR E&ES199 OR [E&ES197 OR BIOL197]

#### **E&ES230 Sedimentology**

Sedimentary geology impacts many aspects of modern life. It includes the study of sediment formation, erosion, transport, deposition, and the chemical changes that occur thereafter. It is the basis for finding fossil fuels, industrial aggregate, and other resources. The sedimentary record provides a long-term history of biological evolution and of processes such as uplift, subsidence, sea-level fluctuations, climate change, and the frequency and magnitude of earthquakes, storms, floods, and other catastrophic events. This class will examine the origin and interpretation of sediments, sedimentary rocks, fossils and trace fossils. Students must take **E&ES232**, Sedimentology/Stratigraphy Techniques, concurrently.

GRADING: A-F CREDIT: 1 PREREQ: E&ES101 OR E&ES115 OR [E&ES197 OR BIOL197] OR E&ES199

#### **E&ES232 Sedimentology/Stratigraphy Techniques**

This course will provide macroscopic and microscopic inspection of sedimentary rocks. It will include field trips, experiments, and laboratory analyses.

**E&ES230** must be taken concurrently.

GRADING: A-F CREDIT: .5 PREREQ: NONE

#### **E&ES233 Geobiology**

Fossils provide a glimpse into the form and structure of ancient ecosystems. Geobiology is the study of the two-way interactions between life (biology) and rocks (geology); typically, this involves studying fossils within the context of their sedimentary setting. In this course we will explore the geologic record of these interactions, including the fundamentals of evolutionary patterns, the origins and evolution of early life, mass extinctions, and the history of the impact of life on climate.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: [BIOL233 OR ENV5233]  
PREREQ: E&ES101 OR E&ES115 OR E&ES199 OR [E&ES197 OR BIOL197]

#### **E&ES250 Earth Materials**

This course is an introduction to minerals and rocks. Lectures on mineralogy and mineral determination and an introduction to the genesis and occurrences of the major igneous and metamorphic rock types.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

#### **E&ES252 Earth Materials Laboratory**

This is the laboratory component for **E&ES250**. It is designed to provide students with a basic understanding of mineralogy through field work.

GRADING: A-F CREDIT: 5 GEN ED: NSM PREREQ: NONE

#### **E&ES280 Environmental Geochemistry**

A qualitative and quantitative treatment of chemical processes in natural systems such as lakes, rivers, groundwater, the oceans, and ambient air is studied. General topics include equilibrium thermodynamics, acid-base equilibria, oxidation-reduction reactions, and isotope geochemistry. The magnitude of anthropogenic perturbations of natural equilibria will be assessed, and specific topics like heavy-metal pollution in water, acid rain, asbestos pollution, and nuclear contamination will be discussed. This course (together with **E&ES281**) is usually taught as a service-learning course in which students work with a community organization to solve an environmental problem. Previous classes have evaluated the energy potential of a local landfill and investigated the cause and possible remediation of a local eutrophic lake.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: ENV5280 PREREQ: NONE

#### **E&ES281 Environmental Geochemistry Laboratory**

This course will supplement **E&ES280** by providing students with hands-on experience of the concepts taught in **E&ES280**. The course will emphasize the field collection, chemical analysis, and data analysis of environmental water, air, and rock samples. Field areas will include terrestrial soils and groundwaters, estuarine environments, and marine water and sediments. Students will learn a variety of geochemical analytical techniques.

GRADING: A-F CREDIT: .5 IDENTICAL WITH: ENV5281 PREREQ: NONE

#### **E&ES290 Oceans and Climate**

Earth's climate is not static. Even without human intervention, the climate has changed. In this course we will study the major properties of the ocean and its circulation and changes in climate. We will look at the effects of variations in greenhouse gas concentrations, the locations of continents, and the circulation patterns of oceans and atmosphere. We will look at these variations on several time scales. For billions of years the sun's energy, the composition of the atmosphere, and the biosphere have experienced changes. During this time, Earth's climate has varied from much hotter to much colder than today, but the variations were relatively small when compared to the climate on our neighbors Venus and Mars. Compared with them, Earth's climate has been stable; the oceans neither evaporated nor froze solid. On

shorter time scales different processes are important. We will look at these past variations in Earth's climate and oceans and try to understand the implications for possible climates of the future.

GRADING: A-F CREDIT: 1 GEN ED: NSM  
IDENTICAL WITH: ENVS290 PREREQ: E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 OR BIOL197]  
FALL 2012 INSTRUCTOR: O'CONNELL, SUZANNE B. SECT: 01

#### E&ES292 Techniques in Ocean and Climate Investigations

Weekly and biweekly field trips, computer and/or laboratory exercises will allow us to see how climate and oceans function today and in the past. In addition to our data, we will most likely use the Goddard Institute for Space Studies climate model to test climate questions and data from major core (ocean, lake, and ice) repositories to investigate how oceans and climate function and have changed.

GRADING: A-F CREDIT: .5 PREREQ: E&ES101 OR E&ES115 OR [E&ES197 OR BIOL197] OR E&ES199  
FALL 2012 INSTRUCTOR: O'CONNELL, SUZANNE B. SECT: 01

#### E&ES305 Soils

Soils represent a critical component of the world's natural capital and lie at the heart of many environmental issues. In the course we will explore many aspects of soil science, including the formation, description, and systematic classification of soils, the biogeochemical cycling of nutrients through soil systems, and the issues of soil erosion and contamination.

GRADING: A-F CREDIT: 1 GEN ED: NSM P  
REREQ: E&ES101 OR [E&ES197 OR BIOL197] OR E&ES199 OR [BIOL182 OR MB&B182]  
SPRING 2013 INSTRUCTOR: ROYER, DANA SECT: 01

#### E&ES307 Soils Laboratory

This course will explore more deeply the concepts introduced in E&ES305 in a laboratory setting. Emphasis will be placed on the analysis of soil profiles both in the field and in the laboratory.

GRADING: A-F CREDIT: .5 GEN ED: NSM  
PREREQ: E&ES101 OR [E&ES197 OR BIOL197] OR E&ES199 OR [BIOL182 OR MB&B182]  
SPRING 2013 INSTRUCTOR: ROYER, DANA SECT: 01

#### E&ES311 Quaternary Environments

This course examines the environmental history of the Quaternary Period, the last 2.6 million years of Earth history that includes the major continental glaciations and the interglacial interval in which we live today. The modern landscape of the earth is, in large part, the result of Earth surface processes that occurred over this time period. The temporal swings between glacial and interglacial climate regimes around the world created an ever-changing physical environment marked by large-scale sea-level change and the expansion, contraction, and evolution of terrestrial environments, for example, the geographic distribution of deserts, the shape and scale of river systems, and the migration of ecological communities on a continental scale. The course will study the myriad approaches to landscape and environmental reconstruction used by Quaternary scientists to understand that period of geologic time most relevant to people on Earth today.

GRADING: A-F CREDIT: 1 GEN ED: NSM  
PREREQ: E&ES101 OR E&ES115 OR E&ES199 OR [E&ES197 OR BIOL197]

#### E&ES312 Conservation of Aquatic Ecosystems

IDENTICAL WITH: BIOL312

#### E&ES317 Hydrology

This course is an overview of the hydrologic cycle and man's impact on this fundamental resource. Topics include aspects of surface-water and ground-water hydrology as well as discussion about the scientific management of water resources. Students will become familiar with the basic concepts of hydrology and their application to problems of the environment.

GRADING: A-F CREDIT: 1 PREREQ: E&ES101 OR E&ES106

#### E&ES319 Hydrology Laboratory

The lab will consist of field trips to local streams to observe the geomorphic processes related to stream channel and floodplain formation and the effects of urbanization on stream channels. Other labs will involve the analysis of hydrologic data through the use of statistical analysis and hydrologic modeling.

GRADING: A-F CREDIT: .5 PREREQ: NONE

#### E&ES320 Quantitative Methods for the Biological and Environmental Sciences

IDENTICAL WITH: BIOL320

#### E&ES322 Introduction to GIS

Geographical information systems (GIS) are powerful tools for organizing, analyzing, and displaying spatial data. GIS has applications in a wide variety of fields including the natural sciences, public policy, business, and the humanities, literally any field that uses spatially distributed information. In this course we will explore the fundamentals of GIS with an emphasis on practical application of GIS to problems from a range of disciplines. The course will cover the basic theory of GIS, data collection and input, data management, spatial analysis, visualization, and map preparation. Course work will include lecture, discussion, and hands-on activities.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: DIVER, KIM SECT: 01  
SPRING 2013 INSTRUCTOR: RESOR, PHILLIP G. SECT: 01

#### E&ES323 Isotope Geochemistry: Tracers of Environmental Processes

This course explains from first principles the main stable and radioactive isotopic techniques used in geochemistry and geology. The course also demonstrates the manner in which isotope geochemistry has been utilized to solve some of the major problems in the earth and environmental sciences. The oxygen, hydrogen, carbon, nitrogen, and sulfur stable isotope systems and the Rb-Sr, Sm-Nd, U-Th-Pb, and K-Ar radioactive systems will be discussed in detail. This course will emphasize the application of isotope techniques in hydrological, geochemical, and ecological studies.

GRADING: A-F CREDIT: 1 PREREQ: CHEM141 OR CHEM143

#### E&ES324 GIS Service Learning Laboratory

This course supplements E&ES322 by providing students the opportunity to apply GIS concepts and skills to solve local problems in environmental sciences. Small groups of students will work closely with community groups to design a GIS, collect and analyze data, and draft a professional-quality report to the community.

GRADING: A-F CREDIT: .5 GEN ED: NSM PREREQ: NONE  
FALL 2012 INSTRUCTOR: DIVER, KIM SECT: 01  
SPRING 2013 INSTRUCTOR: RESOR, PHILLIP G. SECT: 01

#### E&ES326 Remote Sensing

This course studies the acquisition, processing, and interpretation of remotely sensed images and their application to geologic and environmental problems. Emphasis is on understanding the composition and evolution of the earth and planetary surfaces using a variety of remote-sensing techniques. Comparison of orbital datasets to ground truth will be accessed for the Earth to better interpret data for the planets.

GRADING: A-F CREDIT: 1 PREREQ: [E&ES233 OR BIOL233 OR ENV5233] OR E&ES213 OR E&ES220 OR E&ES223 OR [E&ES280 OR ENV5280] OR [E&ES290 OR ENV5290]

#### E&ES328 Remote-Sensing Laboratory

This laboratory course includes practical application of remote-sensing techniques, primarily using computers. Exercises will include manipulation of digital images (at wavelengths from gamma rays to radar) taken from orbiting spacecraft as well as from the collection of data in the field.

GRADING: A-F CREDIT: .5 PREREQ: E&ES213 OR E&ES220 OR E&ES223 OR [E&ES233 OR BIOL233 OR ENV5233] OR [E&ES280 OR ENV5280] OR [E&ES290 OR ENV5290]

#### E&ES336 Landscape Ecology

Biogeography is the study of the distribution of living things (plant, animal, and microbe) on the earth's surface and the historical, ecological, and human factors responsible. Landscape ecology is a subfield of biogeography that focuses on relationships between spatial pattern and ecological processes across broad spatial and temporal scales. This course will be approached as an introduction to biogeography with a focus on landscape ecology and ecological biogeography. Topics in the course will reflect the diversity of research conducted by landscape ecologists: concepts of scale, island biogeography, metapopulation dynamics and habitat fragmentation, ecological disturbance, species viability, processes of land use and land-cover change, and ecosystem management. This course will include biogeographic patterns, physical and biological processes and interactions that produce these patterns, and methods and techniques used to study them.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: [BIOL336 OR BIOL536]  
PREREQ: [BIOL182 OR MB&B182] OR [E&ES197 OR BIOL197] OR E&ES199

#### E&ES341 Marine Biogeochemistry

This course will focus on the ocean's role in the global biogeochemical cycling of highly mobile and reactive elements and the impact of humans on these biogeochemical cycles. Topics covered include the chemical composition of seawater gas exchange across the air-sea boundary, the production and destruction of organic matter, the controls and spatial distribution of bio-limiting elements, sediment-water interactions, the role of hydrothermal vents, and seawater pollution. Special emphasis will be placed on new analytical or proxy techniques that allow us to better investigate past, current, or future oceanic conditions.

GRADING: A-F CREDIT: 1 PREREQ: NONE

#### E&ES346 The Forest Ecosystem

IDENTICAL WITH: BIOL346

#### E&ES356 Invasive Species: Biology, Policy, and Management

IDENTICAL WITH: BIOL226

#### E&ES359 Global Climate Change

The climate of the earth has been changing over the course of Earth history. Over the last few decades, we have come to realize that humans may be the strongest driver of climate change in the 20th century and near future. In this class we evaluate that hypothesis in some depth, using the basic physical foundations of climate science with a focus on radiative principles. We study the details of the short carbon cycle and the empirical climate record of the last 1000 years, with data from the instrumental record, historical indicators, and physical (pollen, geochemical/isotopic temperature indicators) records. Besides the principles of fundamental climate science, we will deal with some

of the results of climate change, mainly sea level rise and feedbacks on the biosphere. We look at the impact of humans on atmospheric chemistry and how human civilization has caused changes in the carbon cycle, possibly already during the transition from hunter-gatherers to agricultural society. The final part of the lecture section is on future climate, using economic scenarios, mitigation and adaptation efforts, and climate/economics models. Parallel to the lectures, several experimental projects are done by groups of students: studies with our experimental "analog earth" climate model; monitoring CO<sub>2</sub> in Middletown air for a semester; working with data from the new Wesleyan weatherstation to calculate theoretical climate fluctuations; experimental work on the absorption of CO<sub>2</sub> into water for the geochemically inclined; and the impact of raised CO<sub>2</sub> levels on plant growth for the biologically inclined; and a social-economic global assessment on carbon policies for the environmental studies types. In other years, students built solar ovens and a basic infrared spectrometer as well as other projects.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

#### **E&ES361 Living in a Polluted World**

IDENTICAL WITH: ENV5361

#### **E&ES380 Volcanology**

Volcanic eruptions are among the most impressive natural phenomena and have been described throughout history. In this course we look at the physical and chemical processes that control volcanic eruptions and their environmental impacts. We also look at the direct impact on humanity, ranging from destructive ashfalls to climate change, and the benefits of volcanoes for society (e.g., geothermal energy, ore deposits).

GRADING: A-F CREDIT: 1 PREREQ: E&ES101 OR E&ES213

#### **E&ES381 Volcanology Lab Course**

In the lab class we work on volcanic rocks (chemical analyses), carry out experiments with our backyard volcano (explosions registered on video) and with artificial lava flows, and we take field trips to study volcanic outcrops in New England.

GRADING: A-F CREDIT: .5 PREREQ: E&ES213 AND E&ES215

#### **E&ES397 Senior Seminar**

The seminar course for E&ES seniors covers the evolution of the earth as a whole and its origin within the context of the solar system. Students will read, discuss, and write about large-scale processes in earth and environmental sciences. Special emphasis will be placed on topics that relate to the E&ES Senior Field Research Project (E&ES398).

GRADING: A-F CREDIT: 1 PREREQ: NONE

FALL 2012 INSTRUCTOR: RESOR, PHILLIP G. SECT: 01  
INSTRUCTOR: KU, TIMOTHY C.W. SECT: 01

#### **E&ES398 Senior Field Research Project**

This field course for E&ES senior majors will be taught during the month of January. The course will cover the history of a selected field area and will focus on developing observational and interpretive skills.

GRADING: A-F CREDIT: .5 PREREQ: NONE

SPRING 2013 INSTRUCTOR: KU, TIMOTHY C.W. SECT: 01  
INSTRUCTOR: RESOR, PHILLIP G. SECT: 01

#### **E&ES401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

#### **E&ES409/410 Senior Thesis Tutorial**

GRADING: OPT

#### **E&ES411/412 Group Tutorial, Undergraduate**

GRADING: OPT

#### **E&ES465/466 Education in the Field, Undergraduate**

GRADING: OPT

#### **E&ES467/468 Independent Study, Undergraduate**

GRADING: OPT

#### **E&ES471 Planetary Geology Seminar**

Why are we the only planet in the solar system with oceans, plate tectonics, and life? This course examines how fundamental geologic processes operate under the unique conditions that exist on each planet. Emphasis is placed on the mechanisms that control the different evolutionary histories of the planets. Much of the course will utilize recent data from spacecraft. Readings of the primary literature will focus on planetary topics that constrain our understanding of geology as well as the history and fate of our home, the Earth.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: E&ES571

PREREQ: E&ES213 OR E&ES220 OR E&ES223 OR [E&ES280 OR ENV5280]

FALL 2012 INSTRUCTOR: GILMORE, MARTHA S. SECT: 01

#### **E&ES500 Graduate Pedagogy**

IDENTICAL WITH: ASTR500

#### **E&ES501/502 Individual Tutorial, Graduate**

GRADING: OPT

#### **E&ES503/504 Selected Topics, Graduate Science**

GRADING: OPT

#### **E&ES511/512 Group Tutorial, Graduate**

GRADING: OPT

#### **E&ES546 The Forest Ecosystem**

IDENTICAL WITH: BIOL346

#### **E&ES557 Advanced Research Seminars in Earth and Environmental Sciences**

This course may be repeated for credit. This course focuses on the specific research projects of the individual graduate students in the E&ES department, and it comprises student presentations and discussion including the department faculty, graduate students, and interested undergraduates. Background readings for each session may include relevant papers from the literature. The course offers a forum for presenting new results and exploring new ideas, as well as for providing researchers with feedback and suggestions for solving methodological problems. It also provides an opportunity for undergraduate majors and new graduate students in the program to become familiar with the wide range of research taking place in the department. Although all department faculty serve as "instructors," the current chair of the department serves as the approver for adding this course.

GRADING: CR/U CREDIT: .5 PREREQ: NONE

#### **E&ES561/562 Graduate Field Research**

GRADING: OPT

#### **E&ES571 Planetary Geology Seminar**

IDENTICAL WITH: E&ES471

# East Asian Studies Program

<b>PROFESSORS:</b>	Stephen Angle, <i>Philosophy</i> ; Jonathan Best, <i>Art and Art History</i> ; William D. Johnston, <i>History</i> ; Vera Schwarcz, <i>History</i> ; Janice D. Willis, <i>Religion</i>
<b>ASSOCIATE PROFESSORS:</b>	Mary-Alice Haddad, <i>Government</i> ; Masami Imai, <i>Economics</i> , <i>Chair</i> ; Su Zheng, <i>Music</i>
<b>ASSISTANT PROFESSORS:</b>	Miri Nakamura, <i>Asian Languages and Literatures</i> ; Ao Wang, <i>Asian Languages and Literatures</i> ; Shengqing Wu, <i>Asian Languages and Literatures</i>
<b>ADJUNCT ASSOCIATE PROFESSOR:</b>	Etsuko Takahashi, <i>Asian Languages and Literatures</i> ; Xiaomiao Zhu, <i>Asian Languages and Literatures</i>
<b>ADJUNCT ASSISTANT PROFESSORS:</b>	Patrick Dowdey, <i>Anthropology, Curator, The Mansfield Freeman Center for East Asian Studies</i>
<b>ARTIST IN RESIDENCE:</b>	Keiji Shinohara, <i>Art</i>
<b>DEPARTMENTAL ADVISING EXPERTS 2012–2013:</b>	All Program Faculty

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

Students interested in East Asian studies will be guided by the expectations for liberal learning at Wesleyan and by the program's interdisciplinary approach. Language, literature, history, and the sophomore colloquium provide the common core of our program. The colloquium will expose students to a wide variety of intellectual approaches to East Asian studies and will thereby provide a foundation for the student to focus in more depth on particular areas. Prospective majors are urged to start their language and history courses early in their Wesleyan careers. This will leave more time for study abroad and for more meaningful work in the concentration of the student's choice. To help students chart their way, the program faculty has designed the programs of study listed below. Admission to the major requires approval of the program chair and designation of an East Asian studies academic advisor. Before deciding on a specific course of study, students must consult with their academic advisor in East Asian studies.

## Requirements for the Major

The East Asian studies major requires seven courses, plus language, plus study abroad, and a senior project. This breaks down into the following four required components:

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

- Questions about Chinese should be addressed to the Chinese language coordinator, Professor Xiaomiao Zhu.
- Questions about Japanese should be addressed to the Japanese language coordinator, Professor Etsuko Takahashi.
- Please note that intermediate-level competence is not automatically satisfied by completion of second-year Korean because of the nonintensive nature of our courses. Please contact the chair if you have questions.

**Study abroad.** All East Asian studies majors are expected to study abroad to develop their language competency and acquire a more concrete grasp of a specific East Asian cultural context. This requirement may be fulfilled through a semester or, preferably, one year in an approved program. The study-abroad requirement may also be fulfilled through two summers abroad, spent in language study (in an approved program), or by carrying out a structured and preapproved research project supervised by a member of the East Asian studies faculty.

**Course requirements.** All East Asian studies majors are expected to complete three core courses and four additional courses in their specific concentrations. Students will be responsible for keeping up-to-date their Major Requirements Worksheets (in their electronic portfolios) in consultation with their advisors. At the end of the junior year, all majors will be expected to fill out a senior project planning form—to be signed by the project advisor, the student, and the department chair. These forms are due at the Freeman Center office by the end of April.

**Core courses.** Each East Asian studies major is expected to take **EAST201**, the sophomore colloquium, as well as one survey course on traditional Chinese culture or history and one survey course on traditional Japanese history and culture. The goal is to ensure that each East Asian studies major is firmly anchored in the classical texts and key events that shaped the development of East Asian cultures before the 19th century.

**Concentrations.** Each East Asian studies major will be expected to choose one of the six concentrations listed below and to take at least four courses aimed at creating a methodological coherence in a specific area of study. Course offerings for each concentration may vary in some years according to faculty on campus.

- **Art History and Art.** One art history seminar dealing with theory and method, to be chosen from:
  - **ARHA358** Style in the Visual Arts: Theories and Interpretations
  - **ARHA360** Museum Studies
  - Three additional courses dealing primarily with East Asian art
- **History.** Students are expected to take at least one course in historiography (such as **HIST362**), two additional courses on the histories of China or Japan, as well as a course on the history of an area outside of East Asia for comparison.
- **Language, Literature, and Film.** One literature or film theory or methodology course (which may or may not be an **EAST** class), plus three additional courses in East Asian literature or film; this may include one class on Asian American literature or film. One semester of advanced language (beyond the four required semesters) can be counted as one of these three classes. It is also highly recommended that students additionally take at least one course in non-East Asian literature or film.
- **Music.** A concentration in music emphasizes both the academic and performance approaches. Required academic courses on East Asian music, such as:
  - **MUSC261/EAST268** Music and Modernity in China, Japan, and Korea
  - Two East Asian music performance courses, such as:
    - **MUSC421/EAST426** Korean Drumming Ensemble—Beginning
    - **MUSC422/EAST427** Korean Drumming Ensemble—Advanced I
    - **MUSC423/EAST429** Korean Drumming Ensemble—Advanced II
    - **MUSC424/EAST424** Advanced *Taiko*—Japanese Drumming
    - **MUSC425/EAST425** Introduction to *Taiko*—Japanese Drumming
    - **MUSC426/EAST430** Beginning *Taiko* II—Japanese Drumming
    - **MUSC428/EAST428** Chinese Music Ensemble
    - **MUSC405** Music lessons for *koto* or *shamisen*—with approval from faculty advisor

With faculty advisor approval, one of these required four courses can be replaced by one course on East Asian art, film, history, literature, philosophy, or religion (beyond the core requirements).

- **Philosophy and Religion.** Students are expected to take one core East Asian philosophy or religion course:
  - **PHIL205** Classical Chinese Philosophy
  - **REL242** Buddhism: An Introduction
  - Two courses in philosophy and religion that have a substantial component on East Asia, and one course in either the history of Western philosophy or the religious tradition of a non-East Asian culture

• **Political Economy.** Students are expected to take one methods course, from among:

- **ECON101** Introduction to Economics
- **ECON110** Introduction to Economic Theory
- **GOVT157** Democracy and Dictatorship: Politics in the Contemporary World
- **GOVT155** International Politics
- Three more courses in economics or government that have a substantial component on East Asia.

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

- Write a substantial essay, focusing on East Asia, as assigned in a regular class. The instructor must approve of this project and may suggest revisions as needed. Similarly, faculty approval is required also for a creative project done in the context of a class or as a tutorial. If the class instructor is not an East Asian studies faculty member, the essay or the creative arts project must be approved by the student's East Asian studies advisor. Please note that this class can simultaneously fulfill other requirements.
- Write a one-semester senior essay in a tutorial, preferably given by an East Asian studies faculty member. The tutorial may be for a full credit or for 0.5 credit.
- Write a senior thesis, typically in a two-semester tutorial with an East Asian studies faculty member.

Furthermore, each student will be expected to present his or her research at a poster presentation toward the end of the spring semester of the senior year. This presentation is in addition to and apart from the actual research project. Seniors are also strongly urged to take the half-credit Senior Seminar (**EAST398**), which offers a unique opportunity to develop and present research projects in consultation with the chair and fellow East Asian studies majors.

**Criteria for departmental honors.** To qualify for departmental honors, the student must complete a thesis, perform a concert, or mount an exhibition or related project under the supervision of a faculty member of the East Asian Studies Program. Responsibility for overseeing the senior project rests with the tutor.

The evaluation committee for each honors candidate is comprised of the tutor, a faculty member from the program, and a Wesleyan faculty member outside the program. The committee is to be selected by the tutor and program chair. For high honors, all three readers must recommend the thesis for a grade of A- or higher.

#### Prizes

- *The Mansfield Freeman Prize* was established in 1975 by Mansfield Freeman, Class of 1916. It is awarded annually to a senior who has demonstrated overall excellence in East Asian studies and has contributed to improving the quality of our program.
- *P. L. Kellam Prize*, in memory of Priscilla L. Kellam, Class of 1983, is awarded to a senior woman who has been or is planning to go to China and who has distinguished herself in her studies at Wesleyan.
- *The Condil Award*, in memory of Caroline Condil, Class of 1992, is awarded to a worthy East Asian studies major, preferably a sophomore or junior, for study in China.

**Student fellowships.** The East Asian Studies Program offers up to two student fellowships each year. To be eligible, applicants must be writing a senior thesis for honors in East Asian studies. The fellowship provides shared office space at the Mansfield Freeman Center for East Asian studies (FEAS), which is accessible at any time throughout the academic year, including weekends, evenings, and during academic breaks. Fellows also have after-hours access to the center's reference library, enjoy use of the center's printer for printing the final copy of their thesis, and have abundant opportunities for interaction with center faculty and staff.

#### Mansfield Freeman Center for East Asian Studies

East Asian Studies majors are urged to take full advantage of the unique learning opportunities provided through the FEAS. Each of the resources listed below can become a means to obtain a deeper appreciation of the cultures of China and Japan:

- Shōyōan, a room in the style of Japanese domestic architecture, and its adjoining Japanese-style garden, *Shōyōan Teien* (Shōyōan Garden), were planned as an educational resource. The ensemble provides a tangible means of experiencing Japanese aesthetics and exploring the cultural values that these spaces embody. The Shōyōan room and garden are actively used for a variety of purposes, ranging from meetings of small classes and Japanese tea ceremonies to contemplation and meditation.
- The Annual Mansfield Freeman Lecture brings to campus each year a particularly eminent speaker on East Asia.
- A series of programs augments the curriculum through lectures and performances reflecting all aspects of East Asian culture.
- Study collections of East Asian art and historical archives were established in 1987 with an initial gift of Chinese works of art and historical documents from Dr. Chih Meng (founding director of the China Institute in America) and his wife Huan-shou Meng. Items are available for study and research by Wesleyan students and outside scholars.
  - The art collection includes works of painting and calligraphy, prints and rubbings, rare books, textiles, ceramics, and other miscellaneous media from China, Japan, and Korea. The majority of the works date from the 19th and 20th centuries.
  - The archival collection includes papers, documents, and historical photographs, mostly relating to interaction between China and the West in the 19th and early 20th centuries. In addition to a number of miscellaneous individual items, the collection includes the papers of Courtenay H. Fenn (a Protestant missionary in Beijing before and during the Boxer Rebellion) and his son, Henry C. Fenn (China scholar and architect of Yale's Chinese language program); Harald Hans Lund (chief representative of the United Nations Relief and Rehabilitation Agency in North China, 1946–1947, during the Chinese Civil War); Dr. Chih Meng (founding director of the China Institute in America); and George B. Neumann (Wesleyan Class of 1905 and professor of sociology and economics at West China Union University, Chengdu, from 1908 to 1923).
- The FEAS's gallery presents three exhibitions each academic year developed by the center's curator and students working in the center's Curatorial Assistants Program. For information about recent exhibitions, please visit [wesleyan.edu/mansfield/exhibitions](http://wesleyan.edu/mansfield/exhibitions). The Curatorial Assistants Program involves students in exhibition development in a creative, collaborative environment.
- The FEAS's Outreach Program is coordinated by two students (typically East Asian studies majors) with the assistance of other majors and interested students. Through this program classes from local schools (preschool through high school) visit the FEAS on Friday afternoons to participate in hands-on workshops that explore East Asian culture through music, writing, and calligraphy; food and cooking; martial arts; tea ceremonies; and other activities.

#### **EAST101 Elementary Chinese**

IDENTICAL WITH: CHIN103

#### **EAST102 Elementary Chinese**

IDENTICAL WITH: CHIN104

#### **EAST103 Elementary Japanese I**

IDENTICAL WITH: JAPN103

#### **EAST104 Elementary Japanese II**

IDENTICAL WITH: JAPN104

#### **EAST105 Chinese Character Writing**

IDENTICAL WITH: CHIN101

#### **EAST113 Overture Singing in Cross-Cultural Perspective**

IDENTICAL WITH: MUSC117

#### **EAST153 Elementary Korean I**

IDENTICAL WITH: LANG153

#### **EAST154 Elementary Korean II**

IDENTICAL WITH: LANG154

#### **EAST165 Anthropology of Contemporary Chinese Art**

IDENTICAL WITH: ANTH245

#### **EAST180 Great Traditions of Asian Art**

IDENTICAL WITH: ARHA180

#### **EAST201 Pro-Seminar**

This team-taught seminar, required of all East Asian studies majors, is primarily designed for sophomores who are seriously considering a major in East Asian studies. It is also open to junior and senior East Asian studies majors who were unable to take the course their sophomore year. The course aims to introduce prospective majors to a range of the fields and methodologies that comprise East Asian studies at Wesleyan. The material will be organized into several disciplinary and area modules, each contributing to a central theme.

GRADING: A-F CREDIT: 1 PREREQ: NONE

SPRING 2013 INSTRUCTOR: NAKAMURA, MIRI SECT: 01

#### **EAST202 Japanese Horror Fiction and Film**

IDENTICAL WITH: ALIT202

#### **EAST203 Intermediate Chinese**

IDENTICAL WITH: CHIN205

- EAST204 Intermediate Chinese**  
IDENTICAL WITH: CHIN206
- EAST205 Intermediate Japanese I**  
IDENTICAL WITH: JAPN205
- EAST206 Intermediate Japanese II**  
IDENTICAL WITH: JAPN206
- EAST207 Japanese Women Writers: Modern and Contemporary Periods**  
IDENTICAL WITH: ALIT207
- EAST208 City in Modern Chinese Literature and Film**  
IDENTICAL WITH: ALIT208
- EAST209 Japan's "Others": Cultural Production of Difference**  
IDENTICAL WITH: ALIT209
- EAST210 From Tea to Connecticut Rolls: Defining Japanese Culture Through Food**  
IDENTICAL WITH: ALIT210
- EAST211 The Chinese Canon and Its Afterlife**  
IDENTICAL WITH: ALIT211
- EAST212 Gender Issues in Chinese Literature and Culture**  
IDENTICAL WITH: ALIT212
- EAST213 Third-Year Chinese**  
IDENTICAL WITH: CHIN217
- EAST214 Third-Year Chinese**  
IDENTICAL WITH: CHIN218
- EAST216 Stereotyped Japan: A Critical Investigation of Geisha Girls and Samurai Spirit**  
IDENTICAL WITH: ALIT220
- EAST217 Third-Year Japanese I**  
IDENTICAL WITH: JAPN217
- EAST218 Third-Year Japanese II**  
IDENTICAL WITH: JAPN218
- EAST219 Fourth-Year Japanese**  
IDENTICAL WITH: JAPN219
- EAST220 Philosophy as a Way of Life**  
IDENTICAL WITH: PHIL221
- EAST222 Fourth-Year Japanese**  
IDENTICAL WITH: JAPN220
- EAST223 History of Traditional China**  
IDENTICAL WITH: HIST223
- EAST224 Modern China: States, Transnations, Individuals, and Worlds**  
IDENTICAL WITH: HIST224
- EAST225 Introduction to Chinese Poetry**  
IDENTICAL WITH: ALIT225
- EAST226 Memory and Identity in Contemporary Chinese Fiction and Film**  
IDENTICAL WITH: ALIT226
- EAST227 Man and Nature in Classical Chinese Literature**  
IDENTICAL WITH: ALIT227
- EAST228 China's "Others": Hong Kong, Taiwan, and Other Literatures and Films**  
IDENTICAL WITH: ALIT228
- EAST229 Balinese Performance and Culture**  
IDENTICAL WITH: THEA220
- EAST230 Japanese Detective Fiction and Narrative Theory**  
IDENTICAL WITH: ALIT230
- EAST242 Buddhism: An Introduction**  
IDENTICAL WITH: RELI242
- EAST243 History of Taiwan: From Origins to the Present**  
IDENTICAL WITH: HIST243
- EAST244 Delicious Movement for Reflecting on Nakedness**  
IDENTICAL WITH: DANC244
- EAST245 Fourth-Year Chinese**  
IDENTICAL WITH: CHIN221
- EAST246 Fourth-Year Chinese**  
IDENTICAL WITH: CHIN222
- EAST250 Economy of Japan**  
IDENTICAL WITH: ECON262
- EAST252 Korean Music from Gugak to K-pop**  
IDENTICAL WITH: MUSC262
- EAST256 Neo-Confucian Chinese Philosophy**  
IDENTICAL WITH: PHIL259
- EAST257 Nation, Class, and the Body in 20th-Century Chinese Literature and Film**  
IDENTICAL WITH: ALIT257
- EAST260 From Archipelago to Nation State: An Introduction to Japanese History and Culture**  
IDENTICAL WITH: HIST260
- EAST261 Classical Chinese Philosophy**  
IDENTICAL WITH: PHIL205
- EAST262 Human Rights Across Cultures**  
IDENTICAL WITH: PHIL272
- EAST263 China's Economic Transformation**  
IDENTICAL WITH: ECON263
- EAST264 Modern Chinese Philosophy**  
IDENTICAL WITH: PHIL263
- EAST265 Growth and Conflict in Asia**  
IDENTICAL WITH: GOVT265
- EAST268 Music and Modernity in China, Japan, and Korea**  
IDENTICAL WITH: MUSC261
- EAST270 Japan and the Atomic Bomb in Historical Perspective**  
IDENTICAL WITH: HIST271
- EAST271 Political Economy of Developing Countries**  
IDENTICAL WITH: GOVT271
- EAST280 Losers of World War II**  
IDENTICAL WITH: GOVT285
- EAST281 The Traditional Arts of China**  
IDENTICAL WITH: ARHA281
- EAST282 Buddhist Art from India to Japan**  
IDENTICAL WITH: ARHA284
- EAST283 The Traditional Arts of Japan**  
IDENTICAL WITH: ARHA283
- EAST284 Modern Southeast Asia**  
IDENTICAL WITH: HIST287
- EAST285 Art and Architecture of India to 1500**  
IDENTICAL WITH: ARHA285
- EAST286 Buddhism in America**  
IDENTICAL WITH: RELI288
- EAST287 Traditions of East Asian Painting**  
IDENTICAL WITH: ARHA287
- EAST288 Temples and Shrines of Japan**  
IDENTICAL WITH: ARHA288
- EAST289 Art and Culture in Pre-modern Korea**  
IDENTICAL WITH: ARHA289
- EAST291 Environmental Advocacy Strategies That Work**  
IDENTICAL WITH: ENV5291
- EAST293 New Strategies in Political and Economic Development**  
IDENTICAL WITH: GOVT293
- EAST296 Politics in Japan**  
IDENTICAL WITH: GOVT296
- EAST297 Politics and Political Development in the People's Republic of China**  
IDENTICAL WITH: GOVT297
- EAST304 Environmental Politics and Democratization**  
IDENTICAL WITH: GOVT304
- EAST308 The Jewish Experience in China: From Kaifeng in the Song Dynasty to Shanghai During the Holocaust**  
IDENTICAL WITH: HIST308
- EAST311 Representing China**  
IDENTICAL WITH: ANTH311
- EAST322 Chinese Buddhist Philosophy**  
IDENTICAL WITH: PHIL322
- EAST324 The Problem of Truth in Modern China**  
IDENTICAL WITH: HIST324
- EAST340 Reading Theories**  
IDENTICAL WITH: ENGL295
- EAST341 Confucianism and Virtue Ethics**  
IDENTICAL WITH: PHIL341
- EAST343 Tibetan Buddhism**  
IDENTICAL WITH: RELI343
- EAST356 From Chinese Chan to Japanese Zen: Dōgen and Buddhism's Place in the World**  
IDENTICAL WITH: HIST356
- EAST381 Relic and Image: The Archaeology and Social History of Indian Buddhism**  
IDENTICAL WITH: ARHA381
- EAST383 East Asian and Latin American Development**  
IDENTICAL WITH: GOVT383
- EAST384 Japan and the Atomic Bomb**  
IDENTICAL WITH: HIST381
- EAST398 East Asian Studies Senior Seminar**  
This seminar is designed around students' current interests, their research interests, and their experiences in East Asia. It will consist of biweekly sessions and will include guest speakers from the East Asian studies faculty. Discussion will be emphasized, and there will be a short writing requirement.  
GRADING: CR/U CREDIT: .5 PREREQ: NONE
- EAST401/402 Individual Tutorial, Undergraduate**  
GRADING: OPT
- EAST409/410 Senior Thesis Tutorial**  
GRADING: OPT
- EAST411/412 Group Tutorial, Undergraduate**  
GRADING: OPT
- EAST423 Chinese Music Ensemble—Advanced**  
IDENTICAL WITH: MUSC429
- EAST424 Beginning Taiko—Japanese Drumming**  
IDENTICAL WITH: MUSC424
- EAST425 Advanced Taiko—Japanese Drumming**  
IDENTICAL WITH: MUSC425
- EAST426 Korean Drumming Ensemble—Beginning**  
IDENTICAL WITH: MUSC421
- EAST427 Korean Drumming Ensemble—Advanced I**  
IDENTICAL WITH: MUSC422
- EAST428 Chinese Music Ensemble**  
IDENTICAL WITH: MUSC428
- EAST429 Korean Drumming Ensemble—Advanced II**  
IDENTICAL WITH: MUSC423
- EAST430 Intermediate Taiko—Japanese Drumming**  
IDENTICAL WITH: MUSC426
- EAST460 Introduction to Sumi-e Painting**  
IDENTICAL WITH: ARST460
- EAST461 Alternative Printmaking: Beginning Japanese Woodblock Technique**  
IDENTICAL WITH: ARST461
- EAST465/466 Education in the Field, Undergraduate**  
GRADING: OPT
- EAST467/468 Independent Study, Undergraduate**  
GRADING: OPT

## Economics

<b>PROFESSORS:</b>	Richard Adelstein, <i>Chair</i> ; John Bonin; Richard Grossman; Joyce Jacobsen; Gilbert Skillman; Gary Yohe
<b>ASSOCIATE PROFESSORS:</b>	Christiaan Hogendorn; Masami Imai; Wendy Rayack
<b>ASSISTANT PROFESSORS:</b>	Bill Craighead; Abigail Hornstein; Anthony Keats; Melanie Khamis; Damien Sheehan-Connor; Pao-Lin Tien
<b>DEPARTMENTAL ADVISING EXPERT 2012–2013:</b>	Gilbert Skillman

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

**Curriculum.** The economics curriculum consists of three types of courses:

- **Introductory courses.** The department offers two different one-semester courses at the introductory level. **ECON101** (Introduction to Economics) presents the basic concepts, methods, and concerns of economic analysis without using calculus. This course covers both micro- and macroeconomic issues and is well suited for students who do not plan to major in the discipline but who want a general introduction to economic analysis and institutions. It also serves as a prerequisite for many of the 200-level electives in the department. **ECON110** (Introduction to Economic Theory) is intended for students who think that they may wish to major in economics and combine this interest with a strong mathematical background. The course covers the same topics as **ECON101** but requires a year of college-level calculus or its equivalent. **ECON110** develops the mathematical foundations that are essential to the further study of economics. Any one of the following—**MATH118** (Introductory Calculus II: Integration and Its Applications), **MATH122** (Calculus I, Part II), or placement out of **MATH122**—satisfies the mathematical prerequisite for **ECON110**. With the permission of the instructor, **MATH118** or **MATH122** may be taken concurrently with **ECON110**. First-year students contemplating an economics major should acquire the requisite mathematical background as soon as possible. Any first-year student who does not place out of **MATH122** must wait until the spring semester to take **ECON110**. Students may take **ECON110** after completing **ECON101**; this may be an attractive option for prospective majors who are in the process of acquiring the necessary mathematical background for **ECON110**. In any case, all students who wish to major in economics must complete **ECON110**.
- **Core courses.** Core courses develop the central tools of theoretical and empirical economic analysis and are required for all economics majors. The first core course, **ECON300** (Quantitative Methods in Economics), is the gateway course to the major. **ECON301** (Microeconomic Analysis) and **ECON302** (Macroeconomic Analysis) are designed to provide majors with the basic theoretical concepts and analytical techniques that economists use to study social issues. **ECON300** is a prerequisite for both **ECON301** and **ECON302**; students must have completed **ECON110** and its mathematical prerequisites before taking **ECON300**. **ECON300** should be taken as early as possible, preferably immediately after **ECON110**, but no later than the spring term of the sophomore year if a student wishes to be admitted to the economics major by the beginning of the junior year. All prospective economics majors are strongly encouraged to complete **ECON300** and one other core course by the end of the sophomore year; majors are expected to complete the entire core sequence by the end of the junior year.
- **Elective courses.** There are four levels of elective courses. First, as staffing allows, the department offers 100-level First-Year Initiative (FYI) courses that are intended for first-year students and have no economics prerequisites. FYI courses cannot be counted toward completion of the economics major. Higher-level elective courses apply analytical tools acquired from the introductory and core courses to specific areas or fields of economics or develop these analytical tools to a more sophisticated level. The department offers two tiers of regular elective courses that may be counted toward completion of the major. The topics covered in these electives are predetermined and specified in WesMaps.
- **Lower-tier electives**, numbered 203 to 299, have either **ECON101** or **ECON110** as a prerequisite. They are intended to introduce both majors and nonmajors to the application of economic theory and methods in a wide variety of topics and to the connections between economics and related fields such as psychology, law, government, history, and area studies.
- **Upper-tier electives**, numbered 303 to 399, require prior completion of **ECON300** and at least one other core course. These electives apply economic theory and methodology to the same broad range of topics and areas in economics as the lower-tier electives but at a more sophisticated level. Upper-tier electives enable students to read the professional literature in economics and to begin to produce their own original research. Upper-tier electives require a substantial research paper or other project, and a student may choose to expand this research project into an honors thesis by working with a faculty advisor in a senior thesis tutorial. In some cases, for example, International Economics and International Trade (**ECON270** and **ECON371**), electives may be taught at both the 200 and 300 levels. In such cases, students may not earn credit toward the major for both courses. Finally, in addition to regular electives, students may pursue independent research in an individual or group tutorial offered by a faculty member in the department (**ECON401**, **ECON402**, **ECON411**, or **ECON412**). Any student standing for honors in economics will take at least one Senior Thesis Tutorial (**ECON409** or **ECON410**). Students may also take teaching apprenticeship tutorials (**ECON491/492**).

**Entry requirements and major program.** Completion of **ECON110** with a grade of C+ or higher and completion of, or enrollment in, **ECON300** are required for entry into the economics major. A student who fails to obtain a grade of C+ or better in **ECON110** may be admitted to the major only after that student obtains a grade of C+ or better in **ECON300**. All students majoring in economics must complete a minimum of eight courses numbered 200 or above. Of these eight, three must be the core courses **ECON300**, **ECON301**, and **ECON302**. Of the five electives, three must be upper-tier courses, numbered 303 to 399, or **ECON409**. No more than one senior thesis, individual, or group tutorial may be counted toward fulfillment of the major. The teaching apprenticeship tutorials, numbered 491 and 492, may not be counted toward the major. **ECON110**, 300, 301, and 302 must be taken at Wesleyan; no more than two elective courses taken elsewhere may be counted toward the economics major. Courses taken elsewhere must be approved by the department chair prior to enrollment and will generally be designated as lower-tier electives if approved. If the course material warrants counting a course taken elsewhere (or a tutorial numbered 401, 402, 411, or 412) as an upper-tier elective, the student must submit materials from that course (or tutorial) to the department chair along with a petition requesting that it be treated as an upper-tier elective immediately upon return to campus (or upon completion of the tutorial). University requirements for graduation permit a student to count no more than 12 courses numbered 201 or higher and no more than 14 courses (except for senior thesis tutorials that do not count in either total) in any one department toward the 32 courses required for graduation. The teaching apprenticeship tutorials, numbered 491 and 492, are included in these totals for the purpose of determining oversubscription in a department.

**Advanced placement.** No advanced placement credit will be given for **ECON110** under any circumstances. Subject to the University's regulations, students who have received a score of 4 or 5 on either the Microeconomics or Macroeconomics Advanced Placement Exam or a score of 5 to 7 on the International Baccalaureate Exam will be eligible for a prerequisite override for courses requiring **ECON101**. These students will receive one credit toward graduation, but not toward the major, for their exam score upon completion of **ECON301**, in the case of the microeconomics exam, or **ECON302**, in the case of the macroeconomics exam, with a grade of C+ or better. A student may receive at most one Advanced Placement credit in economics.

**Departmental honors.** Honors and high honors in economics are awarded on the basis of a completed honors thesis representing two semesters of independent research. The department offers two options. The traditional route for an honors candidate is the two-semester senior honors thesis tutorial sequence (**ECON409** and **410**), in which the student begins thesis research with a faculty advisor in the fall, continues in the spring term, and completes the thesis by the deadline set by Honors College (usually mid-April). The second path allows a student to expand a research paper that was completed in an upper-tier elective by taking either **ECON409** or **ECON410** with a suitable faculty advisor and completing the thesis by the deadline set by Honors College in the spring term. Honors candidates must present their work in progress to the faculty at the end of the fall semester. Other details of the honors program in economics are provided on the department's web page ([wesleyan.edu/econ](http://wesleyan.edu/econ)). These are evaluated by the department based on the recommendations of a committee of readers including the thesis advisor and two other members of the faculty. All work is judged by the same standards, regardless of whether the student has taken both **ECON409** and **ECON410** or taken only one of these. All candidates for honors should have at least a B+ average in their economics courses prior to their senior year and a three-year cumulative average of B or better for all courses. A student who does not meet these requirements may petition the department for an exception; the petition must be signed by the student and by the faculty member who has agreed to supervise the project. The petition should speak to the student's capability to undertake independent research and to the feasibility of the proposed project.

**ECON101 Introduction to Economics**

A general introduction to economic analysis and its applications for public policy, the course examines the forces of supply and demand in competitive markets. How and why do markets fail in certain contexts? How do firms really operate; is it profits for shareholders or CEO pay that they seek to maximize? What are the causes of and remedies for unemployment and inflation? This course serves as a general introduction to micro- and macroeconomics for students who are not considering majoring in economics, and it satisfies the prerequisite for economics courses at the 200 level.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: ADELSTEIN, RICHARD P. SECT: 01

**ECON110 Introduction to Economic Theory**

An introduction to the principles of micro- and macroeconomic theory, the course is intended for prospective majors and students wishing to prepare themselves for a broad range of upperclass elective courses in economics. Mathematical tools essential for further study in economics are introduced throughout the course.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [MATH118 OR MATH122 OR MATH221 OR MATH222]  
FALL 2012 INSTRUCTOR: BONIN, JOHN P. SECT: 01  
FALL 2012 / SPRING 2013 INSTRUCTOR: YOHE, GARY W. SECT: 01-02  
INSTRUCTOR: SHEEHAN-CONNOR, DAMIEN SECT: 02-03

**ECON122 Schooling and Scarcity**

Choice amidst scarcity is central to the field of economics. When economists study schooling, both individual choice and societal choice are at issue. The purposes of this course are twofold: it investigates pressing problems in education policy, and it introduces concepts that are crucial to a wide range of applications in economic analysis. Topics include the following: education of the economically disadvantaged, school choice and vouchers for education, the relative returns to a college education, public versus private schools, educational expenditures and outcomes, equal opportunity and compensatory education, international differences in the funding of education, and differences in the return to schooling by ethnicity, gender, and race.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**ECON125 Economics and Epidemics**

Individuals and societies have been battling epidemic diseases throughout history using weapons bought in markets and provided by governments, churches and nongovernmental organizations (NGOs). For example, mosquito nets to protect people from malaria can be bought at roadside markets in Nigeria but are also distributed by the Nigerian government and NGOs. The principal goal of this course is to teach students how to write essays that apply economic concepts to investigate the effects of major epidemics and the ways in which individuals and societies sought protection from epidemics. The course will examine the rationales for government intervention in markets to combat epidemic diseases and will emphasize the pivotal role of the production of information about the causes of epidemic disease and the effectiveness of cures. As examples of epidemics, we will read about the Black Death of 14th-century Europe, the cholera epidemic of 19th-century London, the emergence of polio in 20th-century America, and the battle against malaria in Africa today.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**ECON127 Introduction to Financial Accounting**

Accounting systems provide financial information critical to managing, valuing, and regulating businesses, government organizations, and households. This course will cover basic accounting concepts and procedures (double-entry bookkeeping, the accounting cycle), summary statements (balance sheets, income statements, flow of funds), evaluation of financial results, and financial planning. Considerable attention will be placed on economic concepts, among them present value and discounting, internal rate of return, risk analysis, normal profit as an economic cost, cost curves of a firm, and the cost of financial capital. Examples of the uses of accounting will include the mortgage crisis, social security and other retirement plans, Ponzi schemes, capital budgeting, and mergers and acquisitions.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: CSPL127 PREREQ: [ECON101 OR ECON110]  
FALL 2012 INSTRUCTOR: MILLER, RICHARD A. SECT: 01

**ECON209 Economics of Race and Ethnicity in U.S. Labor Markets**

In this course, we explore the economics of race and ethnicity with specific emphasis on U.S. labor markets. The course devotes particular attention to the experiences of African American, Latino, and Asian American women and men. We use economic concepts from conventional neoclassical analysis along with radical critiques of the neoclassical framework. The course begins with a discussion of socially constructed categories and their correlates in the labor market. Next, we take up several special topics including human capital theory, economic theories of discrimination, differences in labor market involvement, and the role of immigration and racial/ethnic enclaves. The course concludes by exploring the possible policy responses to differences in labor market opportunity and success. In this policy discussion, we pay particular

attention to economic research designed to analyze the effects of equal employment law and affirmative action regulation.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AFAM209 OR FGSS202]  
PREREQ: [ECON101 OR ECON110]

**ECON210 Economics of the Environment**

This course features an analytical study of the major theoretical and applied issues of environmental economics and resource management. Topics will include the fundamental underpinnings of externalities, alternative control strategies, uncertainties, long-term environmental concerns, and resource utilization across a finite globe. Applications will be gleaned from a vast array of issues including clean air and water legislation, acid rain, carbon dioxide and chlorofluorocarbons, global warming, and other global environmental change phenomena.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ENV5210  
PREREQ: [ECON101 OR ECON110]

**ECON212 The Economics of Sustainable Development, Vulnerability, and Resilience**

IDENTICAL WITH: ENV5310

**ECON213 Economics of Wealth and Poverty**

Who are the very wealthy and how do they acquire their wealth? Why is poverty still with us after almost 50 years of antipoverty programs? What explains rising inequality in the distribution of income and wealth? These are just a few of the questions that we address in this course. The problem of scarcity and the question of production for whom are basic to the study of economics. Virtually all courses in economics give some attention to this topic, yet few study the distribution of income in-depth. This course takes a close look at evidence on the existing distribution of income and examines the market and nonmarket forces behind the allocation process. Our investigation makes use of U.S. economic history, cross-country comparisons, and fundamental tools of economic analysis. Topics include normative debates surrounding the notions of equality and inequality, analytic tools for measuring and explaining income inequality, determinants of wage income and property income, the importance of inheritance, the feminization of poverty, and the economic analysis of racial discrimination. A central subject throughout the course is the role of policy in altering the level of poverty and inequality.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AM5274 PREREQ: [ECON101 OR ECON110]

**ECON215 Labor Economics**

This course will survey the economics of labor markets with particular consideration given to the determinants of labor supply and labor demand. Other topics will include the economics of education, economic inequality, and the role of unions.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [ECON101 OR ECON110]

**ECON217 The Economics of Gender**

This course uses economic methods to analyze gender differences in employment and earnings. Topics covered include allocation of time between the household and the labor market, consequences of employment for family structure, theories of discrimination, and occupational segregation. Historical trends and cross-cultural comparisons are discussed at length along with current U.S. conditions. Policy areas studied include antipoverty programs, comparable worth, provision of child care, parental leave, affirmative action, and antidiscrimination legislation. While this course primarily uses the economics perspective, it also draws upon political science, psychological, sociological, and anthropological analyses. One goal of this course is for you to understand current research and policy debates in the economic gender issues and to be able to formulate coherent positions on the topics covered. Another goal is to improve your writing skills. To achieve these ends, written analysis of current and proposed policies will be stressed.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS235 PREREQ: [ECON101 OR ECON110]

**ECON220 Alliances, Commons, and Shared Resources**

Some forms of capital are only useful in large units and therefore need to be shared by multiple users. Examples include agricultural and forest land, fisheries, radio spectrum, highways, computer platforms, and irrigation systems. This course studies methods of sharing capital, including common property, formal and informal alliances, clubs, open source, and government regulation and ownership. Students interested in the environment, rural development, innovation, transportation, and communications networks should consider this course, as we will cover all of those topics and see their economic similarities.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [ECON101 OR ECON110]

**ECON221 Industrial Organization**

Topics covered in this course include the role and significance of larger corporations in the U.S. economy; the analysis of market power, corporate behavior, and market structure and their influence on corporate strategy of pricing policy, including predation and discrimination, advertising, research and development, mergers, location, product characteristics, technical change, investment, and capacity utilization as they affect market performance. Some attention will



be given to the ethical problems of greed, accounting manipulation, and deceptive balance sheets and income statements. Examples will be chosen from Enron and Arthur Anderson, Tyco, Adelphia, WorldCom, Microsoft, network industries, airlines, professional sports, steel, oil, and automobiles.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [ECON110 OR ECON101]

#### **ECON222 Public Economics**

In this course, we examine the economic roles of government and the tools that governments use to fulfill these roles. We will start with the questions, Under what circumstances is it possible for governments to improve on the outcomes that would occur in their absence? And how do we decide whether one outcome is better than another? The course will continue with an examination of the performance of governments in the United States. The primary questions addressed will be, What policies do governments pursue? How do they spend money to achieve the goals of these policies? How do they raise the money that they spend? And what sorts of undesired side effects might result from taxation and expenditure policies?

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [ECON101 OR ECON110]

SPRING 2013 INSTRUCTOR: SHEEHAN-CONNOR, DAMIEN FRANCIS SECT: 01

#### **ECON224 Regulation and Antitrust: Government and the Market**

Firms and the public sector interact via regulation and antitrust. Firms use (or fail to use) the regulatory process for competitive advantage, and agencies and legislators use (or misuse) regulation to accomplish their policy objectives. Topics covered in this course include the analysis of market power, predation and discrimination, mergers, regulation of infrastructure industries, and health and safety regulation. Case studies include railroads; telephone, cable, and broadband; the energy industry; EU/U.S. cooperation in merger reviews; and the food industry.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [ECON101 OR ECON110]

FALL 2012 INSTRUCTOR: HOGENDORN, CHRISTIAAN SECT: 01

#### **ECON225 Economic Analysis and the Law**

The course uses economic analysis as a way of understanding the structure and evolution of the legal system. Selected rules and institutional forms drawn from the common law of property, contract, tort, and crime are studied as evolved responses to particular kinds of problems or failures in the market system. Readings are drawn from judicial opinions and scholarly sources in law, economics, philosophy, and political theory.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: [ECON101 OR ECON110]

SPRING 2013 INSTRUCTOR: ADELSTEIN, RICHARD P. SECT: 01

#### **ECON227 Introduction to Financial Analysis**

The course introduces students to the primary sources of information and data used in equity and debt valuation and portfolio management. Both corporate finance and investment finance topics will be covered: financial statement analysis; micro- and macroeconomic analyses of how industry trends and economic growth impact corporate performance; discounted cash flow analysis; asset pricing models (bonds, DDM, CAPM, APT); portfolio theory; and, time permitting, capital structure. This will be a very intense, inquiry-based course with significant hands-on work analyzing data of publicly traded companies.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: [ECON101 OR ECON110]

FALL 2012 INSTRUCTOR: HORNSTEIN, ABIGAIL SECT: 01

#### **ECON229 Corporate Finance**

This course offers an introduction to accounting and business decisions: balance sheets, income statements, and sources and uses of funds; capital budgeting; cost of capital; the link between accounting records and economic analysis. Emphasis is placed on the uses of present-value techniques.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: [ECON101 OR ECON110]

#### **ECON241 Money, Banking, and Financial Markets**

This course provides an introduction to money, banking, and financial markets, from both a theoretical and policy perspective. The class will emphasize the evolution of banking and financial market institutions—both in the U.S. and in other developed countries.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [ECON110 OR ECON101]

FALL 2012 INSTRUCTOR: IMAI, MASAMI SECT: 01

#### **ECON253 American Economic History**

This course examines the development and changes in the U.S. economy from colonial times until World War II. Topics related to many economic fields are examined, including labor, agriculture, money and banking, trade, and public finance. Some historical events covered include the American Revolution, the Civil War, westward expansion, industrialization, slavery, and the Great Depression. Often, we will relate historical economic events to current economic issues.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: [ECON101 OR ECON110]

#### **ECON261 Latin American Economic Development**

Why haven't at least some Latin American countries reached the status of developed country? Why are there such important differences in the degree of development of different Latin American countries? To what extent have foreign countries and institutions influenced the choice of economic policies? Why has Latin America abandoned import substitution industrialization? Are

the current attempts at deeper integration into the global economy conducive to economic development, or are they detrimental to the region's poor (or both)? By exploring these and other questions, this course provides an introduction to Latin America's economic development. In our exploration, we draw on economic analysis, historical narratives, and case studies.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: LAST219

PREREQ: [ECON101 OR ECON110]

FALL 2012 INSTRUCTOR: KHAMIS, MELANIE SECT: 01

#### **ECON262 Economy of Japan**

This course covers Japan's economic history, structure, policy, and performance from the mid-19th century to the present. We will use economic tools to analyze topics such as the industrialization of Japan, prewar instability, Japan's industrial policy, and Heisei Recession, etc. It additionally covers the analysis of political institutions that affect the economic policy making.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: EAST250 PREREQ: [ECON101 OR ECON110]

#### **ECON263 China's Economic Transformation**

China is a country that is both transitioning to a market-oriented economy and developing rapidly into a global economic power. As such, it has characteristics of both an emerging market economy and a developing country. China is large enough to create its own institutional infrastructure to support a third way between capitalism and socialism. This course examines in detail China's great economic transformation beginning in 1978 in what is often described as a "gradualist" transition to market economy. In the last three decades, the speed of China's development and its growth rates of GDP are without precedent in history. The course concludes by addressing the incompleteness of China's transition to a mature, developed market economy and by probing the issue of what is left to be done to create a harmonious society.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: EAST263 PREREQ: [ECON110 OR ECON101]

SPRING 2013 INSTRUCTOR: BONIN, JOHN P. SECT: 01

#### **ECON265 Economies in Transition**

The transition of the formerly centrally planned and bureaucratically managed economies of the now-defunct Soviet bloc to market economies based on private property and individual initiative is an event unparalleled in history. The course begins by examining carefully the early period of transition, focusing on the legacies and initial conditions, and traces the progress of transition countries over more than two decades. Issues considered include macroeconomic stabilization, privatization, and financial sector reform. China is studied as a special case of transition to a more market-oriented economy.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: REES235

PREREQ: ECON101 OR ECON110

#### **ECON266 The Economics of Developing Countries—Lower Level**

This course presents an examination of the structural characteristics of Third World economies and the bottlenecks inhibiting their growth. We begin with an exploration of the defining features of low-income agrarian societies and the principal decision makers shaping the development process—incumbent national governments, IBRD and the IMF, UN agencies, and bilateral donors. Specific sectoral topics include choice of agricultural strategy, import substitution, the oil syndrome, structural adjustment, microenterprise finance, the anatomy of foreign aid, and project analysis.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: ECON110

#### **ECON269 Women in Globalization**

This course is designed to look at globalization issues from the perspective of gender. Topics of this course will embrace the peculiar situation of women's work all over the world in the global economy while focusing on environmental, health, and violence issues that women face in this world.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: [ECON101 OR ECON110]

#### **ECON270 International Economics**

How does international economic integration affect the economies of individuals and countries? Is globalization beneficial or detrimental to the world's poor? What countries are more likely to gain from trade? How are those gains distributed within countries? Why are some countries recurrently buffeted by currency and financial crises? Should economic policy be used to reduce a country's exposure to international instability? This course uses the tools of international trade theory and open-economy macroeconomics to understand the answers to these questions. The basics of international trade and finance are presented with a nontechnical orientation and an emphasis on understanding the recent experience of economies across the globe.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [ECON101 OR ECON110]

#### **ECON281 Introduction to Game Theory**

This course is a quantitative introduction to game theory and its applications to economics. This means the application of algebra and logic to solving formal models of strategic situations. Topics will include strategic and extensive form games, pure and mixed strategies, Nash equilibrium, subgame perfect equilibrium, games of incomplete information, formation of expectations, collective action games, evolutionary games, and the suitability of equilibrium

concepts. Examples will be drawn from bargaining, auctions, market competition, employment markets, voting and collective choice, and other areas. In-class experiments as time permits.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: [ECON101 OR ECON110]

### **ECON300 Quantitative Methods in Economics**

This course is an introduction to quantitative techniques widely used by economists. Topics include various methods of applied statistics that facilitate the understanding of economic literature and the pursuit of empirical research; elements of probability, correlation, multiple regression, and hypothesis testing.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: ECON110

FALL 2012 INSTRUCTOR: KHAMIS, MELANIE SECT: 01

INSTRUCTOR: KEATS, ANTHONY BRUNO SECT: 02

SPRING 2013 INSTRUCTOR: KHAMIS, MELANIE SECT: 01

INSTRUCTOR: IMAI, MASAMI SECT: 02

### **ECON301 Microeconomic Analysis**

This course develops the analytical tools of microeconomic theory, studies market equilibrium under conditions of perfect and imperfect competition, and considers welfare economics.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: ECON300

FALL 2012 INSTRUCTOR: HOGENDORN, CHRISTIAAN SECT: 01

INSTRUCTOR: BONIN, JOHN P. SECT: 02

SPRING 2013 INSTRUCTOR: HOGENDORN, CHRISTIAAN SECT: 01

INSTRUCTOR: KHAMIS, MELANIE SECT: 02

### **ECON302 Macroeconomic Analysis**

This course focuses on the study of economic aggregates such as employment and inflation and of the public policies (monetary and fiscal) aimed at controlling these aggregates. The first half of the course will concentrate on short-run issues; aggregate demand and supply in closed and open economies, business cycles, and stabilization policies. The second half of the course will focus on long-run issues; economic growth and microfoundations of unemployment and consumption. Upon completion of this course, students should be capable of an informed analysis of recent macroeconomic debates. They should also be prepared for upper-level electives on a variety of macroeconomic subjects.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: ECON300

FALL 2012 INSTRUCTOR: GROSSMAN, RICHARD S. SECT: 01

INSTRUCTOR: SKILLMAN, GILBERT L. SECT: 02

SPRING 2013 INSTRUCTOR: GROSSMAN, RICHARD S. SECT: 01-02

### **ECON308 Healthcare Economics**

In this course, we examine the U.S. healthcare system in some detail, with some attention to useful international comparisons. We will start with the questions: What makes healthcare provision different from that of other goods and services? And how are these differences reflected in the structure of the healthcare industry in the United States? We will use our new understanding of the U.S. health system to evaluate various reforms that have been proposed. Other questions that we will address include, What is health? How is it measured and valued? What do we get for the money that we spend on health care? And how do we decide whether what we get is a "good value" or not?

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [ECON300 AND ECON301]

FALL 2012 INSTRUCTOR: SHEEHAN-CANNOR, DAMIEN FRANCIS SECT: 01

### **ECON310 Environmental and Resource Economics**

This course features an analytical study of the major theoretical and applied issues of environmental economics and resource management. Topics will include the fundamental underpinnings of externalities, alternative control strategies, uncertainties, long-term environmental concerns, and resource utilization across a finite globe. Applications will be gleaned from a vast array of issues including clean air and water legislation, acid rain, carbon dioxide and chlorofluorocarbons, global warming, and other global environmental change phenomena.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: ECON301

SPRING 2013 INSTRUCTOR: YOHE, GARY W. SECT: 01

### **ECON311 Experiments and Strategic Behavior**

This course looks at both what economic theory (specifically, a field known as game theory) has to say about strategic interactions and what economic agents (experimental subjects) actually do when faced with strategic decisions. A large number of in-class experiments (with real money payoffs) will be conducted to either identify systematic deviations or to confirm theoretical predictions. Students will learn new material first by participating in experiments and then by studying related economic theory. This course will investigate some of the major subject areas that have been addressed by laboratory and field experiments including market behavior, individual decision making, strategic and sequential games, bargaining, auctions, public goods, cooperation, trust, and gender effects.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [ECON301 OR ECON302]

### **ECON313 Economics of Child Policy in Advanced, Postindustrial Countries**

This seminar can serve as either a senior-year capstone course or a junior-year course on research methods. Using measures of child well-being and applying economic analysis to policy options, we consider how child policy in the U.S. compares with policies in other advanced, postindustrial economies. Students will read from professional journals, explore child policies across a wide variety of economies, and discuss the research methods used in the various studies.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: [ECON300 AND ECON301]

### **ECON315 Economics of Work and Pay: Theory Institutions and Evidence**

This course provides an in-depth exploration of modern labor economics. Using the tools of economic analysis, we investigate the determinants of work and pay. Topics include productivity and labor demand, employment contracts, unemployment, unions, inequality, human capital, and models of discrimination. Issues of race, gender, and class enter into the discussion. We will rely on a combination of economic theory, empirical evidence, and institutional detail to address labor market problems and related policy questions.

GRADING: A-F CREDIT: 1 PREREQ: ECON301

### **ECON318 Economics of Science and Technology**

This course examines technology and technological change using the tools of microeconomics. It studies the historical evolution of technology and compares it with modern developments. It analyzes the interaction of technology with industrial market structure and public policy. Particular emphasis is given to communications technology and the Internet.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: ECON301

### **ECON320 Commons, Alliances, and Shared Resources**

Some forms of capital are only useful in large units and therefore need to be shared by multiple users. Examples include agricultural and forest land, fisheries, radio spectrum, highways, computer platforms, and irrigation systems. This course uses microeconomic theory—especially game theory—to study methods of sharing capital, including common property, formal and informal alliances, clubs, open source, and government regulation and ownership. Students interested in the environment, rural development, innovation, transportation, and communications networks should consider this course, as we will cover all of those topics and see their economic similarities.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [ECON300 AND ECON301]

### **ECON321 Industrial Organization**

This seminar focuses on advanced theoretical treatment of few major topic areas: extensions to the model of perfect competition, investment and pre-emption, network effects, and vertical interaction.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: ECON301

SPRING 2013 INSTRUCTOR: HOGENDORN, CHRISTIAAN SECT: 01

### **ECON322 Public Finance**

This course analyzes the government's influence on economic efficiency, resource allocation, income distribution, and economic growth. The course covers government spending, regulation, and tax policy. Concepts discussed include tax incidence, public goods, market imperfections, and externalities. Reference is made to issues of health care and environmental issues, welfare reform, the U.S. tax system, the federal budget, and the Congressional budget process.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: ECON301

### **ECON328 Investment Finance**

This course is an introduction to portfolio theory and explores both theoretical and empirical aspects of investment finance. Topics include mean variance portfolio theory, single- and multi-index portfolio models, capital asset pricing model, arbitrage pricing theory, the yield curve and term structure of interest rates, evaluation of portfolio performance, efficient market hypotheses, etc. Additional topics may include derivative markets and instruments, hedging arbitrage, and speculations, well as empirical issues in investment finance.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [ECON301 OR ECON302]

FALL 2012 INSTRUCTOR: HORNSTEIN, ABIGAIL SECT: 01

### **ECON329 Corporate Finance**

The course aims to develop an understanding of the applications of the principles of economics to the study of financial markets, instruments, and regulations. The objective is to provide an understanding of the theory of corporate finance and how it applies to the real world. Students will work with financial data and case studies to explore the potential and limitations of financial theory in dealing with real-world problems.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: ECON301

### **ECON330 The Multinational Enterprise**

An examination of the economic consequences of the globalization of markets and industries will be used as the foundation for discussion of firm-level responses, including foreign direct investment and foreign trade.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: [ECON302 OR ECON301]

SPRING 2013 INSTRUCTOR: HORNSTEIN, ABIGAIL SECT: 01

### **ECON331 Open-Economy Macroeconomics**

The course will explore current issues, models, and debates in the international finance and open-economy macroeconomics literature. Topics to be covered include international financial transactions and the determination of the current account balance, models of exchange-rate determination, monetary and fiscal policy in open economies, optimal currency areas, currency crises, and the international financial architecture. There may be scope for student input into the topics covered. Theoretical and empirical approaches will be explored.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: ECON302

FALL 2012 INSTRUCTOR: SKILLMAN, GILBERT L. SECT: 01

**ECON341 Money, Banking, and Financial Markets**

This course provides an introduction to money, banking, and financial markets, from both a theoretical and policy perspective. The class will emphasize the evolution of banking and financial market institutions—both in the U.S. and in other developed countries.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [ECON301 OR ECON302]

**ECON343 Topics in Financial Institutions**

This course covers selected topics in financial institutions, including the economics and politics of banking regulation, the anatomy of banking crises, and the long-run effects of financial intermediation on capital allocation and economic performance.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: ECON302

**ECON348 Equilibrium Macroeconomics**

Since the 1970s, macroeconomics has witnessed a methodological shift away from models based on relationships among aggregate variables in favor of models based on optimizing individual behavior in multiperiod settings. This course will develop skills and introduce concepts and techniques necessary to understand these models. Likely topics include the Solow growth model, dynamic consumption theory, the equity-premium puzzle, and real-business-cycle theory.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: ECON302

**ECON352 Political Economy**

Most economic choices are taken within the context of government policy and regulation. Investment decisions depend on corporate tax rates, labor supply decisions depend on labor tax rates, imports and exports are subject to tariffs and quotas, fiscal policy is a complex bargain among delegates from different regions. These public policies are the result of heterogeneous interests that, mediated by political institutions, produce a public choice that ultimately affects the choices available to economic agents. Different political structures produce different public policies. By this causal chain, economic activity depends on political organization.

In this course we will study the effects of politics and political institutions on economic decisions and outcomes using game theoretic models that combine political and economic choices. Topics may include electoral business cycles, capital taxation and growth, inequality and redistribution, deficits and public debt, electoral rules and accountability, Congressional bargaining and regional transfers, size of the government sector, inflation targeting, and the importance of credibility.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

**ECON353 American Economic History**

This course focuses on 19th- and 20th-century U.S. economic history. The course emphasizes the application of economic tools to the analysis of U.S. history. In addition, it aims to provide students with a sense of the historical dynamics that have shaped the contemporary economic system. Rather than providing a general survey of the economic history of the entire period, the course will focus on topics including cyclical fluctuations, the evolution of the monetary and financial systems, immigration, labor markets, and the role of government policy.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [ECON301 OR ECON302]

FALL 2012 INSTRUCTOR: GROSSMAN, RICHARD S. SECT: 01

**ECON354 Institutions**

Neoclassical economic theory has relatively little to say about the problem of economic organization, how the economic activity of individuals is structured and governed by a complex network of social institutions that includes the law of property and liability, informal codes of morality and fair dealing, and formal organizations. This course attempts to address this imbalance by examining the origins and historical development of two of the most important of these institutions, firms and states. Why do firms and states exist? What functions do they perform in economic systems? How do they arise, and how do they change over time? In considering these questions, students will be introduced to several contemporary alternatives to neoclassical analysis, including the institutional, Austrian, public-choice, and constitutional approaches to the problem of economic organization. All of these traditions have both a rich history and an active research community, and readings will include both classic texts and modern scholarship in each of them.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: ECON301

**ECON355 Financial History**

This course will focus on the evolution of financial institutions and markets from the ancient world until today. Topics covered will include the emergence of money and payment mechanisms, the beginnings of public debt and central banks, the development of joint stock commercial banking and banking regulation, securities markets, and financial crises. The course will emphasize the application of the tools of economic analysis to financial history.

GRADING: OPT CREDIT: 1 GEN ED: SBS  
PREREQ: [ECON300 AND ECON301] OR [ECON300 AND ECON302]

**ECON357 Topics in European Economic History**

This course emphasizes the application of economic tools to the analysis of European history since the Industrial Revolution. Much of the course will center on Britain, although the experiences of France, Germany, Scandinavia, and other countries will also be discussed. Rather than providing a survey of all of modern European economic history, the course will focus on topics such as industrialization, demography, the evolution of money and capital markets, cyclical fluctuations, etc.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: [ECON301 OR ECON302]

**ECON358 History of Economic Thought**

This course explores the major ideas of the classical school of political economy as developed by two of its central figures, Adam Smith and David Ricardo, and then traces the unfolding legacy of these ideas in the history of economic thought. For each author studied, the goals will be to understand the arguments presented on their own terms, interpret those arguments in the terms of modern economic theory, and evaluate their contemporary empirical relevance.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: ECON301

**ECON366 The Economics of Developing Countries**

This course presents an examination of the characteristics of developing economies and an evaluation of different policies to foster development. Specific topics include economic growth, political economy, institutions, infrastructure, agriculture, corruption, microfinance, conflict, education, labor markets, health, gender, and methods of impact evaluation.

GRADING: OPT CREDIT: 1 PREREQ: [ECON301 OR ECON302]

FALL 2012 / SPRING 2013 INSTRUCTOR: KEATS, ANTHONY SECT: 01

**ECON371 International Trade**

This course analyzes theories of international trade and trade policy. Specific topics will include theories of comparative advantage, the Ricardian model, the Heckscher-Ohlin model, and the imperfect competition model. Other topics include tariffs, trade policy, import substitution, industrial policy, and the balance of trade. Current events concerned with international trade are also discussed.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: ECON301

FALL 2012 INSTRUCTOR: SKILLMAN, GILBERT L. SECT: 01

**ECON380 Mathematical Economics**

The uses of mathematical argument in extending the range, depth, and precision of economic analysis are explored. The central goal of the course is to promote sophistication in translating the logic of economic problems into tractable and fruitful mathematical models. Particular attention is paid to the analysis of optimization and strategic interaction.

GRADING: A-F CREDIT: 1 GEN ED: SBS

PREREQ: [ECON301 AND MATH221 AND MATH222] OR [ECON301 AND MATH223 AND MATH222]

FALL 2012 INSTRUCTOR: SKILLMAN, GILBERT L. SECT: 01

**ECON385 Econometrics**

Econometrics is the study of statistical techniques for analyzing economic data. The course reviews multiple regression and develops several more advanced estimation techniques. Students work on individual research projects and learn to use econometric software.

GRADING: OPT CREDIT: 1 GEN ED: SBS

PREREQ: [ECON301 AND MATH221] OR [ECON301 AND MATH223] OR [ECON302 AND MATH221] OR [ECON302 AND MATH223]

SPRING 2013 INSTRUCTOR: HORNSTEIN, ABIGAIL SECT: 01

**ECON401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**ECON409/410 Senior Thesis Tutorial**

GRADING: OPT

**ECON411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**ECON465/466 Education in the Field, Undergraduate**

GRADING: OPT

**ECON467/468 Independent Study, Undergraduate**

GRADING: OPT

# English

**PROFESSORS:** Christina Crosby; Natasha Korda; Sean McCann, *Chair*; Joel Pfister; Ashraf Rushdy, *African American Studies*; William Stowe; Elizabeth Willis

**ASSOCIATE PROFESSORS:** Sally Bachner; Harris Friedberg; Indira Karamcheti; Ruth Nisse; Deb Olin Unferth; Stephanie Kuduk Weiner

**ASSISTANT PROFESSORS:** Lisa Cohen; Matthew Garrett; Marguerite Nguyen; Courtney Weiss Smith; Amy Tang, *American Studies*

**ADJUNCT PROFESSOR:** Anne Frank Greene

**ADJUNCT INSTRUCTOR:** Alice Hadler, *Associate Dean for International Student Affairs*

**RESIDENT WRITER:** Kit Reed

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Department Faculty

The Department of English invites students to explore our impressive array of courses designed to equip critical minds, inspire creative imaginations, and hone reading, writing, speaking, and research skills. Our faculty is comprised of nationally distinguished scholars and creative writers. We are committed teachers who use the classroom to collaborate with students on the production of new knowledge and conceptualize creative projects. Our curriculum offers a wide range of innovative courses in American and British literatures as well as English language literatures from around the world. Students interested in creative writing will find a fascinating variety of classes and workshops in our curriculum. Literature is itself one of the most interdisciplinary cultural achievements and, with this in mind, English is one of the most ambitiously interdisciplinary departments at Wesleyan. Indeed, the English faculty maintains close ties to and in some cases shares faculty with the departments of American studies; African American studies; film studies; feminist, gender, and sexuality studies; East Asian studies; and the College of Letters. English majors have rich opportunities to grow as writers, readers, historical thinkers, theorists, creators, and researchers capable, like much of the literature they study, of questioning the “givens” they confront in the social world.

**Advanced Placement.** Students with AP scores of 4 or 5 in either English Literature or English Composition, or with scores of 5–7 on an English A1 or English A2 International Baccalaureate exam, will receive one course credit. No extra credit is given for taking more than one exam. This credit may not be used to fulfill major requirements.

**First-year courses.** The department offers several FYI courses especially designed for first-year students. First-year students may also be admitted to several other department courses; please check individual listings for details. **ENGL130** is a writing course intended for students whose native language is not English, but it is also open to others. Students interested in working on their writing should also consider the many writing-emphasis FYI courses offered by English and other departments.

**Major program.** Students considering majoring in English should read the pamphlet on that subject, available in the departmental office, titled “Handbook for Majors” that is also available online at [www.wesleyan.edu/english/major.html](http://www.wesleyan.edu/english/major.html). Potential majors must take **ENGL201** while they are sophomores. Students who have taken the course and received a grade of B– or better will be admitted as regular majors during the spring term of their sophomore year. Students who take the course during that term will be admitted provisionally, pending the receipt of a grade of B– or better.

Each student, in consultation with an advisor, will develop an individual program consisting of **ENGL201** and at least nine additional courses. These nine courses must include one required course from each of the four categories (adding up to four “required” courses): Literary History I (up to c. 1670s), Literary History II (c. 1670s to 1800), Literatures of Difference, and Theory. All but three of these nine courses must be taken at Wesleyan or in the department’s Sussex program. However, the four “required” courses must be taken at Wesleyan or in the department’s Sussex program. Details about fulfilling requirements are available in the pamphlet. Courses counting toward the major must be numbered **200** or above (students who have taken writing courses once numbered **140** to **179** may count up to two toward the major). One related upper-level course from outside the department may also be counted toward the minimum of **10**, though prior approval from the student’s advisor is required. Appropriate credits transferred from other institutions may also be counted.

**Honors.** The bachelor’s degree with honors in English is awarded on the basis of an outstanding academic record and an honors thesis written during the senior year. Students are eligible to write a critical thesis if they have an average of 91.7 in the courses counting toward the major (at least six courses by the end of the junior year) and have completed a substantial research paper in a departmental course designated research or research option. Students wishing to write a creative thesis need not fulfill the research requirement, but they must have the same 91.7 average and have received As in at least two writing courses. A detailed description of the process for earning honors can be found in the English major pamphlet and online at [www.wesleyan.edu/english/honors.html](http://www.wesleyan.edu/english/honors.html).

## ENGL105 Body and Text

In this class students will study authors who are considering their own identities and those of their writings, working through and working out affinities. Readings will generate larger discussions about language, art, genre, (body) politics, and aesthetics. Students will also write texts of various types—stories, notebooks, essays, fictions, and/or poetry.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

## ENGL108 Sequels, Prequels, and Rewrites

This course will take up the idea of rewrites in two ways. We will examine the way authors have taken up the works of others and sought to rewrite them or to construct sequels or prequels that recast those works in a new light. This focus will allow us to open up important issues in literary study such as intertextuality, originality, and authorship. But we will also engage in a host of exercises in writing and rewriting that will foster greater facility in writing and editing while also helping students “unpack” what is buried in the writing of others.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

## ENGL111 Shakespeare and Company

This First Year Initiative course will help students understand how Shakespeare influenced and was influenced by the major playwrights of his time. A representative sample of plays written in each of his major dramatic genres—comedy, history, tragedy, and romance—will be paired with some of the most compelling plays written by his contemporaries and rivals.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

## ENGL112 The Environmental Imagination: Green Writing and Ecocriticism

This course explores different ways of thinking and writing about the natural world and our relations with it. What are the implications of biblical, Darwinian, and deep ecological worldviews for humans’ relations with the

environment? How do science and religion, wonder and anger, art and advocacy contribute to effective environmental writing? Drawing on classic American texts from Ralph Waldo Emerson to the latest issue of the environmental magazine *Orion*, and practicing writing in different modes, we seek answers to these questions and more. This course may be used for major credit in environmental studies.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST124 PREREQ: NONE

FALL 2012 INSTRUCTOR: STOWE, WILLIAM W. SECT: 01

## ENGL115 Literature of London

This course examines the role of London in the literary imagination of Great Britain from 1800 to 1914. A vibrant multiclass and multiethnic jigsaw puzzle, London was a world city at the center of the empire, the seat of crown and Parliament, and a place of both danger and opportunity. In addition to being the economic and political center of Great Britain, some authors viewed London as the nation’s narrative center as well. Others saw the ugliness of the city, its poverty and noisy, crowded streets, as inimical to literature. As this tension between visions of London as the core of British culture and as its anathema suggests, literature about London meditated upon the relations between art and society, progress and poverty, and literature and social fact.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

SPRING 2013 INSTRUCTOR: WEINER, STEPHANIE KUDUK SECT: 01

## ENGL130 The English Essay

This course will focus on the writing of nonfiction and the forms of the English essay. Readings will be drawn from a range of genres, both nonfiction and fiction, including memoirs and profiles, historical and contemporary commentary, short stories and novels.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012/SPRING 2013 INSTRUCTOR: HADLER, ALICE BERLINER SECT: 01

**ENGL131 Writing About Places**

This course is one in a series called “writing about places” exploring the long tradition of writing about travel and places and changing attitudes toward crossing cultural borders. Readings will focus largely on the writings of 20th-century travelers. We will examine historical and cultural interactions/confrontations as portrayed by both insiders and outsiders, residents and visitors, colonizers and colonized, and from a variety of perspectives: fiction, literary journalism, travel accounts, histories. Writing assignments will include critical and analytical essays and will encourage students to examine their own experiences with places and cultural encounters.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: HADLER, ALICE BERLINER SECT: 01

**ENGL132 Writing Medicine and the Doctor-Writer**

In this course we read a range of works across a variety of literary traditions, mainly by writers who were also medical practitioners (including Chekhov, Bulgakov, Lu Xun, William Carlos Williams, Che Guevara), but also nondocors who write compellingly about medically-related subjects (Camus in *The Plague*, Tracy Kidder on Paul Farmer, Anne Fadiman on cultural clashes).

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012 INSTRUCTOR: HADLER, ALICE BERLINER SECT: 01

**ENGL133 Graphic Narratives**

The graphic novel, child prodigy of the comic book, has grown into an international, dynamic art form. In this class we will examine and discuss the formal aspects of comics as art and literature. We will also examine other literatures that, through inventive typography or collage, walk the line between visual art and narrative.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012 INSTRUCTOR: UNFERTH, DEB OLIN SECT: 01

**ENGL170 All the World's a Stage**

What can dramatic literature and events teach us about the performances of everyday life and how do they both reflect and shape those performances? We will examine different perspectives on the performance of everyday life and discuss the insights of Virginia Woolf, Clifford Geertz, Erving Goffman, Victor Turner, Judith Butler, Joseph Roach, and Peggy Phelan. Next, we will immerse ourselves in dramatic literature that both illuminates and challenges those perspectives. Mining a range of texts and events, we will pay close attention to the performance of gender, the creation of community, and the connections (and disconnects) between history and performance. Playwrights include William Shakespeare, Henrik Ibsen, Bronson Howard, Joan Schenkar, Gertrude Stein, Tennessee Williams, Adrienne Kennedy, and Caryl Churchill. In addition, we will study a range of performance events, such as historical pageants, parades, living history museums, and experimental theater.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL175 Staging America: Modern American Drama**

Can modern American drama—as cultural analysis—teach us to re-read how America “ticks”? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O’Neill, Mike Gold, workers’ theater troupes, the Federal Theater Project, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, David Mamet, Tony Kushner, and others will help us think about what’s at stake in staging America and equip us as critical thinkers, close readers of literature, and imaginative historians of culture and theater. The readings, lectures, and discussions will help members of the class navigate the curriculum and consider subjects such as English; American studies; theater; the College of Letters; feminist, gender, and sexuality studies; African American studies; and the Social, Cultural, and Critical Theory Certificate. This class is designed specifically for first-year students.

GRADING: A-F CREDIT: 1 GEN ED: HA  
 IDENTICAL WITH: [AMST125 OR COL125 OR AFAM152 OR FGSS175 OR THEA172] PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: PFISTER, JOEL SECT: 01

**ENGL180 Writing About Science**

IDENTICAL WITH: CHEM180

**ENGL195 Readings in American Drama**

IDENTICAL WITH: AMST195

**ENGL199 Introduction to Playwriting**

IDENTICAL WITH: THEA199

**ENGL201A Ways of Reading: Adapting Shakespeare**

“Ways of Reading” introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit.

“Ways of Reading” courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry, drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details

and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays; but also in political speech, in popular culture, and in the discourses that shape everyday life.

This “Ways of Reading” course examines how select works from Shakespeare’s corpus adapted works by his predecessors and contemporaries, how they were revised in print during his lifetime, and how they were revised and adapted by his successors on the stage, page and screen. Through guided exercises and short papers on topics such as textual criticism, formalism, historicism, intertextuality and genre, students will learn crucial tools, methods and concepts of literary analysis.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: KORDA, NATASHA SECT: 01

**ENGL201B Ways of Reading: Narrative Forms**

“Ways of Reading” introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit.

“Ways of Reading” courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry, drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays; but also in political speech, in popular culture, and in the discourses that shape everyday life.

This “Ways of Reading” course looks at a series of narratives in different forms—lyric poetry, short stories, and a play of Shakespeare’s—in order to see how authors produce stories appropriate to the form they employ, and how they develop and transform the form they deem appropriate to the stories they wish to tell. We will also look at one career in greater depth, that of Langston Hughes, in order to see how he employed narrative over the course of a long career as a story-teller in poetry and prose.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: RUSHDY, ASHRAF H.A. SECT: 01

**ENGL201C Ways of Reading: Texts and Territories**

“Ways of Reading” introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit.

This “Ways of Reading” course will deal with issues of territory and land in literary texts from the 12th century to the 21st century. We will focus on questions both of how texts negotiate their places and how specific territories generate texts.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012 INSTRUCTOR: NISSE, RUTH SECT: 01

**ENGL201D Ways of Reading: Reading for Genre: Form, History, Theory**

“Ways of Reading” introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit.

This “Ways of Reading” course will explore the three major genres of literature: poetry, drama, and prose narrative. We will examine their building blocks or basic elements and seek to understand how individual works of literature exemplify, reveal, and experiment with them. We will attend to formal and theoretical matters ranging from the operation of words to the patterns that structure poems, plays, and plots. We will ask how literary texts respond to, represent, and capture both literary history and their historical moments by depicting their time and place and by participating in debates about art and society. Throughout, our emphasis will be on the rigors and pleasures of close reading, sustained and detailed textual analysis. We will strive to cultivate the lively, generous, nourishing, and ennobling engagement that S. T. Coleridge had in mind when he said nearly 200 years ago that “the poet,” described in ideal perfection, brings the whole soul of man into activity.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: WEINER, STEPHANIE KUDUK SECT: 01

**ENGL201E Ways of Reading: Reading Encounters: Text, Travel, and Perception**

“Ways of Reading” introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit.

This “Ways of Reading” explores the premise that reading is a way of seeing, a way of knowing that emerges from our encounter with the text and

the world it represents. What do we encounter when we enter the world of a literary text? How do literary texts represent encounters with the world? How do they shape our perception and experience of the world, of identity, of difference? In this class we will pay close attention to the language, genre, and literary form of poems, stories, and plays that dramatize the process of reading. We will read texts, such as *Benito Cereno* and *The Yellow Wallpaper*, that depict challenges to their protagonist's ability to read and perceive the world, and we will read the historical source materials for these stories to consider the process of writing as itself a form of reading. We will also read poems and plays, Shakespeare's *The Tempest* and Aimée Césaire's *A Tempest* (and perhaps a contemporary novel) written in response to an encounter with an earlier text. Our final reading, the graphic memoir, *Fun Home*, will challenge us to find new ways of reading across genres and medias. Throughout the course questions of genre and form, genesis and context, and the ongoing encounter between the world and the text will provide the focus for our reading.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### **ENGL201F Ways of Reading: Literature about Literature**

"Ways of Reading" introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit.

This "Ways of Reading" course will explore the methods, meanings, and very purposes of literature by reading literature about literature—literature written by authors in their most playfully self-aware and self-interrogating of moods. In one of her novels, Jane Austen celebrates the pleasures and dramatizes the perils of novel reading, and an array of 20th- and 21st-century fiction writers sound similarly self-referential—if slightly more self-defeating—notes. Poets from Edmund Spenser and Alexander Pope to W. H. Auden and Billy Collins have written poetry about poetry, and both Shakespeare and Tom Stoppard write imaginative plays that raise questions about the nature and limits of imagination. We will attend to the different ways that these authors imagine the purposes and possibilities of literature, developing a nuanced sense of literature as a culturally specific phenomenon that fulfills constantly changing needs and desires. Throughout, our emphasis will be on the practice of close reading, on careful attention to how texts construct meanings and make demands on readers.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: SMITH, COURTNEY WEISS SECT: 01

#### **ENGL201G Ways of Reading: Contact Zones: Travel, Migration, and American Literature**

"Ways of Reading" introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit.

In this "Ways of Reading" course, our studies of 20th- and 21st-century American literature will pay particular attention to various forms of "contact"—interethnic encounters, genre mixing, human/animal divides—in order to think about innovations in U.S. literature as expressions of various forms of border crossing, both within and beyond the nation.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: NGUYEN, MARGUERITE BICH SECT: 01

#### **ENGL201H Ways of Reading: Call and Response**

"Ways of Reading" introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit.

This section will concentrate on the literary "tool kit": that is, the set of analytical strategies that are part of the close reading of poetry, short stories, and plays. In addition, this section will focus on the ways literary texts respond to each other, revising, expanding, parodying each other.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: KARAMCHETI, INDIRA SECT: 01

#### **ENGL201J Ways of Reading: Literary Form and Forms**

"Ways of Reading" introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the ENGL201 series may be taken for credit.

This "Ways of Reading" course focuses on the techniques of interpretation, beginning with words and tropes like metaphor and metonymy and advancing to narrative theory. It introduces students to different theoretical approaches to the text, including formalist, psychoanalytic, cultural and New Historicist studies.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: FRIEDBERG, HARRIS A. SECT: 01

#### **ENGL203 American Literature from the Colonial Period to the Civil War**

This course surveys American literature and culture through the middle of the 19th century. Readings will span the full range of genres as we move from European fantasies and narratives of the conquest of the New World to representations of slavery, industrialization, and U.S. national expansion. We

will begin by considering the role of "America" (both the idea and the real continents) in world history; the questions we raise will return often as we look closely at the literature. Whether sermon, imperial report to the metropole, memoir, poem, or novel, the forms of our texts differentiate them as much as their content sometimes unites them, therefore we will examine the consequences, both political and aesthetic, of literary conventions. We will pay special attention to the relationship between texts and images (illustration, painting, iconography).

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST243 PREREQ: NONE  
FALL 2012 INSTRUCTOR: GARRETT, MATTHEW CARL SECT: 01

#### **ENGL204 American Literature, 1865–1945**

This course considers the way a large range of American writers responded to the industrial transformation of the United States. We will look at the way writers conceived and understood the rise of the corporation, the growth of the metropolis, the surge of migration, and the expansion of American power through war and settlement, and we will consider the way such visions related to the writers' understanding of the nature of American culture and the significance of literary expression. Among the authors discussed will be William Dean Howells, Charles Chesnut, Henry James, Mark Twain, Stephen Crane, Sarah Orne Jewett, Mary Wilkins Freeman, Kate Chopin, Edith Wharton, Frank Norris, T. S. Eliot, Willa Cather, F. Scott Fitzgerald, Langston Hughes, Ernest Hemingway, Jean Toomer, and Richard Wright.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST235 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: MCCANN, SEAN SECT: 01

#### **ENGL205 Shakespeare**

Shakespeare's plays continue to play an important role in our collective psyche, in part due to the ways they present the formation of modern subjectivity. Anxieties about nationhood, religion, economic shifts, colonial enterprise, and gender permeate his works, establishing a set of concerns that still inform our worldview. Because of the continued circulation of these works, it is possible to neglect the conditions that produced them. The heart of this course will be the rich range of Shakespeare's drama and poetry, including *King Lear*, *As You Like It*, *The Tempest*, *A Midsummer Night's Dream*, *Richard II*, *Henry IV*, and *Hamlet*. We will consider the historical backdrop of his plays, keeping in mind previous traditions and genres, and then explore how these works continue to be re-imagined to reestablish their relevance for subsequent ages.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: FRIEDBERG, HARRIS A. SECT: 01

#### **ENGL206 British Literature: Late Renaissance to Enlightenment**

This course is an introductory survey of major works from the late Renaissance through the Enlightenment. Special attention to the writings of Milton, Marvell, Rochester, Fowke, Defoe, Swift, Pope, Johnson, Leapor, and Boswell. No previous knowledge of the subject is required.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### **ENGL207 Chaucer and the Critical Power of Medieval Literature**

Chaucer's work includes dream-visions, romances, epic, satire, and comedies that continue to astonish readers with virtuosic verse and deft character portraits. Chaucer tests the boundaries of chivalry and medieval romance, reinvents the Classical world, and raises questions about gender and sexuality that do not lose their force even today. Other writers of the time, including William Langland and the poet of *Sir Gawain and the Green Knight*, offer similar probing explorations of Ricardian society, morality, and notions of reality. We will read a range of works from the period, considering carefully the social conditions that produced them and the generic conventions that informed their composition. Most readings will be in Middle English, so we will read slowly and carefully, with attention to the language.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST207 PREREQ: NONE

#### **ENGL208 Enlightenment to Modernism: British Literature, 1780–1914**

This course offers an introduction to modern British literature and culture, with an emphasis on the ways in which literary form responds to and shapes the movements of history. We begin with the emergence in the late 18th century of two new literary forms with substantial debts to the Enlightenment—the novel and Romantic poetry—and trace the development of these genres in the hands of later writers, from George Eliot's panoramic depiction of a small city at a moment of profound historical, social, and economic transformation to E. M. Forster's portrait of two sisters who exemplify a country caught between its ideals and the reality it has made for itself; from Robert Browning's repudiation of Romantic confession to Oscar Wilde's definition of art as artifice, or "lying." Central themes include changing concepts of personhood; the relation among science, nature, and faith; the politics of class and gender; the tension between the language of everyday life and the language of literature; and the role of art in a rapidly changing, chaotic, and often exhilarating modern world.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL209 From Seduction to Civil War: The Early U.S. Novel**

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

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST298 PREREQ: NONE

**ENGL210 The Rise of the Novel**

The novel as we know it emerged in 18th-century England. The real questions are, how and why? Were novels first written by white men, expressing the attitudes and capitalizing on the reading practices of an emergent middle class? Or did they evolve from a somewhat less respectable tradition of romance writing by and for women? Did novelistic prose draw on scientific and economic discourses as it naively sought to present a realistic picture of the world? Or was the genre playfully self-aware, from its very origins, of the difficult relationship between reality and language? This course will explore some of the complexities of the “rise of the novel,” one of the most important and oft-told tales of literary history. As we read fictions full of criminals, love-letters, scandals, and satirical self-referentiality, we will think about the differences between early novels and the not-quite novels that preceded them. We will focus on how novels work through plot, character, and realistic prose, but we will also consider how critical narratives like the “rise of the novel” work. How do these narratives help us, as novel readers today, understand our relationship to the period and to the novel as a form?

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: SMITH, COURTNEY WEISS SECT. 01

**ENGL211 Ethics of Embodiment (FGSS Gateway)**

IDENTICAL WITH: FGSS210

**ENGL213 Contemporary British and American Fiction**

This course will introduce students to some of the most influential British and American novels written after 1945. In addition to close readings of these challenging and rewarding texts, this course will introduce students to key terms in postwar literary history such as modernism, postmodernism, romance, postcolonialism, realism, and magical realism. Central to our investigation of Anglo-American fiction will be the divergent political and economic fortunes of the U.S. on the one hand and the United Kingdom on the other.

GRADING: A–F CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: BACHNER, SALLY SECT. 01

**ENGL214 Introduction to Social, Cultural, and Critical Theory**

IDENTICAL WITH: CHUM227

**ENGL216 Techniques of Poetry**

This course introduces students to the fundamentals of writing poetry and to some of the major issues in contemporary poetics. Emphasis will fall on reading and discussing contemporary poetry, writing in both open and closed forms, working with structural elements beyond traditional poetic forms, and developing a methodology for critical discussion.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: WILLIS, ELIZABETH SECT. 01  
SPRING 2013 INSTRUCTOR: STAFF

**ENGL217 Harlots, Rakes, and Libertines**

The Age of Enlightenment was also the age of the libertine, when artists, intellectuals, and members of European cities began to formulate new philosophies of pleasure and personal freedom aimed at liberating people from the tyranny of repressive dogmas. At the same time, the rapid growth of Europe's cities gave rise to many of the distinctive ills of modernity—increasing poverty, prostitution, and public disorder—prompting a conservative backlash from religious authorities who saw the traditional structures of family and religion under attack. This class will introduce students to some of the major literary and nonliterary texts of the libertine Enlightenment and will explore some of the historical roots of our present-day culture wars.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: FGSS213 PREREQ: NONE

**ENGL218 Into the Wild**

From Thoreau's assault on Mount Katahdin to Alexander Supertramp's fatal adventures; from Catherine Maria Sedgwick's 1827 tale of Native Americans and Puritans to Chickasaw novelist Linda Hogan's fictional account of the dislocation of Canadian First People, American writers have explored the borders between culture and nature, “civilization” and “wilderness.” After an introduction to contemporary border theory as well as critical discussions of the ways in which North Americans have defined such crucial terms as “nature,” “wilderness,” and “environment,” we will examine works of fiction, nonfiction, and poetry from the last 200 years to discover how some of our greatest writers have imagined the relations between human beings and “the wild.” Throughout the semester we will also ask what these writers have to tell us about our place on a threatened planet and what role imaginative literature has to play in the wider environmental conversation.

GRADING: A–F CREDIT: 1 IDENTICAL WITH: ENV5218 PREREQ: NONE

**ENGL219 From Blackface to Black Power: The Art of Politics in 20th-Century African American History and Culture**

IDENTICAL WITH: AFAM218

**ENGL221 African American Anticolonial Literature**

IDENTICAL WITH: AFAM222

**ENGL224 Medieval Drama**

This course will examine early English drama in its many forms, from the civic mystery cycles of the 15th century to the morality play *Everyman* to Tudor plays famously indebted to the conventions of medieval theater, such as Marlowe's *Doctor Faustus* (1592). We will cover topics including the role of drama in defining communal identities, dramatic interpretations of gender, and the responses of drama to contemporary social and religious controversies.

GRADING: A–F CREDIT: 1 IDENTICAL WITH: [JMDST242 OR THEA224] PREREQ: NONE

**ENGL225 Outsiders in European Literature**

IDENTICAL WITH: COL207

**ENGL226 The 1790s: Poetry, Painting, and the Novel After the French Revolution**

The course is an introduction to British literature and art of the 1790s. Our narrow time frame will allow us to build a rich understanding of conversations carried out among artists and between artists and their historical moment. We will address several main themes: (1) responses to the French Revolution and the Napoleonic Wars; (2) individualism and interiority; (3) the sublime, the beautiful, and the picturesque; (4) the sketch, immediacy, and craft; (5) the relation among nature, human experience, and imagination; and (6) political economy and emerging ideas about society. Our central course materials are paintings and literary texts. In relation to these works, we will also examine political and philosophical writings from the period.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: WEINER, STEPHANIE KUDUK SECT. 01

**ENGL227 The Victorian Novel**

Students will study the narrative conventions and figurative tropes that are now wholly naturalized as the form of “the novel.” We will study theories of the novel. We will study the Victorian publishing industry to consider how it shaped the novel form, and, conversely, how novelists actively created new forms. How did these novels get to be so long? What kind of worlds do they create? How does characterization work? How is it that we still read them avidly and consume them as television costume dramas and Hollywood movies? What do these novels do in the world?

GRADING: A–F CREDIT: 1 PREREQ: NONE

**ENGL228 Love in the Time of Slavery**

IDENTICAL WITH: AFAM219

**ENGL230 Introduction to Asian American Literature**

This course introduces students to Asian American literature and criticism by situating literature, art, and film in historical and regional context and in relation to key conceptual debates. The 1960s institutionalization of Asian American studies opened the door for the examination of a wide range of works and histories identified as Asian American, and these studies have been complemented by waves of conceptual frameworks aimed at delineating the cultural, political, and social stakes of the field. We will focus on transnational migrations as a common thread throughout the works, querying how various modes of mobility at both local and global levels take shape in literature and underpin how we think about the relationship between Asia and Asian America. We will revisit points of well-known Asian-American contact while illuminating others that have been less studied, including coolie labor in Cuba and Jamaica and Vietnamese asylum in Israel.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST264 PREREQ: NONE  
FALL 2012 INSTRUCTOR: NGUYEN, MARGUERITE BICH SECT. 01

**ENGL232 Mystics and Militants: Medieval Women Writers**

In this class we will read a wide range of works written by European women between c. 1100–1500, including courtly, religious, and polemical texts. The course will explore ideologies of gender in the Middle Ages and early modern

period and examine the ways in which our authors confronted the misogynist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, “courtly love,” mystical experience, heresy, humanism, utopian realms. In short, we’ll read works by women who created their own forms of authority and in doing so, both influenced and defied the authorities of their time.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [JMD5238 OR FG55224] PREREQ: NONE

### ENGL233 History of Musical Theater

IDENTICAL WITH: THEA208

### ENGL234 Scripts and Shows: Modern Drama as Literature and Performance

Why read plays? What is the place of drama in literary studies? In modern culture and society? What answers to these questions are suggested by the works of classic modern writers like Ibsen, Strindberg, Chekhov, Brecht, and Beckett, and contemporaries like Tony Kushner and Suzan-Lori Parks? These are some of the questions we will try to answer as we examine a selection of plays from the modernist canon and the contemporary stage. This is a literature course, and no experience of theater is necessary, but we will pay some attention to imagining how scripts might be realized in performance, and there will be a chance for students to participate in rehearsed readings.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: THEA234 PREREQ: NONE

### ENGL235 Children’s Literature

Probably the first literature we fall in love with, children’s literature shapes individuals and cultures in profound ways, investing us with important mythologies and guiding our identities and behaviors. This course will examine fairy tales, some works from the “golden age” of children’s stories, and some contemporary works. We will enrich our reading of the fiction with some of the central theorists of this genre, including Bruno Bettelheim, Jack Zipes, and Maria Tatar.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

### ENGL236 The British Modernist Novel, 1900–1945

This course will introduce students to British novels from the modernist period of 1900–1945, a time of massive formal innovation. We will explore the formal, thematic, and philosophical features of British modernist fiction through close readings of novels and through occasional readings in essays of the period and more recent criticism. This course will provide a broad, if necessarily selective, picture of modernist fiction in all its considerable variety. In addition to some iconic examples of high modernism, we will read some arguably minor novels as well. Much of our attention will be on modernism’s recurrent concern with the meaning of modernity itself. Are modernism and modernity identical, antagonistic, or mutually dependent? How is modernism implicated in Britain’s waning imperial fortunes? Is modernism avant-garde or canonical, elitist or engaged with popular culture?

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

### ENGL238 Renaissance Literature

Readings cover the period from the dawn of the Tudor Age (1485) to the Restoration of the Stuart dynasty in 1660, offering an introduction to a selection of major writers like Marlowe, Spenser, Shakespeare, Jonson, and Milton.

GRADING: A–F CREDIT: 1 PREREQ: NONE

### ENGL239 Postwar African American Fiction

IDENTICAL WITH: AFAM240

### ENGL240 Introduction to African American Literature

IDENTICAL WITH: AFAM202

### ENGL241 Special Topics in Creative Writing: Merging Forms

Students will explore, both in the readings and their own work, forms of writing that don’t fit neatly into traditional genres such as fiction, essay, or criticism. Readings will include Maxine Hong Kingston’s *The Woman Warrior* (which combines fiction and personal essay), Eduardo Galeano’s *Memory Of Fire: Genesis* (historical writing combined with fiction), and selected short works by Donald Barthelme, Rebecca Brown, Wayne Koestenbaum, and others (all playing with genre in various ways).

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: CHASE, CLIFFORD CURTIS SECT: 01

### ENGL242 Literary Theory I: Plato to Pope

This course will examine some of the foundational texts of literary theory, beginning with Greek and Roman writers and ending early in the 18th century. These foundational texts ask such questions as: What is the work of art? What is its relationship to the state? Is the poet divinely inspired or a peddler of illusion? What makes a work of art “great”? Is it “originality” or a mastery of the classical themes and genres? We will discuss these questions and more in the works of such writers as Plato, Horace, Longinus, Dante, Sidney, and Pope.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

### ENGL243 Caribbean Literature

The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the “antidote to civilization,” Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will

examine selected literary texts as part of an ongoing dialogue among the region’s history, mythology, and aesthetics.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [AFAM243 OR AMST247 OR LAST247]  
PREREQ: NONE

### ENGL244 Workshop in African American Poetry

IDENTICAL WITH: AFAM375

### ENGL245 American Modernisms: Time, Space, and Race

This course examines American modernist writings with special attention to ways in which representations of time and space relate to notions of race during the 20th century. In addition to studying modernist manifestos calling upon artists to “make it new,” we will examine how writers engage with this proposition by pushing the boundaries of genre to represent the diversity of America and Americans in formally innovative ways. We will also investigate works that query the contradictions inherent in American conceptions of modernity and progress without necessarily engaging American modernist impulses as such. The central question guiding the course will be how literary forms enable and limit writers’ attempts to capture unequal, racialized experiences of American time and space. Toward the end of the semester, we will take a brief look at how contemporary writers revisit modernist forms in ways that show the enduring influence of American modernism on contemporary culture and society.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST254 PREREQ: NONE

### ENGL246 Personalizing History

IDENTICAL WITH: AMST245

### ENGL247 Narrative and Ideology

IDENTICAL WITH: COL249

### ENGL248 Imagining the American South

The American South has long been set aside in the national imagination as a particular—and, in many ways, peculiar—segment of the country. But why is this so? What makes the South necessarily different—if we assent to this difference at all? This course will examine a diverse series of representations of the American South and will chart its development (and the concurrent development of its literature) over the past century. In the first section of the course, we will explore a set of competing, and often conflicting, images of what the South is and what it means; we will consider how widely the experience of the South varies with sex, race, and socioeconomic class. The second section of the course will take up the complex and colorful tradition of the Southern family, in all its (sometimes dysfunctional) glory. In the third and final section, we will examine images of Southern “expatriates”—characters who have abandoned their sub-Mason-Dixon roots and relocated elsewhere.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [AFAM248 OR AMST240] PREREQ: NONE  
SPRING 2013 INSTRUCTOR: MAHURIN, SARAH JOANNA SECT: 01

### ENGL250 Contemporary U.S. Poetry

What exactly is American about American poetry? In this course, we will discuss the work of many contemporary poets in the context of their relation to literary tradition, innovation, and American culture. Primary consideration will be given to the relation between written and spoken texts, form and content, lyricism and politics. We will also look at foundational poems by 19th-century and early 20th-century poets.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: WILLIS, ELIZABETH SECT: 01

### ENGL251 Epic Tradition

This course studies the poem of history, tracing the evolution from the heroism of strife to the heroism of consciousness and studying the construction of the soul, death, the state, the patriarch, and sexuality from the dawn of history to the emergence of the modern age.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: FRIEDBERG, HARRIS A. SECT: 01

### ENGL252 Restoration and 18th-Century Theater

The period between 1660 and 1800 saw a great transformation of England’s theaters: The first female actors arrived on the stage and established themselves as celebrities; managers experimented with scenery and spectacular stage effects; and authors developed new dramatic forms to suit the tastes of a changing audience. The plays from this period are remarkable not just for their dazzling wit, irreverence, and formal audacity, but also for their vigorous engagement with the central concerns of the Enlightenment: the proper balance of political authority and liberty; the rise of commerce and empire; the competing claims of family, property, and sexual desire; and the relationship between popular and polite culture. A central focus of the class will be on the theater of the time as a porous social and cultural space, where different classes, parties, and genders mixed with unique freedom and often explosive consequences.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE



**ENGL253 Science and/as Literature in Early Modern England**

Seventeenth- and 18th-century England saw the development and popularization of the “new science.” Microscopes, telescopes, airpumps, automata, and experiments captured the popular imagination. The first important scientific societies and journals were founded, and the public learned about new discoveries through sermons and coffeehouse lectures. This course will trace the literary reaction to these cultural changes. John Donne famously worried that the “new philosophy calls all in doubt,” turning the world topsy-turvy and setting the poet off on a quest for meaning. A female natural philosopher wrote utopian science fiction, and Jonathan Swift satirically skewered mathematicians and experimenters. While the best of early 18th-century nature poetry takes Newton quite seriously as it depicts the way light glimmers off objects, by the century’s end William Blake villainized Newtonian thought as reductive and deadening. We will try to understand what writers found exhilarating, scary, confusing, hilarious, or important about science at this key moment of its development. At the same time, we will read this science as literature—considering, say, Francis Bacon’s symbolically fraught “idols” and Robert Boyle’s “literary technology,” the role of poetry in spreading scientific ideas and the importance of analogy and metaphor to the very logics that structured scientific thought. The disciplines of science and literature were not as cleanly separated in this period as they are now, and we can better understand both by exploring their intersections.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: SISP253 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: SMITH, COURTNEY WEISS SECT. 01

**ENGL254 Shakespeare on Film**

This course will examine exemplary filmic interpretations of five Shakespeare plays with the aim of exploring Shakespeare as a site of cultural production—as one of the places where our society’s understanding of itself is worked out and, at times, fought out. Lectures and class discussions will focus on the particular problems and questions raised by the Shakespeare film as a genre: How do these films negotiate between theatrical and cinematic conventions, between text and image, between the historical past and the concerns of the present? To unravel such negotiations demands attentiveness to both sides of these equations. The course thus requires students to spend time reading both the filmic and literary texts closely, attending both to their formal attributes and to the specific contexts in which they were produced. While no prior study of Shakespeare is requisite, students may want to familiarize themselves with the plays we will study beforehand, since a great deal of time will be devoted to analyzing films.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL256 The British Novel in the Romantic Period**

From William Godwin to Jane Austen, the British Romantic period saw a huge expansion in the scope and ambition of the novel that finally established itself as the most popular form of literary entertainment. The French Revolution sparked a vigorous debate about the rights of men and women, while the tumult and violence that followed it spurred experimentation with a new kind of “terror” fiction. In this class we will examine how the dramatic social changes of the period, which included the Industrial Revolution and the first total war, left their mark on novels that return repeatedly to themes of transgression, violence, and the precariousness of social order.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL258 New World Poetics**

God and money, love and beauty, slavery and freedom, war and death, nation and empire: The themes of early American poetry will carry us from London coffeehouses to Quaker meetinghouses, from Massachusetts drawing rooms to Jamaican slave-whipping rooms. Our texts will range from pristine salon couplets to mud-bespattered street ballads, from sweetest love poems to bitterest satire. Digging deeply into the English-language poetry written, read, and circulated after the first English settlement in North America, we will trace the sometimes secret connections between history and poetic form, and we will listen to what these links can tell us about poetry and politics, life and literature, in our own time. Our poets ignored false divisions between art and society, and so will we.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST269 PREREQ: NONE

**ENGL259 Shakespeare and the Category of the Human**

The Renaissance has been described as the historical moment that marked the “birth of the individual” (Burckhardt), while Shakespeare has been dubbed the inventor of the human (Bloom), or at least of modern “subjectivity effects” (Fineman). This seminar will explore these claims, and recent poststructuralist and cultural materialist challenges to them, through an examination of the category of the human in Shakespeare’s poems and plays. In particular, we will consider the ways in which the human is constructed through that which is opposed to or excluded from it (e.g., the divine, bestial, supernatural, mon-

strous, alien, etc.). How do representations of the more-than-human (gods, kings, heroes), inhuman (ghosts, fairies, monsters, witches, villains), and less-than-human (slaves, strangers, victims, children, animals) participate in the definition of humankind? This question will be approached historically (by examining how the human, inhuman, subhuman, and superhuman were defined in Shakespeare’s time), theoretically (by examining recent critical debates surrounding these issues), and formally (by analyzing the tropes and technologies of character-writing, such as personification, speech prefixes, pronouns, titles, proper names, etc.). Other questions we will consider include, How did the emergence of humanism and the Protestant Reformation in England affect the contours of the human? How did humoral psychology shape Shakespeare’s depiction of the human psyche? How did debates surrounding the divine right of kings shape the humanity of Shakespeare’s monarchs? What produces the literary effect of personhood or subjectivity? How is the “interiority” of Shakespearean characters (the illusion of “that within which passeth show”) created through text and performance? What are the functions and politics of Shakespeare’s quasi-human and subhuman characters? What dramatic roles do animals play as social metaphors or utilitarian instruments? How do such attributes as status, gender, race, and nationality affect a character’s inclusion in/exclusion from the category of the human?

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL260 Faulkner and the Thirties**

An investigation of Faulkner’s work and career in the context of American literature and politics of the thirties.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST325 PREREQ: NONE

**ENGL261 African American Women’s Drama**

Caught at the intersection of a social and political activism that defined black men and women’s rights as the purview of white women, African American women turned to the cultural realm, playwriting, and theatrical production as a means of articulating, mediating, and transforming the oppressive conditions of their lives. Women such as Georgia Douglas Johnson, Lorraine Hansberry, Ntozake Shange, Lydia Diamond, Lynn Nottage, and Dael Orlandersmith have delved into a variety of themes, issues, and literary and production techniques to produce a body of work that is at once deeply personal, universal, and specifically relevant to the African American experience in the United States. This intermediate-level literature course combines elements of a survey with deeper analysis and provides students with an overview of black women’s dramatic writing as well as an introduction to the aesthetics, theoretical and critical analyses, and social, cultural, and political themes of black women’s dramatic writing.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [AFAM259 OR AMST239] PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: WOODARD, LAURIE AVANT SECT. 01

**ENGL263 The “Modern” 18th Century: Science, Consumer Culture, Individuality, and Enlightenment**

Eighteenth-century England was changing rapidly: Isaac Newton discovered gravity; Adam Smith explained the *Wealth Of Nations*; John Locke endorsed democratic governments, and Voltaire and David Hume celebrated the power of the human mind. Indeed, it is often said that 18th-century England was a crucial birthplace for science, consumer culture, the liberal individual, and enlightenment—for the modern world itself. This class will read key texts of this process of modernization (by the likes of Newton and Locke) as literature, but we will also attend to the literary reaction—texts celebrating, condemning, satirizing, or simply trying to make sense of these changes. Throughout, we will seek both the presence and the limits of the “modern” in the period. Sometimes weirdly backwards-looking ideas unpredictably jostle up against the seemingly progressive: exuberantly pious devotions punctuate serious science and economics, and strikingly unfamiliar assumptions about the individual influence political, philosophical, and literary thought. What was—and wasn’t—“modern” about the 18th century, and how can this key modernizing moment help us better understand our world today?

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL264 Renaissance Drama**

Largely because of the institutionalization of what Shaw mockingly dubbed “bardolatry,” most modern readers’ encounter with English Renaissance drama starts and ends with the plays of Shakespeare. As a consequence, very few students become acquainted with other works from the Tudor and Stuart stage. This course aims to remedy this deficit by reading a representative sample of some of the most provocative plays of his contemporaries and rivals, including Christopher Marlowe, Ben Jonson, Thomas Middleton, Thomas Dekker, John Marston, John Webster, Francis Beaumont, and John Fletcher.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL266 The Russian and English Novel**

Like authors today, the great writers of 19th- and early 20th-century England and Russia drew inspiration from books written far away. This

team-taught course examines the many modes of interaction that connect English and Russian novels, from direct inspiration to resonances of theme and form. We begin with *Northanger Abbey* and *Eugene Onegin*, two novels about the nature of literature, the interplay of art and reality, and the significance of genre. We then turn to two monumental treatments of the “woman question” and the new identities made possible by modern life, *Middlemarch* and *Anna Karenina*. The final section of the course considers the beginnings of Modernism and the interplay of consciousness, memory, and artistic creation in *Mrs. Dalloway* and *The Real Life of Sebastian Knight*. Through close readings of each text, we will travel from English villages to Russian country estates, from St. Petersburg to London, tracing how an international and comparative conversation shaped the ever-changing conception of the novel as a genre and of the stories it might tell.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [RUSS270 OR REES270 OR RULE270]

PREREQ: NONE

FALL 2012 INSTRUCTOR: WEINER, STEPHANIE KUDUK SECT: 01

INSTRUCTOR: MEYER, PRISCILLA SECT: 01

#### ENGL267 Introduction to the Harlem Renaissance

Throughout the 20th century, African Americans have employed a variety of strategies toward the attainment of social, political, and economic equality. At different historical moments, specific agenda, tactics, and participants have come to forefront, yet the overall objectives remain the same. During the 1920s and 1930s, many African Americans put forth a fusion of cultural and political activism as the vanguard of the movement known as the new Negro or Harlem renaissance. This lecture course will introduce students to the key themes, objectives, artists, and activists of the era. We will explore a variety of texts including poetry, fiction, autobiography, plays, and films.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM233 PREREQ: NONE

#### ENGL269 Aesthetics and/or Ideology

This course serves as an introductory survey of the modern history of the philosophy of aesthetics and its influence on English and American literary theory.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST279 PREREQ: NONE

#### ENGL270 Writing Creative Nonfiction

Practice in writing several forms of literary or journalistic nonfiction—critical pieces, nonfiction narrative, profile, review, commentary, travel essay, family sketch, or personal essay, for example. The readings serve as models for these exercises.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: GREENE, ANNE F. SECT: 01-02

#### ENGL271 Distinguished Writers/New Voices

The writing exercises in this course give students an introduction to nonfiction writing in several forms, both literary and journalistic. Talks by visiting writers in other genres—fiction, poetry, or drama—offer students a broader sense of writers’ techniques and an introduction to interesting contemporary work. Students will attend lectures and readings by the visiting writers, meet in classes and workshop sessions, and work on short writing assignments.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

SPRING 2013 INSTRUCTOR: GREENE, ANNE F. SECT: 01

#### ENGL273 South Asian Writing in Diaspora

The South Asian diaspora spans the world; communities are located in Africa, the Middle East, England, North and South America, the Caribbean, as well as Southeast Asia. Using novels, poems, short stories, and film, this course will focus upon the question of identity. Can such a widespread population, diverse in class, cultural practices, and local histories, claim a singular identity? What does it mean to be Indian, Pakistani, Bangladeshi, Sri Lankan, in these conditions? When is South Asian identity claimed and for what purposes? How is such an identity constructed, and what roles do race, ethnicity, gender, religion, or nationality play in it? The literary readings will be supplemented with historical and sociological materials.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: FGSS289 PREREQ: NONE

#### ENGL274 Oral Histories and the Portland Brownstone Quarry

This course will investigate the form of the oral narrative. Students will work with Portland, Connecticut, residents who have been involved with the brownstone quarry there and know the history of this cultural, economic, and aesthetic feature of our community. Brownstone from Portland was important from the 1700s through the 1800s; it was the material that built many of the famous brownstones of New York and Boston and was even used in San Francisco and London. The quarry remained productive until the 1930s, when flooding made the stone unavailable. The 1990s saw a renewed interest in it; there is now a limited amount of quarrying, and the site is developed as a recreational area, with hiking, canoeing, and camping facilities. In 2000, the quarry was listed as a National Historic Landmark and placed on the National Register of Historic Places.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ENGL276 Space and Place in Fiction

This seminar will consider the way writers make use of real and imagined geographies, and also the way they work with the space on the page, or, in the case of new media, off it. Some questions to be considered include, How have American writers conceived of the wilderness and where, if anywhere, do we situate the wilderness now? Has our relation to space itself changed over the last 200 years? How is space connected to ideas of social organization? What’s the value of getting lost?

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ENGL277 American Pastoral

The United States has often been called “nature’s nation.” This course will explore some of the ways in which American writers have depicted relations between their fellow citizens and the natural world. Paying special attention to depictions of nature and place, farming, and back-to-the-land movements, we will raise questions about national identity and values, rural ideology, utopianism, and the foundations of the environmental movement.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST219 PREREQ: NONE

SPRING 2013 INSTRUCTOR: STOWE, WILLIAM W. SECT: 01

#### ENGL279 Introduction to Latino/a Literatures and Cultures

This course serves as an introduction to the many discourses that structure and challenge Latinidad—the feeling of being Latino/a. Through historically situated critical analysis of Latino/a cultural production, including theoretical essays, literature, and film, we will meditate on the major issues that shape the Latino/a U.S. experience. Taking an interdisciplinary approach, while primarily focusing on literary analysis, we will study how Latinidad is constructed as an identity and how that identity varies across origin, place, and time. We will engage in close readings to ascertain how the formal aesthetic choices of Latino/a cultural producers theorize on the Latino/a experience, as well as broaden our historical understanding. Major themes we will explore include the legacy of U.S. colonialism; the legacy of civil rights movements; nationalism; citizenship, immigration, and exile; labor and class; race and ethnicity; and gender and sexuality.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST278 PREREQ: NONE FALL 2012

#### ENGL280 Staging Race in Early Modern England

This course aims to historicize the representation and staging of race in early modern England. We will examine the emergence of race as a cultural construct in relation to related conceptions of complexion, the humoral body, gender, sexuality, and religious, ethnic, and cultural identity. Readings will focus in particular on three racialized groups: Moors, Jews, and native American “Indians.” We will first read the play-texts in relation to the historical contexts in which they were produced (using both primary and secondary sources) and then consider their post-Renaissance performance histories (including literary, theatrical, and film adaptations).

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: FGSS320 PREREQ: NONE

SPRING 2013 INSTRUCTOR: KORDA, NATASHA SECT: 01

#### ENGL281 Transnational Modern Drama: Ibsen to Brecht

In the late 19th century, two European men gave birth to what has come to be called modern drama. In subsequent years, their international progeny redefined “the modern” in a multitude of ways, both responding to and creating a transnational movement of dramatic influences that proliferated through the mid-20th century and beyond. In this course, we will survey dramatic literature from 1880 through World War II, discussing plays by the European fathers as they strove to express a quickly changing world through new dramatic forms, such as realism and naturalism. Next, we will turn to the varied offspring of those fathers and the plays they produced through World War II, work at once heavily influenced by their predecessors while experimentally questioning realism and naturalism. Playwrights will include Ibsen, Strindberg, Chekhov, Shaw, Glaspell, Stein, O’Neill, the Surrealists, the German Expressionists, Pirandello, Williams, and Brecht, among others.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ENGL282 Transnational Modern Drama: Beckett to Postmodern

The postwar work of Samuel Beckett, prolific author of plays (both somewhat long and very, very short) provides the pivot point for our survey of the transnational movements of modern drama from World War II to the present. After considering Beckett, we will turn to texts by European and American dramatists, including Miller, Pinter, Mueller, Baraka, Kennedy, Shepard, Churchill, Wertenbaker, Kushner, and Parks. We will also reach beyond Europe and America to read such playwrights as Griselda Gambaro, Wole Soyinka, and Athol Fugard. Throughout, we will trace the transnational genealogy of realism and its descendants (both legitimate and illegitimate), raising questions about the use and effectiveness of that particular genealogy and the ways in which it has been both embraced and challenged through dramatic literature.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL285 British Modernist Literature**

This course is an introduction to the often radical and formally innovative literature produced during the years 1900–1945. We will read major and minor works from this period including novels, poetry, manifestos, and essays to gain an understanding of the prevailing aesthetics, philosophy, political concerns, and cultural preoccupations of the time. Major themes to be discussed include modernity and degeneration, class, primitivism and empire, gender and feminism, and tradition and history.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL288 Poets, Radicals, and Reactionaries: Romantic Poetry in Conversation**

This course is an introduction to major poets and themes: nature; memory, imagination, and creativity; the poetic I; form and prosody; responses to the French Revolution; and social and economic change. Focusing on issues of nation, gender, politics, and form, it places poets in conversation with one another and with broader dialogues about poetics, politics, and society taking place during the late 18th and early 19th centuries.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL290 Place, Character, and Design: Techniques in Writing Nonfiction and Fiction**

“We begin this writing course with questions central to your work in both nonfiction and fiction: how to establish a narrator’s voice and characters’ presence and how to frame the spatial and emotional world of the piece. The course encourages you to explore questions of design and structure while focusing also on style and technique at the sentence level.

Readings include works by writers interested in these questions, including, in fiction, Andre Aciman, Vladimir Nabokov, Henry James, Robert Stone, Deborah Eisenberg, and Edward P. Jones; and, in nonfiction, Brian Doyle, Junichiro Tanizaki, Joan Didion, Charles Bowden, Mark Doty, Linh Dinh, Dubravka Ugresic, and George Orwell.”

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL292 Techniques of Nonfiction**

This course is an introduction to contemporary creative nonfiction writing. We will analyze works of memoir, travel literature, profiles, and other essays that exemplify a range of formal approaches to the genre. The course is also an introduction to workshop procedures: Students will work on their own nonfiction in exercises, experiments, and longer essays, and they will develop a critical vocabulary for analyzing each others’ writing.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 / SPRING 2013 INSTRUCTOR: CHASE, CLIFFORD CURTIS SECT: 01

**ENGL293 Introduction to Medieval Literature**

This course covers a selection of French, Italian, and English literature from around 1200 to 1400, with an emphasis on the popular genre of romance and the works of Dante and Chaucer. We will consider various elements of medieval writing—including allegory and satire—within their social and cultural contexts. Some of the topics that we will examine are the politics of chivalry and crusading, medieval views of gender and sexuality, theology and religious controversies, and exploration of the world beyond Europe.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST295 PREREQ: NONE

SPRING 2013 INSTRUCTOR: NISSE, RUTH SECT: 01

**ENGL294 Diasporas, Transnationalism, and Globalization**

IDENTICAL WITH: COL294

**ENGL295 Reading Theories**

In this survey of modern literary, critical, and cultural theories, emphasis is on key concepts—language, identity, subjectivity, gender, power, knowledge, and cultural institutions—and key figures such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, postmodernism, and U.S. feminism.

GRADING: A–F CREDIT: 1 IDENTICAL WITH: [COL339 OR CCIV393 OR EAST340 OR FIST290 OR GRST231 OR RUS5340] PREREQ: NONE

SPRING 2013 INSTRUCTOR: TÖLÖLYAN, KHACHIG SECT: 01

**ENGL296 Techniques of Fiction**

This introduction to the elements of fiction and a range of authors is for people who want to write and through writing, increase their understanding and appreciation of a variety of short stories.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 / SPRING 2013 INSTRUCTOR: MARTIN, DOUGLAS ARTHUR SECT: 01

**ENGL299 A Playwright’s Workshop: Intermediate**

IDENTICAL WITH: THEA299

**ENGL300 Sonnets**

An investigation of the Mona Lisa of literature, Shakespeare’s Sonnets, that will undertake a close reading of the texts considered both as formal models and as a narrative of both homoerotic and heteronormative sexualities.

GRADING: A–F CREDIT: 1 PREREQ: NONE

**ENGL301 Performance Theory and Literature**

What is performance theory, where does it come from, and what happens when we apply it to dramatic literature and other literary and historical forms? In this course, we will explore the precedents of performance theory in

both dramatic and non-dramatic literature, reading texts by Anton Chekhov, Virginia Woolf, Nella Larsen, Lillian Hellman, Heiner Mueller, and Adrienne Kennedy. We will delve into the major theories encompassed within the interdisciplinary rubric of performance studies. These include theories of ritual, everyday life, play, performativity, liveness, gender and sexuality, race, ethnicity, and the archive and the repertoire. After mining both literature and theory for the major tenets of performance theory proper, we will apply what we have learned in a wider arena. Texts under investigation include the literary, the historical, and the corporal. Historical pageants and world fairs will be analyzed as well as texts by Maria Irene Fornes, Sam Shepard, Adrienne Rich, and Jeanette Winterson. In addition, we will consider such performance artists as Anna Deavere Smith and Carmelita Tropicana. This course provides an introduction to performance theory and its applications.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL302 American Revolutions and Counterrevolutions: A Short 18th Century**

This course examines the pendulum swings of struggle in three realms whose conflicted history defines the American Enlightenment: democracy, racial equality, and early feminism. We will study the Great Awakening in New England, the American Revolution and the conflict over the U.S. Constitution, the impact of the French and Haitian revolutions in America, and the transatlantic influence of Mary Wollstonecraft. Our focus will be on a narrow historical period, less than three quarters of a century, but we will gesture toward generalizations about the nature of Enlightenment thought as such: how its claims on behalf of universal humanity could (and can) be used as a tool to effect real social equality, and how we are to understand the relationship between political speech and social conflict. Our texts are not specifically literary, but we will pay attention to literary and rhetorical effects. Our interest lies not only in the political claims of these texts, but also in how our writers make their claims. We will close the course by opening a discussion on the current state of claims for universal human rights.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST346 PREREQ: NONE

**ENGL303 Narrative Theory**

Narrative, one great critic suggests, may be the central function of the human mind. It is, as another once wrote, “simply there, like life itself.” As these claims indicate, narrative gives form to our collective experience: from the shadow of history and the shape of the future to the very texture and meaning of time itself. This course provides an introduction to the tradition of narrative theory—the theory of how stories work and of how we make them work—through a sustained engagement with three core narrative-theoretical concepts: structure, text, and time. A single book will anchor and orient each of the course’s units: for structure, Vladimir Propp’s *Morphology of the Folktale*; for text, Roland Barthes’ *S/Z*; for time, Gérard Genette’s *Narrative Discourse*. Herman Melville’s novella *Benito Cereno* will supply our “control text”: a narrative to which we will return as we study the theory and through which we will test the powers and the limits, both analytical and historical, of our theorists. In each of our units, we will begin with a careful reading of our main theorist, move on to consider work that elaborates on the theory, and then turn to robust approaches—Marxist, historicist, queer, psychoanalytic, sociological—that challenge or modify the theoretical terms with which we started.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: GARRETT, MATTHEW CARL SECT: 01

**ENGL305 Shakespeare’s Macbeth: From Saga to Screen**

A close reading of Shakespeare’s play that will position the play in terms of its historical and political contexts and its relation to early modern discourses on the feminine, witchcraft, and the divinity of kings. We will begin with a consideration of the historical legends that constitute Shakespeare’s “sources,” then read the play slowly and closely, coupling our discussions with readings from the period, exploring how Shakespeare’s contemporaries thought of the political and cultural issues raised in the play. We will then compare how our contemporaries have recast these concerns by comparing scenes from films of Macbeth from 1948 to the present.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

SPRING 2013 INSTRUCTOR: FRIEDBERG, HARRIS A. SECT: 01

**ENGL306 Special Topics: The Beats and Their Discontents**

Without a doubt, three important, foundational works of the Beat movement threaten to stand in for all others. In this class we will do time with the better known *Howl* and *On the Road* and *Naked Lunch*, but we will also invest in more contemporary memories and the continuing practices of those days of post-World War II America, when “a group of friends worked together on poetry, prose, and cultural consciousness” (Ginsberg). We will work likewise, in a variety of forms, assessing their moment and writing out our own.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL307 African American Autobiography**

IDENTICAL WITH: AFAM312

**ENGL308 Stein and Woolf**

This course is an intensive consideration of the work of two avatars of literary modernism. Virginia Woolf referred to “my so-called novels” and talked about finding another name for what she did; Gertrude Stein called “novels” and “plays” works we would not necessarily recognize as such. Both wrote works of biography and autobiography that were at the same time investigations of these forms. We will consider these writers’ formal experimentation and attempts to delineate modern consciousness and space; examine representations of gender, sexuality, and national identity in their work; and read their own critical writing on language and literature.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [FG55310 OR AMST313] PREREQ: NONE

**ENGL309 Culture Performs: The American Revolution to the Civil War**

What were the intersections among literature, performance, and culture that explained, shaped, and defined the first century of the American nation? We will consider this question through the lenses of dramatic and non-dramatic literature as well as through performance history. Topics include how dramatic literature helped define the early nation as distinct from its British heritage (through playwrights such as Royall Tyler and Mercy Otis Warren, and events such as the Astor Place Riots). We will analyze the relationship between the dramatization of Native Americans and national policies of Indian Removal (reading playwrights John Augustus Stone and James Nelson Barker). Reading works by such authors as William Henry Smith and Edgar Allan Poe, we will think about how American melodrama commented on culture. Finally, we will examine the intersections between literature and performance that illuminated issues of the Civil War and its aftermath, including works by George L. Aiken, Dion Boucicault, Bronson Howard, William Gillette, Herman Melville, and Julia Ward Howe.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST300 PREREQ: NONE SPRING 2013

**ENGL310 Reading Latinidad: Ethnicity and Strategies of Representation**

How might we read Latinidad? More fundamentally, how is ethnicity constructed? Our close readings of Latino/a literature and critical essays on ethnicity will help us reflect on what’s at stake in such questions. Too often the cultural production of the ethnic subject is read as a transparent document that exhibits some truth or essence about the community in question. The theoretical component of our seminar explores the logic and ideological machinations behind this kind of reading practice through examinations of ethnicity as a historical category and an analytic paradigm in literary studies. By investigating the repertoire of narrative strategies through which Latino/a authors have represented ethnicity and identity, we will develop a more nuanced and tactical understanding of how the literary and the political intersect. In every set of texts, we will scrutinize a particular component of representation (the body, language, sexuality, affect, or space) to focus, but not constrict, our readings. The ultimate goal of our seminar exchanges is to read literature that troubles, expands, and destabilizes Latinidad as a fixed conceptual category.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST355 PREREQ: NONE

**ENGL311 Modernist Writers: Virginia Woolf and Jean Rhys**

This course will allow readers to explore and engage with the oeuvres of two important but very different female modernist writers. We will read both major and minor works of both novelists, but we will also dip into their short stories, essays, diaries, and/or memoirs. In addition, we will also read some of the most significant criticism on both authors to understand how their critical status has been established and modified in the decades since their works were first published.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL312 Special Topics: Identity Fictions**

In this class, we will read work by story writers, novelists, critics, and others taking up identity as a subject. Some of the things we will explore in our discussions are: how it is known (given), held, used. Students will work on these ideas for creative projects. Along with primary texts, we will turn at times to letters, diaries, theory, and essays.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: MARTIN, DOUGLAS ARTHUR SECT. 01

**ENGL313 Poetry and Poetics**

This course offers an introduction to important topics in the interpretation and theory of poetry, from its mythic origins in bardic storytelling and tavern singing to contemporary music lyrics and art press chapbooks. We will investigate how poets and critics have defined poetry and its relation to other uses of language, other forms of literature, and other arts, particularly painting and music. Central themes include the interplay of form and meaning, the sounds of poetry, poetic voice and lyric expressivity, the representational and symbolic power of poetic words and images, patronage and market pressures, and the tension between

print and orality in the poetic text. Our readings include poems, literary criticism and theory, philosophy, and classic works in poetics from Aristotle to Yeats.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL314 Circulating Bodies: Commodities, Prostitutes, and Slaves in 18th-Century England**

In the newly booming consumer culture of 18th-century England, people were constantly buying and selling things—bespoke suits and manufactured trinkets as well as prostitutes and slaves. This course will explore the period’s circulating bodies as they were passed from hand to hand, valued and revalued, used, abused, and discarded. We will trace processes of circulation in 18th-century novels and poetry and listen as the “things” themselves tell stories: in the period, commodities, prostitutes, and slaves all wrote memoirs (or had ones imagined for them). We will read these texts alongside contemporary debates about economics, abolition, and women’s rights, and we will return again and again to fundamental questions about personal identity, individual agency and passivity, commodification, objectification, and the very limits of the human.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL315 Time Is Money: Capitalism and Temporality**

IDENTICAL WITH: CHUM322

**ENGL316 Special Topics: The Poem as Document**

What is the relation between a poem and its context? What responsibility do poets have to represent the world they inhabit? To what extent can a poem—like a photograph or a documentary film—be representative of that world? What role does artifice play in the project of representing reality? What are the possibilities—and limitations—of poetic form? In this course we will discuss works that position themselves as documentary texts or objective records of their sociopolitical, economic, and/or eco-historical world.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL317 African American Literary Theory**

What do we understand African American literature to be? What are its structuring and defining principles? In what ways is it American and yet a distinct body of literature? Phillis Wheatley, the Harlem Renaissance, and the black arts movement are key moments in examining the problematic relationship between African American verbal expression and the intellectual analysis of literature. We will examine such topics as the idea of the author, authority, and authenticity; the social responsibility of the artist; the connection between race, culture, and art; and the central questions of language, narrative form, and tropes.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM297 PREREQ: NONE

**ENGL319 Crossing the Color Line: Racial Passing in American Literature**

IDENTICAL WITH: AMST322

**ENGL320 Writing Black Radicalism: W. E. B. Du Bois, C. L. R. James, and Richard Wright**

IDENTICAL WITH: AFAM325

**ENGL322 Poetics of the Short-Short**

This course investigates the genre of the modern short-short story, stories less than 1,000 words, a playful, provocative form that exploded during the 20th century and continues to be a vehicle for unique approaches to form, style, and narrative. Students will try their hand at their own short-shorts. Through discussions of the reading, craft studies, analytic papers, creative exercises, and comparative studies, students will develop their own ideas about the work.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

SPRING 2013 INSTRUCTOR: UNFERTH, DEB OLIN SECT. 01

**ENGL323 Trauma in Asian American Literature**

IDENTICAL WITH: AMST323

**ENGL324 Black Power and the Modern Narrative of Slavery**

The historical moment immediately after the Civil Rights and Black Power movements saw an explosion of African American writing about slavery. In the past half-century, black writers wrote award-winning novels that gave unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th-century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers—the slave narrative—into a fictional form that has served them as they dissect their own cultural moment.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [AFAM324 OR AMST334] PREREQ: NONE

FALL 2012 INSTRUCTOR: RUSHDY, ASHRAF H.A. SECT. 01

**ENGL325 Intermediate Nonfiction Workshop**

This seminar-style course offers students who have prior experience with the genre a chance to develop new work and to discuss a range of published long-form nonfiction writing. Class meetings focus on the collective, constructive critique of essays submitted weekly by members of the workshop and on the analysis of the assigned texts.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: COHEN, LISA SECT. 01

**ENGL326 Advanced Nonfiction Workshop**

This workshop offers students with prior experience writing creative nonfiction a chance to develop new work and to analyze a range of longer form nonfiction. Class meetings will focus on the analysis of these published texts, many of which focus on space and place, and on constructive critique of essays submitted by members of the workshop.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: COHEN, LISA SECT: 01

**ENGL327 The Prose Poem and the Politics of Genre**

The prose poem challenges the very notion of genre—but what are the implications of this challenge and how does it reframe the perceived disciplinary limits of literature itself? With its Western beginnings in 19th-century France, its development in modernist Europe, and its resurgence in 1960s-1970s America, the prose poem's history is intertwined with discourses of social and aesthetic change. While our focus in this course will be literary analysis, we will also discuss the politics—aesthetic and otherwise—surrounding the prose poem's emergence as a genre. Discussion will extend into interdisciplinary hybrid works such as Theresa Cha's *Dictee*.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL328 Word Up! African American Literature, Theory, and Action**

Focusing upon the intersection between the written and spoken word, Word Up! invites students to think critically about the ways in which narratives of the African American experience reflect and provoke social, cultural, and political activism and transformation. We will delve deeply into a variety of 19th- and 20th-century primary texts through the multifaceted lenses of cultural and literary theory. We will also explore the respective power of oral, written, and performed texts and the ways in which these forms "speak" to one another. This interdisciplinary research seminar is designed to introduce students to certain methodologies, themes, critical perspectives, and questions of African American, literary, historical, and cultural studies to produce an original research paper. We will consider not only the ways in which these theoretical frameworks enhance our understanding of African American narratives and their articulation, but also the ways in which black words and stories expand applications of those frameworks. Themes will include race, gender, sexuality, identity formation and representation, resistance to oppression, agency, memory, narrative authority, orality, performativity, objectivity, and subjectivity.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [AFAM328 OR AMST329] PREREQ: NONE  
 FALL 2012 INSTRUCTOR: WOODARD, LAURIE AVANT SECT: 01

**ENGL329 Postwar American Writers: Philip Roth and Don DeLillo**

This course centers on two prolific and influential authors of the late 20th and the early 21st centuries. We will read widely in their bodies of work, including early, middle, and late fiction.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**ENGL331 Topics in African American Literature: Charles Chesnutt and Pauline Hopkins**

This course is meant to introduce students to an understudied period in African American literary history—the 1890s—and to two relatively understudied writers from that period—Charles Chesnutt and Pauline Hopkins. It is meant to broaden the reach of African American literary studies at Wesleyan.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: [AFAM330 OR AMST332] PREREQ: NONE

**ENGL332 Romanticism, Criticism, Theory**

This course offers an introduction to major trends and approaches in literary theory and criticism since World War II by way of an examination of the cultural historiography of the Romantic period. Many important theorists and critics, from new criticism to new historicism, from structuralism to poststructuralism, have also been Romantics, and in their writings we can see how methodological and theoretical principles at once propel and are propelled by literary critical insights or questions—that is, how theory and criticism work together. This course assumes no prior knowledge of literary theory or critical schools. We will have three goals: to deepen our understanding of Romantic literature, of literary theory, and of criticism.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**ENGL333 Color and the Canon: Rethinking American Literary Criticism**

IDENTICAL WITH: AFAM311

**ENGL334 Naipaul, Rushdie, and Césaire**

This course will examine the work of these three major authors from the postcolonial/Third World. Each has produced a major corpus of writing and achieved recognition and status. Césaire is the éminente grise of the Francophone Caribbean; Rushdie, the darling of the postmodernists; and Naipaul, while routinely vilified for his politics, is the 2001 Nobel Prize winner for literature. We will examine the concerns of each, both as master stylists and as passionate critics of the Third and First worlds.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL335 Latina Feminisms: (Re)presenting the Latina Body**

This course will function as a focused exploration of Latina feminisms. Through historically situated critical analysis of novels, short stories, poetry, film, and performance art, we will meditate on how the Latina body has been constructed and mobilized within both dominant culture and social justice movements. We will situate Latina cultural production and theorizing in relation to Ethnic Studies and Feminist, Gender, and Sexuality Studies in order to ascertain the contributions and challenges that Latina feminists bring to dominant discourses of race, gender, sexuality, nationalism, labor and class. Close readings of weekly texts elicit questions on form, style, and genre that formally probe at the constitution of subjects both at the level of self-narration and as externally constructed by social and historical processes and events. Our aim is to develop an understanding of minoritarian political identities that are unbounded, strategic, and relational. Previous coursework in Latino Studies or Feminist, Gender and Sexuality Studies is recommended.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [FGS5335 OR AMST357] PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: ALVARADO, LETICIA SECT: 01

**ENGL336 Intermediate Poetry Workshop**

This seminar-style course will focus on the reading and constructive discussion of poetry submitted by members of the workshop. It will include an ongoing discussion of poetic structure, reading assignments in contemporary poetry, and a variety of writing experiments.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012 INSTRUCTOR: WILLIS, ELIZABETH SECT: 01

**ENGL337 Advanced Poetry Workshop**

In this workshop class, we will explore Stein's fundamental question: What is poetry, and if you know what poetry is what is prose? In doing so, we will begin to understand how the sensory experiences of our world (language, color, sound) help us to understand how to be great poets. The course will include reading and constructive discussion of poetry submitted by class members and an ongoing discussion of contemporary poetics. Students will write short response papers to several contemporary poetry collections and will explore an extensive reading list of contemporary writing for purposes of discussion. Other class assignments will have you investigate local reading series and current literary journals.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: WILLIS, ELIZABETH SECT: 01

**ENGL339 Intermediate Fiction Workshop**

This workshop is for students who already have a basic understanding of how to write literary fiction, either by having taken an introductory course (e.g.,

**ENGL296 Techniques of Fiction**) or by other means.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
 FALL 2012 INSTRUCTOR: UNFERTH, DEB OLIN SECT: 01  
 SPRING 2013 INSTRUCTOR: MARTIN, DOUGLAS ARTHUR SECT: 01

**ENGL342 Advanced Fiction Workshop**

This course in short fiction is for people who have already had an introduction to fictional technique and, preferably, an additional course in creative writing. Students will generate and engage in their own writing projects. Readings will be tailored somewhat to the interests of the class.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: UNFERTH, DEB OLIN SECT: 01

**ENGL343 Contesting American History: Fiction After 1967**

The American novel of the late 1960s onward is preoccupied with history and the American past. Indeed, this obsession with history is central to what critics mean when they talk about postmodernism. This course will explore the theories of history fostered by novelists over the past four decades. What visions of American history do these novels construct and contest? How, if at all, do they change our notion of what counts as history? This course will try to understand what is at stake in the turn to history, how it shapes our understanding of the past, and what claims for and against fiction it makes.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST343 PREREQ: NONE

**ENGL344 Violence: Spoken and Unspeakable**

Two powerful but conflicting accounts have animated contemporary discussions about violence. On the one side have been those, from Walter Benjamin to Michel Foucault, who have insisted that violence is intimately related to and even primarily disseminated through discourse. Increasingly powerful in recent years has been a very different view that—paradoxically—may have emerged from the former. In this account, violence is essentially unspeakable, resistant to the organizing mechanisms of cognition and representation. What theories of language, violence, cognition, and history underwrite these views? In what kinds of political arguments are they enmeshed? What is at stake in claiming that violence is either all we speak or always unspeakable? This course will trace out these views as they are articulated by both theorists and novelists, paying particular attention to the role literature has played in shaping and playing out these competing conceptions of violence.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL345 American Literature as American Studies**

IDENTICAL WITH: AMST331

**ENGL348 Latina/o Literary Cultures and Countercultures**

In this course we will examine instances of countercultural expression in Latina/o literature, performance, and popular media. Counterculture in this context refers to a variable set of subject positions and aesthetic forms that include feminist and queer art and criticism, socialist political movements, punk, the avant-garde, sexual cultures, and the paralyterary (comic books, zines, speculative fiction). We will approach Latinidad—the feeling of being Latina/o—as a having a fluctuating sense of value from text to text, appearing and disappearing according to the exigencies of the artist situated at a particular historical, political, and cultural juncture. We will encounter moments in major Latina/o texts where to be Latina/o is a concrete experience, placed at the center of the subject's encounters with the world and built up strategically to enable protest, recognition, and inclusion. In other, minor moments in Latina/o writing, Latinidad will seem deconstructed down to subtle transmissions of linguistic style, poetics, humor, and feeling. We will also consider Latina/o literature's relationship to major American literary movements, such as realism, the Beat generation, and postmodernism. Texts will include novels, plays, poems, graphic novels, scholarly monographs, art, film, and performance footage. We will draw insights from the fields of queer studies, performance studies, and literary theory and history. We will also maintain a blog on which you will post your own critical ventures into Latina/o counterculture.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [FGSS348 OR THEA347] PREREQ: NONE

**ENGL349 Historicizing Early Modern Sexualities**

This course will examine recent historical and theoretical approaches to the history of sexuality in early modern English literature. Our focus will be the historical construction of sexuality in relation to categories of gender, race, nationality, ethnicity, religion, and social status in poetry and dramatic literature, and other cultural texts, such as medical treatises, travel narratives, and visual media. Some of the topics we will cover include sexed/gendered/racialized constructions of the body, forms of sexuality prior to the homo/hetero divide, and the history of pornography and masturbation.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: FGSS350 PREREQ: [FGSS210 OR ENGL211 OR AMST281] OR [FGSS269 OR HIST179 OR COL323] OR [FGSS207 OR ANTH207]

**ENGL351 Jews and Christians in Medieval England: Debate, Dialogue, and Destruction**

This course will consider relations between the Jewish minority and their Christian neighbors in England before the Jews' expulsion in 1290, and also the effect of the expulsion on subsequent Christian writing. We will read texts originally written in Hebrew, French, and Latin, as well as English (in translation), to get a sense of the conversations that took place between two groups that were both inextricably bound together and set apart by centuries of conflict and persecution. Among the issues we will explore are the Christian study of Hebrew biblical commentary; the popularity of the Jewish-Christian debate as a literary form; the Crusades; competing Jewish and Christian apocalyptic programs; and the curious afterlife of Insular Jews in Middle English literature.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST351 PREREQ: NONE

**ENGL352 Love and Marriage in Modern Black Fiction**

IDENTICAL WITH: AFAM318

**ENGL353 Medieval Ethnicities and Ethnographies**

This course concerns premodern ideas of ethnicity and the people who invented them. Our focus will be on a selection of medieval texts dealing with the encounters of Western European Christians with Jews, Muslims, and other cultures—real or imaginary. The readings will begin historically with the Crusades and the chronicles written by Christian, Muslim, and Jewish authors. Other genres will include religious polemics, autobiographical narratives of religious conversion, and travel accounts by missionaries and spies. We will also read some early “ethnographic” writings like Gerald of Wales' *History and Topography of Ireland* and Mandeville's *Travels*. The greater part of the course will deal with literary texts—romances, plays, lyrics, etc.—but we will take a truly “cultural studies” approach to this material.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST353 PREREQ: NONE FALL 2012 INSTRUCTOR: NISSE, RUTH SEC: 01

**ENGL354 Translation: Theory and Practice**

IDENTICAL WITH: WRCT255

**ENGL355 African American Literary Movements: Harlem Renaissance to Cave Canem**

IDENTICAL WITH: AFAM228

**ENGL357 Toni Morrison**

IDENTICAL WITH: AFAM357

**ENGL358 Special Topics: The Representation of Work in Fiction**

Among the most common pieces of advice established fiction writers give to new ones is to “write what you know.” One thing that people tend to know a great deal about is their jobs, and yet the detailed treatment of work—other

than police work—in fiction is unusual. In this course, we study the way that European and American novelists of the 19th and 20th centuries depict work and write about work ourselves.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL359 Southern Literature as Migration Studies**

There is no shortage of critical discourse on the historical experience, and the continuing impact, of American acts of migration; and the South remains a place Americans—and American writers—want in equal measure to abandon and return to. This course will examine literary representations of southern migrants and will use historical and theoretical texts to historicize and retheorize migration. We will consider the figure of the uprooted southerner, ideas of urbanization, and the phenomenon of the Great Migration (alongside the fact that, as Houston Baker has perty commented, “No matter where you travel, you still be black”). We will also investigate the phenomenon of reverse migration, in which northerners head southward, and its attendant “immersion narratives.” How does Southern literature contribute to (or help create) our understanding of migration and of migration studies? How does the experience of migration vary according to class, to race, to gender? What do migration and relocation mean for a people who have been, in Toni Morrison's words, continually “moved around like checkers”?

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [AFAM358 OR AMST359] PREREQ: NONE

**ENGL360 Special Topics: Writing Lives**

In this course you will read profiles, biographies, and theories of biography, you will develop an understanding of the modern history of the genre and its relationship to the novel, and you will begin to write in this genre yourself. Throughout the semester, we will ask, Where might such a portrait begin and how does it evolve? What constitutes evidence of a life? What are the details that make someone come alive on the page? What kinds of research are necessary? What gets left out? How does a writer's relationship to his or her subject inform such a portrait?

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE SPRING 2013 INSTRUCTOR: COHEN, LISA SEC: 01

**ENGL361 Novel Forms**

In this course students examine the modern and contemporary novel, that chameleon of form and style, with particular focus on structure, time sequence, arc, and revelation.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**ENGL362 The Body as Text in Latina/o Theater and Performance**

How does one read a body, a body of work? This course will take as its basic premise that all bodies ask to be read, whether these bodies are socially, culturally, racially, sexually coded or bodies of work. In this course, students will be exposed to the historical underpinnings of Latina/o theater movements and performances, from the 1960s to the present, to underscore the contingent relationship between exercises of everyday life and acts on stage. The Latina/o body is not only marked by modalities of difference but is an essential instrument of the subject—oftentimes unheard, unsayable, and unnoticed. Therefore, in this course, a double gesture in bodily reading will occur: one that brings to the fore a particular type of theater and performance as an intellectual corpus and the other that highlights specific enduring bodies in time. To accomplish such ends, students will be exposed to plays, performance scripts, media works of performances, theoretical companion pieces focused on Latinidad, and theorizations of the body.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [AMST366 OR THEA362] PREREQ: NONE

**ENGL363 Multiethnic American Autobiography: Stories of the Self in Society**

From the journals of Christopher Columbus to the latest best-seller list, first-person narratives have been at the center of literature written in the Americas. This seminar asks why the form of autobiography has been so important to the literary history of the U.S. Why do so many authors—from escaped slaves to chroniclers of the most privileged members of society—choose to represent themselves or a fictive self in the first person? What is it about the imagined “I” that so attracts readers? In broader terms, what does the prevalence of autobiography say about the culture—and the racial and ethnic politics—of the U.S. at different moments in history?

Perhaps because autobiography presents a form apparently available to everyone—it crosses many divisions of race, gender, and class. Our readings will provide a way into both these difficult issues and into a number of important aspects of American literature. Our readings will include tales of captivity, slave narratives, and the autobiographies of two major African American writers (Zora Neale Hurston and Richard Wright). We will also study works that challenge conventional conceptions of the genre, including a first-person novel, *The Great Gatsby*, an “autobiography” written by another person (Stein's *Alice B. Toklas*), and several works from the 1980s that cross boundaries of genre, language, and gender (*Borderlands, Dictee*, and *The New World Border*).

We will conclude by looking at one of the most successful forms of post-modern autobiography: graphic memoirs that combine word and image to represent the self in entirely new forms.

GRADING: A-F CREDIT: 1 PREREQ: NONE

#### ENGL364 Vietnam and the American Imagination

This course looks at comparative representations of Vietnam by considering literary works written by American and Vietnamese American authors. To guide our studies, we will examine diverse primary texts in conjunction with scholarship drawn from literary criticism and Asian American studies. Our cross-cultural approach will be aimed at understanding how representing Vietnam continues to shape changing ideas about American culture, nationhood, and power in Southeast Asia.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST363 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: NGUYEN, MARGUERITE BICH SECT. 01

#### ENGL365 Querying the Nation: American Literature and Ethnic Studies

This course examines American literature in relation to the field of ethnic studies. We'll examine how the Third World Liberation Front strikes at San Francisco State and UC, Berkeley, led to the emergence of ethnic studies as an interdisciplinary field of study, in turn transforming the landscape of American literature and literary history. In addition to analyzing the themes and forms of Native American, Asian American, and Chicano/Latino texts, we will study the recent controversies concerning the place of ethnic studies in education today.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST365 PREREQ: NONE

#### ENGL366 Medieval Disability Studies

Medieval representations of disability offer a surprising range of responses to extraordinary or "abnormal" bodies, from admiration to horror. The physical frame is often portrayed as having a porous relationship to the world around it as well as reflecting the character within. Many times, the body is in the process of transforming, raising questions about a static, contained definition of the self. This course will consider a range of literary texts that explore disability, including *Beowulf*, *Wonders of the East*, Norse sagas, Irish tales including sections of the *Tain*, the *Lais of Marie de France*, and ending with early modern works such as *A Larum for London* and *Richard III*. We will examine these texts through interdisciplinary lenses, including medieval medical and philosophical texts as well as modern writers on disability such as Rosemarie Garland-Thomson, Lennard J. Davis, and Shelley Tremain.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ENGL367 Modern American Poetry: High Modernists to Postmodernists

This course will focus on close readings of the major figures of 20th-century modernist poetry and their postwar literary descendants. We will read complete volumes and selected works of several poets (Pound, Eliot, Frost, and Auden) whose innovation, influence, and critical prestige led to their canonization as the central voices of the American poetic tradition. We will look at the work of other leading figures (Stein, Stevens, Williams, and McKay) who inspired alternative traditions of American modern and postmodern poetry among the poets who came to prominence after World War II. We will conclude by studying key volumes of several postwar poets that may include works by such poets as Elizabeth Bishop and Robert Lowell, Robert Hayden and Gwendolyn Brooks, Alan Ginsberg and Frank O'Hara, John Ashbery and Adrienne Rich.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ENGL368 Early American Literature, 1492–1800

This course considers a wide variety of texts, from the first European representations of the "New World" to the rise of a new national literature that self-consciously attempts to represent the aspirations, tensions, and unresolved contradictions of the newly formed "United States" 300 years after first contact. Beginning with the premise that experience is discursive—that how we represent the world shapes what we experience as the world—we will give close attention to the language, metaphors, and literary conventions used by European explorers and colonists in their first encounters with the Americas. Early readings will include several genres, such as captivity narratives (Cabeza de Vaca, Rowlandson, Equiano), public histories (Bradford), and spiritual memoirs (Bunyan, Taylor) that provide a historical context and conceptual frame for understanding the range of expressive possibilities available to the writers of the early national era. In the second half of the course, we will consider how these writers adapted, expanded, and contested earlier forms in their efforts to create imaginative literature that expressed (sometimes unintentionally) the preoccupations of the new nation. We will read a comic drama (Tyler), several seduction novels (Brown, Foster, Rowson), and a Gothic novel (Brockden Brown). All are works that contribute to and help constitute contemporary debates about national identity, individual agency, and various threats (real or imagined) to the new nation.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST368 PREREQ: NONE

#### ENGL369 Performing Black Womanhood: Theorizing African American Women's Identity in 20th-Century Politics and Culture

IDENTICAL WITH: AFAM307

#### ENGL370 The Graphic Novel

Since the ground-breaking publication of Art Spiegelman's *Maus* in 1993, "graphic novels" have entered the global cultural mainstream. A truly multicultural genre, comics created by men and women around the world now appear in U.S. high school and college curricula, hold the attention of academic critics, and earn big box-office returns in cinematic adaptations. Though dubbed "graphic novels" by publishers to signal their high-culture aspirations and achievement, outstanding examples of the contemporary book-length comic actually appear in many literary genres. In this course we will survey the current field and read works of fiction (such as *The Watchmen* and *Jimmy Corrigan*), autobiography (*Maus*, *Persepolis*, *Fun Home* and *100 Demons*), journalism (*Palestine* and *Safe Area Gorazde*), and what we might call "comic theory" (*Understanding Comics*). And just as comics have become a global medium, they are perhaps inherently "postmodern." Many contemporary comics are self-conscious about questions of form and theories of representation, a characteristic that will help us formulate new versions of the questions often considered in literary study: How do words and pictures drawn together in sequential narratives tell stories? What different skills are needed to comprehend this complex play of image, language, and time? What can graphic books do that other books cannot, and what are the constraints that shape this form?

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ENGL371 Henry James and the Giant Peach: Teaching the Fundamentals of Literary Analysis

This course is designed to give students a chance to apply their knowledge and skills in literary analysis to the teaching of reading comprehension strategies to older elementary school children at Macdonough Elementary in Middletown. Each student will spend two hours a week working with small groups of children using key skills and terms learned in the major. Weekly readings will consist largely of scholarly articles on narrative theory, pedagogical practice, and the relationship between the teaching of elementary school reading skills and the undergraduate study of literary texts.

Students will write weekly reflections on both the course content and their teaching sessions. They will also write a final paper for the course.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: BACHNER, SALLY SECT. 01

#### ENGL372 Word and Image in Renaissance Literature

This interdisciplinary course explores the relationship between the "sister arts" of poetry and painting as conceived and developed by writers of the English Renaissance. We will examine the relationship between the word and image in a range of genres, including aesthetic treatises, poems, plays, and court masques. Topics covered include the tradition of "ut pictura poesis" ("as is painting, so is poetry"); the "paragone" (competition or comparison) between the arts; visual poetics and tropes (such as ekphrasis, enargia or hypotyposis); the gendered discourse of "face-painting" (portraiture, cosmetics); visual spectacle as it influenced dramatic literature and stagecraft; and the impact of Reformation iconoclasm and iconophobia.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### ENGL373 Beyond the Grail: Medieval Romances

Romance was one of the most popular genres of literature in the Middle Ages. In this course we will begin with texts that date from the romance's origins in 12th-century France and continue with the form's development up to the well-known Middle English texts of the 14th century, including *Sir Gawain and the Green Knight*. Some of the topics we will consider are Romance's engagement with the religious and ethnic conflicts of the Crusades; theories of good and bad governance; Christian mysticism and the Holy Grail; and, of course, the concept of so-called "courtly love" and medieval sexualities.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST373 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: NISSE, RUTH SECT. 01

#### ENGL374 American Autobiography

This class will explore various forms of life writing—autobiographies, memoirs, graphic narratives, fictional autobiographies—to understand how authors make and unmake the American "I." We will focus on how autobiographical selves relate to various categories of region, nation, and transnation, as well as how they are shaped by histories and legacies of revolution, slavery, coolie labor, and migrant labor. Toward the end of the course, we will consider how new technologies of writing the self, from Twitter to Facebook, are transforming the landscape of life writing.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST371 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: NGUYEN, MARGUERITE BICH SECT. 01

#### ENGL375 British Poetry Between Milton and Wordsworth

We all have heard about Milton's Renaissance epic, *Paradise Lost* (1667), and Wordsworth's *Romantic Lyrical Ballads* (1798), but we do not often hear much

about the poetry written during the century in between. Popular literary consciousness often ignores 18th-century poems, in part because these texts do not always behave as we think poetry should. (This led one 19th-century writer famously to say that even the greatest 18th-century poems are better thought of as “classics of our prose” than “of our poetry”). Certainly, this poetry does not conform to later critical standards; it’s stranger—at once more seriously engaged with received literary forms and more playfully open to generic experimentation. Where is the line between poetry and prose, anyway? In this class, we will explore the weird and sometimes wild world of poetry written between the Renaissance and the Romantics. There are long, learned philosophical poems about the meaning of life and satirical squibs about prostitutes and prime ministers. Mock-epics and mock-pastorals are written alongside quite straight-faced poems about farming and sofas, and poets could capture the cadences of everyday gossipy conversation, the sublimity of the Newtonian cosmos, or the hard realities of working-class life. Our class will attend to the nuances of language and the workings of form as we glimpse an understanding—quite different from our own—of what poetry can do and be.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: SMITH, COURTNEY WEISS SECT: 01

#### **ENGL376 The New York Intellectuals**

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

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: MCCANN, SEAN SECT: 01

#### **ENGL377 The View from Abroad on the Early Modern Stage**

IDENTICAL WITH: FIST302

#### **ENGL378 Queer Time: The Poetics and Politics of Temporality**

IDENTICAL WITH: CHUM326

#### **ENGL379 The Caribbean Epic**

IDENTICAL WITH: CHUM325

#### **ENGL380 In Place of Reading: Social Location and the Literary Text**

IDENTICAL WITH: CHUM321

#### **ENGL381 Future Visions: Temporality and the Politics of Change**

IDENTICAL WITH: CHUM329

#### **ENGL382 American Literary Regionalism**

This course will examine the phenomenon of regionalism in American literature. How might a regionalist sensibility manifest itself in narrative? In what ways might varying geographies—of New England, the South, the West—be depicted, and in what ways do their respective literatures differ from one another? What exactly is local color, and how is it presented—and preserved—textually? We will primarily study texts from the height of the regionalist movement; but we will also consider whether regionalism can be considered a contemporary—ongoing—literary phenomenon.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST382 PREREQ: NONE  
FALL 2012 INSTRUCTOR: MAHURIN, SARAH JOANNA SECT: 01

#### **ENGL399 A Playwright’s Workshop: Advanced**

IDENTICAL WITH: THEA399

#### **ENGL401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

#### **ENGL409/410 Senior Thesis Tutorial**

GRADING: OPT

#### **ENGL411/412 Group Tutorial, Undergraduate**

GRADING: OPT

#### **ENGL465/466 Education in the Field, Undergraduate**

GRADING: OPT

#### **ENGL467/468 Independent Study, Undergraduate**

GRADING: OPT



## Environmental Studies Program

**PROFESSORS:** Barry Chernoff, *Biology, Earth and Environmental Studies, Director*; Fred Cohan, *Biology*; Marc Eisner, *Government*; Lori Gruen, *Philosophy*; Donald Moon, *Government*; Peter Patton, *Earth and Environmental Sciences*; Joseph T. Rouse Jr., *Philosophy*; William Stowe, *English*; Sonia Sultan, *Biology*; Johan Varekamp, *Earth and Environmental Sciences*; Krishna Winston, *German Studies*; Gary Yohe, *Economics*

**ASSOCIATE PROFESSORS:** Mary Alice Haddad, *Government*; Katja Kolcio, *Dance*; Suzanne O'Connell, *Earth and Environmental Sciences*; Dana Royer, *Earth and Environmental Sciences*

**ASSISTANT PROFESSORS:** Gillian Goslinga, *Anthropology*; Michael Singer, *Biology*; Erika Taylor, *Chemistry*

**DEPARTMENTAL ADVISING EXPERTS 2012-2013:** Barry Chernoff; Fred Cohan; Marc Eisner; Lori Gruen; Mary Alice Haddad; Katja Kolcio; Donald Moon; Dana Royer; Michael Singer; William Stowe; Johan Varekamp; Gary Yohe

**College of the Environment.** Wesleyan created the College of the Environment in 2009 with a belief in the resilience of the human spirit and a desire to develop a long-term vision of human and ecosystem health. We believe that the high productivity and interdisciplinary nature of Wesleyan's faculty; the intellectual, questioning, activist nature of its students; and the intimate relationship of the faculty-student teaching experience create opportunities for Wesleyan to make significant contributions to reorienting our nation's and the world's trajectory. The College of the Environment has three main components: 1. Academic programs (**ENVS**-linked major and the **ENVS** Certificate); 2. A think tank; and 3. Public outreach. All students who are either **ENVS**-linked majors or are pursuing the **ENVS** Certificate are automatically members of the College of the Environment.

**Linked Major.** The linked major program in environmental studies (**ENVS**) is the second major to a primary major. Students cannot obtain the BA degree with **ENVS** as their only major. Students must complete all the requirements for graduation from their primary major in addition to those of **ENVS** as their second major. Each student will work closely with an **ENVS** advisor to develop an individual course of study. **ENVS** requires an introductory course, seven elective courses, a senior colloquium, and a senior capstone project (thesis, essay, performance, etc.) on an environmental topic that is researched, mentored, and credited in the primary major program. In addition, students must take one course in any subject that fulfills the writing essential capability.

### Introductory course.

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

**BIOL/E&ES197** Introduction to Environmental Studies  
**E&ES199** Introduction to Environmental Science

### Core Electives Area 1

**PHIL212** Introduction to Ethics  
**PHIL215** Humans, Animals, and Nature  
**SISP205** Sciences as Social and Cultural Practices

### Core Electives Area 2

**ECON210** Economics of the Environment  
**GOVT206** Public Policy  
**GOVT221** Environmental Policy  
**GOVT222** Regulation and Governance

### Core Electives Area 3

**BIOL216** Ecology  
**BIOL220** Conservation Biology  
**E&ES290** Oceans and Climate  
**E&ES233** Geobiology  
**E&ES280** Environmental Geochemistry

Students will choose an additional four electives with their **ENVS** advisor. These electives may be selected from the entire list, in addition to those courses listed in core elective areas 1–3 above. Four of the elective courses must constitute a disciplinary or thematic concentration including at least one upper-level course (usually at the **300** level). Thematic concentrations are encouraged to be interdisciplinary. Courses selected from the three core areas above may be used as part of the concentration. Students are encouraged to develop their own thematic concentrations that require approval by their **ENVS** advisor.

**Senior capstone experience.** The **ENVS**-linked-major program provides a capstone experience that includes a senior project and a senior colloquium. The purpose of the **ENVS** capstone experience is to challenge students to think creatively, deeply, and originally about an environmental issue and to produce a significant work that uses their expertise from their primary major. The students will then have the opportunity to present and discuss their research in the **ENVS** Senior Colloquium with seniors and faculty.

**Senior capstone project.** The creative exploration of a critical environmental issue through independent research is an essential part of **ENVS**. All **ENVS** majors must complete a senior capstone project in one of three categories discussed below, though students are encouraged strongly to pursue a project in either of the first two categories. The topic must concern an environmental issue and must be approved in advance by the **ENVS** advisor.

- *Category 1.* The capstone project may take any of the forms accepted by the primary department as a senior project (e.g., senior thesis, senior essay, senior performance, senior exhibition, senior film thesis). The senior project is submitted only to the primary department and is not evaluated by **ENVS**. Students may select an interdisciplinary thesis topic such that they solicit the help of more than one mentor if permitted by the primary department.
- *Category 2.* The capstone project may be a thesis submitted in general scholarship. The student must have a mentor for the thesis, and the topic must be approved by the **ENVS** advisor.
- *Category 3.* In the event that the student cannot find a mentor, the student may complete a special written research project to meet the research requirement. The topic must be approved by the **ENVS** advisor, and progress must be reported to both the **ENVS** advisor and the **ENVS** program director during the fall semester. The written project is similar in its purpose to a senior essay, using primary sources, and must concern an environmental topic from the perspective of the student's primary major. The senior project is due at the senior thesis deadline. It will be the responsibility of the **ENVS** program director to find a suitable reader or to evaluate the written work.

**Senior colloquium.** The **ENVS** Senior Colloquium provides students and faculty the opportunity to discuss, but not evaluate, the senior projects. Students will make a half-hour presentation on their projects followed by 30 minutes of discussion. Two students will present per colloquium session. Any interested faculty may attend, but the project mentors and **ENVS** advisors will be especially invited. Two weeks prior to their presentation, students will distribute several critical published works (articles, essays, etc.) to enhance the level of discussion for their topic. The colloquium may also invite several presentations by faculty or outside speakers.

As a prelude to the Senior Colloquium, there will be three dinners for **ENVS** seniors and faculty during the fall semester. At the dinners, the students will speak for up to five minutes about the topic and strategies for their senior project. Faculty and the seniors can provide insights, references, or research resources or some advice. The mentors from the primary departments or programs will also be invited.

Additionally, all declared **ENVS** majors will be invited to the dinners and to the colloquium to enrich their early experience and encourage them to begin thinking about their future projects; their attendance is encouraged only and they do not enroll in the colloquium until their senior year.

**Additional considerations.** With the exception of **ENGL112** (The Environmental Imagination: Green Writing and Ecocriticism) and the introductory courses, **100**-level courses do not count toward the major. Up to three courses from the primary major may be counted toward the **ENVS**-linked major. Students may substitute two reading or research tutorials, or one tutorial and one student forum, for two electives with approval of the **ENVS** advisor. Only one tutorial may count within a concentration; the student-run forum cannot count toward the concentration.

- Up to three credits from study-abroad programs may be used for elective courses, including for the concentration, with prior approval of the **ENVS** advisor and as long as the credits from abroad are accepted by Wesleyan.
- One course in the student's entire curriculum must satisfy the essential capabilities for writing.
- With the approval of the advisor and a written petition by the student, certain internships (e.g., Sierra Club, state agency, EPA, NOAA) may be substituted for one noncore elective.

**ENVS135 American Food**

IDENTICAL WITH: HIST135

**ENVS201 Research Methods in Environmental Studies**

This course is designed to introduce students to critical methods for conducting research on environmental issues. Students will gain in-depth experience with methods and paradigms of inquiry from multiple lenses including arts, humanities, and social and natural sciences. In each offering the course will center on one critical environmental issue, such as global warming, invasive species, or food insecurity. Using the central topic as a teaching tool, students will learn and apply the four stages of scholarly research: (1) question formulation, (2) research design, (3) analysis, and (4) synthesis. Work in the course will include discussions, lectures, problem sets, essays, and group and individual projects. Students will leave the course prepared to undertake independent environmental research.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: [E&ES197 OR BIOL197] OR E&ES199  
SPRING 2013 INSTRUCTOR: CHERNOFF, BARRY SECT: 01**ENVS205 Sciences as Social and Cultural Practices**

IDENTICAL WITH: SIS205

**ENVS206 Public Policy**

IDENTICAL WITH: GOVT206

**ENVS210 Economics of the Environment**

IDENTICAL WITH: ECON210

**ENVS212 Introduction to Ethics**

IDENTICAL WITH: PHIL212

**ENVS214 Women, Animals, Nature**

This course will focus on the gendered aspects of human relations with the rest of the natural world. Popular views about women's special relation to nature will be challenged while nonetheless exploring the ways that women, animals, and nature are thought to be "others." This course will also provide the analytical tools necessary to understand and analyze the roles that actual women (modified by race, class, and sexuality) play in re-conceptualizing and reshaping relationships to the more than human world.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [FGSS214 OR PHIL216] PREREQ: NONE  
FALL 2012 INSTRUCTOR: GRUEN, LORI SECT: 01**ENVS215 Humans, Animals, and Nature**

IDENTICAL WITH: PHIL215

**ENVS216 Ecology**

IDENTICAL WITH: BIOL216

**ENVS218 Into the Wild**

IDENTICAL WITH: ENGL218

**ENVS220 Conservation Biology**

IDENTICAL WITH: BIOL220

**ENVS221 Environmental Policy**

IDENTICAL WITH: GOVT221

**ENVS222 Regulation and Governance**

IDENTICAL WITH: GOVT222

**ENVS230 The Simple Life**

IDENTICAL WITH: GRST230

**ENVS233 Geobiology**

IDENTICAL WITH: E&amp;ES233

**ENVS240 Making the Science Documentary**

IDENTICAL WITH: FILM140

**ENVS252 Industrializations**

IDENTICAL WITH: HIST252

**ENVS260 Global Change and Infectious Disease**

IDENTICAL WITH: BIOL173

**ENVS266 Primate Encounters**

IDENTICAL WITH: PHIL266

**ENVS270 Key Issues in Environmental Philosophy**

IDENTICAL WITH: PHIL270

**ENVS273 Justice and the Environment**

So many of our environmental problems disproportionately burden certain groups. In this course, we will first examine competing conceptions of justice and then, through the lens of justice, exploring the intersectional injustices posed by environmental issues—we will discuss environmental justice, gender justice, food justice, and climate justice.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: PHIL273 PREREQ: NONE  
FALL 2012 INSTRUCTOR: GRUEN, LORI SECT: 01**ENVS280 Environmental Geochemistry**

IDENTICAL WITH: E&amp;ES280

**ENVS281 Environmental Geochemistry Laboratory**

IDENTICAL WITH: E&amp;ES281

**ENVS285 Environmental Law and Policy**

This course will be a fast-moving introduction to the changing landscape of environmental law and policy. The course will first acquaint the students with the differences between legislation, regulation, and common law and then, relying on select readings and lectures as well as case studies, trace environmental law from its early (but still critically important) origins in common law through the sweeping legislative and initiatives of the past 40 years. The course will involve lectures to provide context, careful reading, and full use of the Socratic method. Evaluation will be on the basis of preparation and

participation in class, formal examinations, and a final paper and mock proceeding with advocacy or positional briefing.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: [E&amp;ES197 OR BIOL197] OR E&amp;ES199

**ENVS290 Oceans and Climate**

IDENTICAL WITH: E&amp;ES290

**ENVS291 Environmental Advocacy Strategies That Work**

This seminar will study a wide variety of advocacy strategies that are working around the world. The first few weeks of the semester will lay the groundwork for the common constraints and opportunities that advocates face in different countries, and the remainder of the semester will be spent exploring a variety of strategies that have been found to work. In class discussion will focus on what the strategies are, where they are most often used, and the contexts in which they are most popular and effective. Students will also be required to do a participant/observation exercise in which they observe/participate in an organization that is utilizing one of the strategies discussed in class.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [EAST291 OR GOVT291] PREREQ: NONE  
FALL 2012 INSTRUCTOR: HADDAD, MARY ALICE SECT: 01**ENVS292 Archaeology of Food, Trade, and Power in South India**

IDENTICAL WITH: ARHA292

**ENVS295 Unlocking the Real Worth of Water**

Water is simultaneously priceless and worthless. Water conservation is vital yet unsustainable. We purify it only to blend it with our feces. We destroy it to produce useless items; meanwhile 5,000 children die each day without it. This course reframes our modern decisions—trade, aid, food, work, freedom, democracy—through the timeless lens of scarce water. It tackles the political and economic paradoxes of water that so confounded even Galileo, Adam Smith, Alexander Hamilton, and Ben Franklin, and drive our modern world to require 40 percent more water by 2030 than the earth can physically provide. Some say water stress triggered the Arab Spring and believe that uprising to be the dawn of increasingly fatal, thirst-driven conflicts. Are we bound for a global water-constrained Armageddon, as otherwise optimistic leaders predict? Or is there a new virtual key that may reverse scarcity and reveal water's true value for all species, especially our own?

This course will deepen students' grasp and estimation of fresh water in daily decisions as they discover water's complex socioeconomic linkages, take ownership of its inherent risks, appreciate its corresponding rights and responsibilities, and engage in negotiating and bartering of dominion shares of this precious liquid asset in a way that reveals water's value in exchange.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: [E&amp;ES197 OR BIOL197] OR E&amp;ES199

**ENVS304 Environmental Politics and Democratization**

IDENTICAL WITH: GOVT304

**ENVS310 The Economics of Sustainable Development, Vulnerability, and Resilience**

This course will build on the first principles of economics as applied to sustainable development and decision making under uncertainty. One of its major objectives will be to explore how efficiency-based risk analysis can inform assessments of vulnerability and resilience from uncertain sources of external stress in ways that accommodate not only attitudes toward risk but also perspectives about discounting and attitudes toward inequality aversion. Early sessions will present these principles, but two-thirds of the class meetings will be devoted to reviewing the applicability of insights drawn from first principles to published material that focuses on resilience, vulnerability, and development (in circumstances where risk can be quantified and other circumstances where it is impossible to specify likelihood, consequence, or both). Students will complete a small battery of early problem sets that will be designed to illustrate how these principles work in well-specified contexts. Students will be increasingly responsible, as the course progresses, for presenting and evaluating published work on vulnerability and resilience—offering critiques and proposing next steps. Initial readings will be provided by the instructor and collaborators in the College of the Environment, but students will be expected to contribute by bringing relevant readings to the class from sources germane to their individual research projects. Collaboration across these projects will thereby be fostered and encouraged by joint presentations and/or presenter-discussant interchanges.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ECON212 PREREQ: ECON110  
FALL 2012 INSTRUCTOR: YOHE, GARY W. SECT: 01**ENVS337 The Origins of Bacterial Diversity**

IDENTICAL WITH: BIOL337

**ENVS340 The Forest Ecosystem**

IDENTICAL WITH: BIOL346

**ENVS347 Ethics and Fluency: Metaphors in Moral Cognition**

In responding to global climate crises, moral philosophers, policymakers, and activists may find ourselves relying on concepts that are poorly suited to the problems we now face. In thinking about water-related challenges, this course asks participants not only to conceive our situation in familiar moral

terms—managing disputes about water rights or water pollution control, for example—but also to see how our understanding of water, and our relation to it, transforms how we conceive of morality.

The shared moral reference points to which contemporary public discourse can most readily appeal include rights, reciprocal agreements, and alleviation of suffering. The first two principle-based concepts have been of some use in addressing clear cases of conflict among actual human beings' claims. Yet such conflicts represent only a fraction of the challenges related to environmental interdependence. Meanwhile, public alarm over suffering can draw attention to other symptoms of environmental crisis—namely, to the desperation of sentient beings in circumstances of scarcity, toxicity, inundation, or niche loss. Yet such concern over suffering also remains insufficient to orient us to our responsibility with respect to Earth's interdependent patterns of life.

This seminar will explore several marginalized and emerging ways of conceptualizing problems of value and agency, inquiring into how they help us recognize and rise to the challenges of environmental interdependence and volatility. We will attend especially to the challenge of making sense of an ethics animated by “water” metaphors such as fluency, dynamics, and circulation, rather than by the more “solid” conceptual touchstones of principles on one hand and results or outcomes on the other.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: PHIL347 PREREQ: NONE

#### **ENVS350 Contextualizing Inequity: An Interdisciplinary Approach**

The aim of this course is to use an interdisciplinary approach to deconstruct the concept of inequity. We begin with the premise that explanations of politico-economic and sociocultural conditions are central to questions of global inequity and injustice, which are paramount in contextualizing environmental concerns. We place great emphasis on history to equally consider the broader material and symbolic field within which both theories and narratives of inequity stem. We question how inequity has been conceptualized and represented in the social sciences, the humanities, as well as the arts. To that end, we will explore works in political science, sociology, anthropology, ethnic and gender studies, literature, performance, and other disciplines with pre- and postquake Haiti as a site of investigation. In so doing, our ultimate aim is to make a case for the significance of both material and symbolic analyses in environmental studies.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AFAM350 OR ANTH351] PREREQ: NONE

#### **ENVS361 Living in a Polluted World**

The modern natural world has become polluted with uncountable numbers of organic and inorganic compounds, some with unspeakable names, others simple toxic elements. This worldwide contamination is the result of our extensive use of natural resources, large-scale fossil fuel burning, and the creation of many synthetic compounds. Many of the polluting substances endanger human health and may impact ecosystems as well. Most pollutants will travel along aqueous pathways, be they rivers, groundwater, or oceans. In this course we will track the sources and pathways of pollutants such as As, Hg, Pb, Cu, Cr; nutrient pollution such as nitrate and phosphate; and a suite of organic pollutants. We will discuss both the main industrial and natural sources of these pollutants, their chemical pathways in the environment, and how they ultimately may become bioavailable and then enter the food chain. We will look at full global pollutant cycles and highlight recent shifts in industrial emitters, e.g., from the United States to China over the last few years. We will discuss the toxic nature of each pollutant for humans, ways of monitoring environmental exposure to these toxins, and possible ways of protection and remediation.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: E&ES361 PREREQ: NONE

#### **ENVS370 Marine/Maritime World History**

The purpose of this seminar is to explore the intersections of maritime history, world history, and marine environmental history. At the center of our investigations is how humans and the groups that they coalesce into have shaped and have been shaped by their marine environments. While much of our focus will be on the last 5,000 years, we will also be concerned with change and structure over the very long term, penetrating to the beginnings of the Holocene and perhaps even to the emergence of anatomically modern humans. A central aim of the seminar is to chart a course for a marine/maritime world history.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: HIST370 PREREQ: NONE

#### **ENVS374 Topics in Cultural Landscapes: The Art of Frederick Law Olmsted**

IDENTICAL WITH: ARHA374

#### **ENVS387 Water's Past—Water's Future: A History and Archaeology of Water Use and Management**

Our world uses water as if this life-giving resource had no limits and does so in the face of mounting scientific evidence that our planet is facing a long period of water shortage. This course will look critically at the ways in which people have used and managed water in the past, from the ancient world up to the Industrial Revolution, with the aim of assessing the relationship of past

uses of water to present and future ones. Beginning with irrigation agriculture, we will consider ways in which water has been used for food production, for generating power, for hygiene, for recreation, and for symbolic purposes. We will also consider water use technologically by looking at hydraulic infrastructures (aqueducts, canals, cisterns, dams, fountains, and sewers) in relation to water use and control and its impact on the environment. Finally, we will consider streams, rivers, and lakes as natural components incorporated into man-made water systems as well as matters of drainage and flood control.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ARCP387 PREREQ: NONE

#### **ENVS391 Senior Colloquium: Environmental Studies**

The colloquium will provide students and faculty the opportunity to discuss the senior projects. Students will speak for up to 10 minutes about the topic and strategies for their senior project. Faculty and the seniors can provide insights, references, or research resources or some advice. The mentors from the primary department or programs will also be invited.

GRADING: CR/U CREDIT: 0.25-PREREQ: NONE

FALL 2012 INSTRUCTOR: CHERNOFF, BARRY SECT: 01

#### **ENVS392 Senior Colloquium: Environmental Studies**

The colloquium will provide students and faculty the opportunity to discuss the senior projects. Students will make a half-hour presentation on their projects followed by 30 minutes of discussion. Two students will present per colloquium session. Any interested faculty may attend, but the project mentors and ENVS advisors will be especially invited, as well as all ENVS majors. Two weeks prior to their presentation, students will distribute several critical published works (articles, essays, etc.) to enhance the level of discussion for their topic. The colloquium may also invite several presentations by faculty or outside speakers.

GRADING: CR/U CREDIT: .25 PREREQ: NONE

SPRING 2013 INSTRUCTOR: CHERNOFF, BARRY SECT: 01

#### **ENVS401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

#### **ENVS411/412 Group Tutorial, Undergraduate**

GRADING: OPT

#### **ENVS441 Considering the Campus: Landscape Architecture, Tradition, and the Ecological Mandate**

IDENTICAL WITH: ARST441

#### **ENVS446 Dance and the Environment: Engagement and Action**

IDENTICAL WITH: DANC446

#### **ENVS465/466 Education in the Field, Undergraduate**

GRADING: OPT

#### **ENVS467/468 Independent Study, Undergraduate**

GRADING: OPT

# Feminist, Gender, and Sexuality Studies Program

**PROFESSORS:** Mary Ann Clawson, *Sociology*; Christina Crosby, *English*; Lori Gruen, *Philosophy*; Natasha Korda, *English*; Jill G. Morawski, *Psychology*; Ellen Nerenberg, *Romance Languages and Literatures*

**ASSOCIATE PROFESSORS:** Mary-Jane Rubenstein, *Religion*; Aradhana Sharma, *Anthropology*; Jennifer Tucker, *History, Chair*

**ASSISTANT PROFESSOR:** Sarah Croucher, *Anthropology*

**DEPARTMENT ADVISING  
EXPERT 2012–2013:** Jennifer Tucker

The Feminist, Gender, and Sexuality Studies Program is administered by the chair and other members of the program's core faculty. Core faculty are those who are actively involved in the program, who teach **FGSS** courses, advise **FGSS** majors and senior theses, and may serve as program chair. The program sponsors an annual symposium, the **FGSS** Salon, and the Diane Weiss Memorial Lecture.

**Major program.** The prerequisite for becoming a major is taking one of the gateway courses. These courses are designated annually. They currently include **FGSS207/ANTH207** (Gender in a Transnational Perspective), **FGSS210/ENGL211/AMST281** (Ethics of Embodiment), **FGSS221/PHIL274** (Sex, Morality, and the Law), **FGSS237/ANTH226** (Feminist and Gender Archaeology), **FGSS244/ANTH243** (Gendered Movements), **FGSS254/SOC223** (Gender and Social Movements), **FGSS269/HIST179** (Sophomore Seminar: Gender and History), **FGSS271/HIST273/AFAM272** (Engendering the African Diaspora), **FGSS277/PHIL277** (Feminist Philosophy and Moral Theory), **FGSS102/COL102** (Outsiders in European Literature), and **FGSS217/AFAM205** (Key Issues in Black Feminism). Students ordinarily take a gateway course during either semester of the sophomore year and declare the major in the spring semester. At this point the student is assigned to a faculty advisor. At this point, too, students are wise to familiarize themselves with requirements for writing a senior honors thesis, since these may affect curricular choices for the junior year. In the fall semester of the junior year, the student ordinarily takes Feminist Theories (**FGSS209**). During this semester the student, in consultation with the advisor, develops a major proposal that lists the courses that will compose the student's major course of study, including a written rationale of the student's chosen concentration within the major. The Major Proposal Form, approved by the advisor and with the concentration rationale attached, is submitted to the Feminist, Gender, and Sexuality Studies Program office by the end of the fall semester of the junior year.

The concentration rationale is a brief explanation (one or two pages) of the student's chosen concentration within the major, describing the courses the student has chosen to constitute it. The major as a whole consists of 10 courses as follows: three core courses, (a gateway course, **FGSS209** and **FGSS405**), two distribution courses (one each from an area outside the concentration), the four courses comprising the concentration, and senior research in the form of the senior essay or senior honors thesis. The senior year is devoted to completion of the course work for the concentration, work on a senior essay or thesis, and participation in the senior seminar. Only two credits transferred from another institution may be applied to the major.

## Core Courses

### Every major must take the following courses:

- *One gateway course.* These are designated annually and serve as introductions to the interdisciplinary field of feminist, gender, and sexuality studies. Gateway courses examine gender as a factor in the politics and practices of the production of knowledge and of social and cultural life, with particular attention to the intersection of gender with other identity categories and modes of power, including race, class, sexuality, and ethnicity.
- *Feminist Theories (FGSS209).* This course traces contemporary developments in feminist theory and considers how feminism has been articulated in relation to theories of representation, subjectivity, history, sexuality, technology, and globalization, among others, paying particular attention to the unstable nexus of gender, sexual, racial, and class differences.
- *Senior Seminar (FGSS405).* Set up as a workshop, the goal of this course is to develop an enabling and challenging intellectual environment for majors to work through intensively the theoretical, methodological, and practical concerns connected with their senior research projects.

## Requirements

### Core courses:

- *Gateway courses.* In 2012–2013, these include **FGSS102/COL102** (Outsiders in European Literature), **FGSS269/HIST179** (Sophomore Seminar: Gender and History), and **FGSS244/ANTH243** (Gender Movement).
- **FGSS209** (*Feminist Theories*) and **FGSS405** (*Senior Seminar*)

**Distribution requirement.** A distribution requirement consists of two courses, which must be from two different disciplines and should not overlap in their content with courses that make up the student's concentration in the major.

**Concentration.** Four courses forming the area of concentration should represent a coherent inquiry into some issue, period, area, discipline, or intellectual approach related to feminist, gender and/or sexuality studies. Normally the courses will be drawn from various departmental offerings and will be selected in consultation with an advisor.

**Senior research.** Completion of a senior essay (one credit) or an honors thesis (two credits) on a theme or topic related to the student's area of concentration within the major is required. Rising seniors wishing to write a senior honors thesis must have an average of B+ in all courses that count toward the major including the gateway course, **FGSS209** (Feminist Theories), and three of the four courses from the student's area of concentration. Prospective thesis writers must submit to the Feminist, Gender, and Sexuality Studies Program chair by the last Friday in April in the second semester of the junior year a statement indicating the topic of the thesis and name of the thesis tutor, together with a transcript reflecting that they have met this requirement (or will meet it by the end of the semester). Beginning with the class of 2012, students wishing to write an honors thesis must also have taken an **FGSS** research or research option course (consult Wesmaps for a listing of these courses), in which they write a semester-long research paper (research and research option courses may also be taken to satisfy distribution or concentration requirements.)

### FGSS118 Reproduction in the 21st Century

IDENTICAL WITH: BIOL118

### FGSS119 Social Norms and Social Power

IDENTICAL WITH: AMST118

### FGSS125 Women, Rights, Islam, and Modernity

IDENTICAL WITH: PHIL111

### FGSS130 Thinking Animals: An Introduction to Animal Studies

IDENTICAL WITH: COL130

### FGSS148 Biology of Women

IDENTICAL WITH: BIOL148

### FGSS175 Staging America: Modern American Drama

IDENTICAL WITH: ENGL175

### FGSS202 Economics of Race and Ethnicity in U.S. Labor Markets

IDENTICAL WITH: ECON209

### FGSS203 Qualitative Research Methods in Psychology

IDENTICAL WITH: PSYC202

### FGSS206 Gender and Labor: Ideology and "Women's Work"

IDENTICAL WITH: AFAM208

### FGSS207 Gender in a Transnational Perspective (FGSS Gateway)

The purpose of this course is to introduce students to the interdisciplinary field of feminist studies and to provide them with the basic analytical tools with which to approach gender and feminist issues. We will look at a variety of transnational feminist theories and examine examples of feminist struggles from across the globe. We will explore how gendered inequalities and identities are shaped in particular contexts, through race, class, sexuality, and religion, for example, and what implications this has for the study of gender and for feminist praxis. Throughout the course we will pay careful attention to the interconnections between feminist production of knowledge and feminist activism.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ANTH207 PREREQ: NONE

### FGSS208 Japanese Women Writers: Modern and Contemporary Periods

IDENTICAL WITH: ALIT207

**FGSS209 Feminist Theories**

What are feminist theories, and what does the study of gender and sexuality entail? How have these realms of critical inquiry and intervention emerged in relation to processes of colonial modernity and contemporary power relations that comprise our increasingly globalized world? This course explores these questions, and what are often conflicting responses to them, by tracing developments in feminist theory, and gender and sexuality studies, and how these have been articulated in relation to theories of representation, subjectivity, history, sexuality, technology, and globalization.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: CROSBY, CHRISTINA SECT: 01

**FGSS210 Ethics of Embodiment (FGSS Gateway)**

Why is the human body such a contested site of ethical concern? Why are bodies thought to be so in need of description and regulation? Sexual practices, gendered presentations, bodily sizes, physical aptitudes, colors of skin, styles of hair—all are both intimately felt and socially inscribed. Bodies exist at the intersection of the most private and the most public and are lived in relation to powerful social norms. In this course, we will turn to feminisms, both academic and activist, to help us consider the ethics of embodiment.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [ENGL211 OR AMST281] PREREQ: NONE

**FGSS211 Reproductive Technologies, Reproductive Futures**

IDENTICAL WITH: ANTH211

**FGSS212 Gender and Technology**

What is gender? What is technology? What is the relationship between them? This course examines the ways in which science and technology are shaped by and in turn help constitute various notions of gender. Through classroom readings, discussions, films, case studies, and writing assignments, we will explore what gender and technology are as well as how they work in society. We will address how technical knowledge systems have intersected historically with identity and social order; varieties of concepts of gender; the relationship between gender and technological development, transfer, adoption, and adaptation; the rise and reception of technical knowledge as a social system for the establishment of consensus about the nature of reliable truth; how different kinds of technical work and technical knowledge historically have been understood to belong to different social groups; proposals for change; future of gender/future of technology systems; how concepts of gender and technology are reproduced in popular mass culture and everyday life.

The materials emphasize gender, but our discussions and readings will also engage with disability, race, class, and other social categories that have shaped participation in technical endeavors. Students will study a variety of technologies and technology systems (e.g., telecommunications, medical/public health, transport, military, computer, capital investment, and environmental engineering).

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [SISP208 OR HIST262] PREREQ: NONE

**FGSS213 Harlots, Rakes, and Libertines**

IDENTICAL WITH: ENGL217

**FGSS214 Women, Animals, Nature**

IDENTICAL WITH: ENV5214

**FGSS216 Stereotyped Japan: A Critical Investigation of Geisha Girls and Samurai Spirit**

IDENTICAL WITH: ALIT220

**FGSS220 Outsiders in European Literature**

IDENTICAL WITH: COL207

**FGSS221 Sex, Morality, and the Law (FGSS Gateway)**

In the United States, the law is supposed to protect liberty and privacy and to promote equality. But when it comes to sex, these goals bump up against other values. In this course we will explore the tensions revealed in sex law. We will read, discuss, and argue about some of the most notable cases on abortion, queer sex, gay marriage, pornography, and prostitution. We will also examine the growing transnational trade in sexual labor. We will explore the case law from a variety of feminist perspectives to understand how gender, class, and race are both constituted by and contested in the area of sex law.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: PHIL274 PREREQ: NONE

**FGSS222 20th-Century Franco-Caribbean Literature and the Search for Identity**

IDENTICAL WITH: FREN225

**FGSS223 Sex, Money, and Power: Anthropology of Intimacy and Exchange**

IDENTICAL WITH: ANTH203

**FGSS224 Mystics and Militants: Medieval Women Writers**

IDENTICAL WITH: ENGL232

**FGSS226 Japanese Horror Fiction and Film**

IDENTICAL WITH: ALIT202

**FGSS229 Gender and Society**

IDENTICAL WITH: SOC229

**FGSS231 The Family**

IDENTICAL WITH: SOC228

**FGSS234 Gender and Development**

IDENTICAL WITH: SOC235

**FGSS235 The Economics of Gender**

IDENTICAL WITH: ECON217

**FGSS236 Gender, Work, and the Family**

IDENTICAL WITH: SOC236

**FGSS237 Feminist and Gender Archaeology (FGSS Gateway)**

IDENTICAL WITH: ANTH226

**FGSS238 Thinking, Writing, and Speaking Feminism (FGSS Gateway)**

This course offers feminist theory from a broad variety of disciplines, prominently including the approaches to women's roles and lives and feminist politics in anthropology and sociology; psychoanalysis; economics; women, gender, and sexuality studies; feminist literary criticism; and philosophy. We will examine inequality from a broad range of perspectives and focus on gender politics, power relations, and sexuality. The course also analyzes issues of social relations, women's rights, and empowerment. Themes explored in the course include aesthetics, the media, discrimination, stereotyping, objectification, oppression, patriarchy, and misogyny. We will take up the interconnectedness of race, class, gender, and sexuality and the ways in which feminism is represented and understood in women's everyday lives.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AFAM238 PREREQ: NONE

**FGSS239 Animal Theories/Human Fictions**

IDENTICAL WITH: COL238

**FGSS240 The Gendering of Music in Cross-Cultural Perspective**

IDENTICAL WITH: MUSC291

**FGSS241 Transnational Sexualities**

IDENTICAL WITH: ANTH228

**FGSS242 African Diaspora Feminisms (FGSS Gateway)**

What is feminist theory? This course problematizes the notion of feminism that stands in for all feminisms. We will explore the development of feminisms in the African diaspora. This course does not assume a monolithic definition of feminism in the African diaspora. We will take an interdisciplinary approach with themes that include women's liberation, complicating black feminism, sexual identities, raced black women in the academy, cultural studies, and queering African diaspora feminisms. The sources for this course are wide-ranging and include documentary films and the work of scholars and activists.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AFAM242 PREREQ: NONE

**FGSS244 Gendered Movements: Migration, Diaspora, and Organizing in a Transnational Perspective (FGSS Gateway)**

This course examines the following conundrum: Why are women's contributions to contemporary transnational and global processes not recognized despite the fact women comprise a significant and sizeable proportion of transnational migrants, actively knit together and produce diasporas and global organizations, and their laboring undergirds contemporary neoliberal economic processes? In analyzing these issues, we will explore the works of feminists seeking to account for the gendered contributions of women to these processes.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ANTH243 PREREQ: NONE

**FGSS254 Gender and Social Movements (FGSS Gateway)**

IDENTICAL WITH: SOC223

**FGSS256 Social Movements**

IDENTICAL WITH: SOC246

**FGSS260 From the Diary to the Stage: Women Writers and Literary Genres from the 17th to the 20th Centuries**

IDENTICAL WITH: FREN256

**FGSS263 Introduction to Trans Studies: Interdisciplinary Approaches**

IDENTICAL WITH: AMST265

**FGSS265 Work and Leisure: The Sociology of Everyday Life**

IDENTICAL WITH: SOC265

**FGSS268 Image, Music, Text, and the Politics of Representation**

IDENTICAL WITH: AFAM267

**FGSS269 Gender and History (FGSS Gateway)**

What are sex and gender in history? This seminar for first- and second-year students explores how these key terms have changed their meaning over the course of human history. It looks at the ways philosophers, physicians, and theologians have defined masculinity and femininity in different cultures, especially in the Judeo-Christian and Islamic traditions. As a prelude to student research projects, we also look at attempts by historians of early modern Europe to uncover and understand the lived experiences of being a man or woman in the past. This course counts as a gateway for the FGSS major, a history seminar in the College of Letters, and a sophomore seminar for the history major.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [HIST179 OR COL323] PREREQ: NONE

FALL 2012 INSTRUCTOR: NUSSDORFER, LAURIE SECT: 01

**FGSS270 Gender and Justice**

IDENTICAL WITH: PHIL268

**FGSS273 Obscenity, Censorship, and the Regulation of Morals in the U.S. from 1873 to Present**

IDENTICAL WITH: AMST273

**FGSS277 Feminist Philosophy and Moral Theory (FGSS Gateway)**

IDENTICAL WITH: PHIL277

**FGSS278 Commodity Consumption and the Formation of Consumer Culture**

IDENTICAL WITH: ANTH277

**FGSS279 French Feminisms: Texts, Pretexts, and Contexts**

IDENTICAL WITH: COL269

**FGSS281 Gender and Sexuality in Ancient Greek Culture**

IDENTICAL WITH: CIV281

**FGSS288 Feminism After 1968: France, the United States, and In Between**

IDENTICAL WITH: HIST288

**FGSS289 South Asian Writing in Diaspora**

IDENTICAL WITH: ENGL273

**FGSS290 The Psychology of Gender**

IDENTICAL WITH: PSYC290

**FGSS293 Desire and Power: The Sociology of Sexuality**

IDENTICAL WITH: SOC293

**FGSS302 Critical Perspectives on the State**

IDENTICAL WITH: ANTH302

**FGSS305 Gender and Islam: Beyond Burkas, Fatawas, and the Shariah**

How have gender, sexuality, and feminism been understood and elaborated by Muslims from the 19th century to the present day? Focusing on the Middle East and South Asia, this course will examine how these understandings and elaborations have not only emerged in relation to Islamic precepts and practices but also through ongoing historical interrelations between what have come to be designated and differentiated as the West and the Muslim world.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: RELI305 PREREQ: NONE

**FGSS308 American Media and the Politics of Representation**

IDENTICAL WITH: AFAM306

**FGSS309 Christianity and Sexuality**

IDENTICAL WITH: RELI379

**FGSS310 Stein and Woolf**

IDENTICAL WITH: ENGL308

**FGSS312 Bodies of Science, Bodies of Knowledge**

IDENTICAL WITH: ANTH312

**FGSS318 Seminar in Eating Disorders**

IDENTICAL WITH: PSYC350

**FGSS320 Staging Race in Early Modern England**

IDENTICAL WITH: ENGL280

**FGSS323 Survey of African American Theater**

IDENTICAL WITH: THEA323

**FGSS325 Museum Chronotypes: Temporality and Exhibition from the Late 18th Century to the Present**

IDENTICAL WITH: CHUM320

**FGSS326 Queer Time: The Poetics and Politics of Temporality**

IDENTICAL WITH: CHUM326

**FGSS327 19th-Century Fictions of Desire**

IDENTICAL WITH: FREN326

**FGSS328 The Immigrant City in the United States, 1880–1924**

IDENTICAL WITH: HIST328

**FGSS333 American Literature as American Studies**

IDENTICAL WITH: AMST331

**FGSS335 Latina Feminisms: (Re)presenting the Latina Body**

IDENTICAL WITH: ENGL335

**FGSS338 Masculinity**

IDENTICAL WITH: PSYC338

**FGSS348 Latina/o Literary Cultures and Countercultures**

IDENTICAL WITH: ENGL348

**FGSS349 Intimate Histories: Topics in the History of Sex, Gender, and the Body**

IDENTICAL WITH: HIST349

**FGSS350 Historicizing Early Modern Sexualities**

IDENTICAL WITH: ENGL349

**FGSS360 The Black '60s: Civil Rights to Black Power**

IDENTICAL WITH: AFAM360

**FGSS372 Women and Gender in Renaissance Italy**

IDENTICAL WITH: HIST372

**FGSS385 Gender and the Welfare State**

IDENTICAL WITH: GOVT384

**FGSS386 Women and Politics**

IDENTICAL WITH: GOVT385

**FGSS398 Queer/Anthropology: Ethnographic Approaches to Queer Studies**

IDENTICAL WITH: ANTH398

**FGSS401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**FGSS405 Senior Seminar**

This course is a required seminar for senior FGSS majors. Structured as a workshop, the goal of this course is to develop a collaborative intellectual environment for majors to intensively work through the theoretical, methodological, and practical concerns connected with their individual projects. Seminar topics to be examined will be based on students' research projects, and participants are expected to critically, yet generously, engage with the projects of their peers. We begin by addressing feminist methodologies, including questions of praxis, representation, and theory. Participants are expected to lead discussions related to their own projects, submit parts of their senior research, and do class presentations.

GRADING: CR/U CREDIT: 1 PREREQ: NONE

FALL 2012 INSTRUCTOR: TUCKER, JENNIFER SECT: 01

**FGSS409/410 Senior Thesis Tutorial**

GRADING: OPT

**FGSS411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**FGSS465/466 Education in the Field, Undergraduate**

GRADING: OPT

**FGSS467/468 Independent Study, Undergraduate**

GRADING: OPT

## Film Studies

<b>PROFESSOR:</b>	Jeanine Basinger, <i>Chair</i>
<b>ASSOCIATE PROFESSORS:</b>	Lisa Dombrowski; Scott Higgins
<b>ASSISTANT PROFESSOR:</b>	Stephen Collins
<b>ADJUNCT ASSISTANT PROFESSOR:</b>	Jacob Bricca

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Jeanine Basinger (*Sabbatical Spring*); Stephen Collins; Lisa Dombrowski; Scott Higgins

Film studies is a department in which the motion picture is explored in a unified manner, combining the liberal arts tradition of cultural, historical, and formal analysis with filmmaking at beginning and advanced levels. The requirements for admission include a minimum overall academic average of B (85.0) and the successful completion by the middle of the sophomore year of two of the designated entry-level courses, **FILM304**, **FILM307**, and **FILM310**. A suitable grade must be earned in each of these courses, and entry to the major is possible only after completion of these two courses and application to the film major. To apply, students must meet with the department chair by the first semester of their sophomore year and place their names on the list of potential majors. Students on this list will receive an application form. Students who do not meet with the department chair will not receive an application or be considered for the major. Film studies faculty will evaluate applications based on performance in film studies classes (including but not limited to grades) and any other factors deemed pertinent.

Students applying to the major who have not received a suitable grade in either **FILM304**, **FILM307**, or **FILM310**, and/or students who do not have an overall GPA of 85 or above, are eligible to have their admission cases arbitrated. If students considering the major believe they may require arbitration, they should consult with the department chair or departmental advisors.

Arbitration involves submitting a letter of interest, written work completed in film studies classes at Wesleyan, and additional materials as requested for review and discussion by the film studies faculty. Faculty members evaluate the arbitration materials, performance in film studies classes (including but not limited to grades), and any other factors deemed pertinent to the case. Arbitration decisions are made on case-by-case bases and are not based on precedent or cutoff limits. Arbitration decisions are final.

Because of the prerequisites and major requirements, students transferring to Wesleyan beginning their junior year are not able to declare the film studies major.

To fulfill the major, the student must also complete satisfactorily the additional required courses listed below as Group I, as well as a minimum of six other courses to be selected from Group II. (Note that electives in Group III count toward graduation but not toward fulfillment of the major.) Please see our departmental web site for further information regarding the specifics of our major: wesleyan.edu/filmstudies.

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

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

Students may become involved in the Film Studies Department in ways other than class enrollment. Film studies runs the Wesleyan Cinema Archives and its majors run the Wesleyan Film Series.

**Gateway Classes (Completion with a suitable grade must be earned in two of these classes for admission to the major.)**

- FILM304** History of World Cinema to the 1960s
- FILM307** The Language of Hollywood: Styles, Storytelling, and Technology
- FILM310** Introduction to Film Analysis

**Group I Additional Required Courses After Entry into the Major**

- FILM450** Sight and Sound Workshop or **FILM451** Introduction to Digital Filmmaking
- A department-designated seminar in the senior year.

**Group II Electives**

- FILM301** The History of Spanish Cinema
- FILM303** Falling Anvils and Flying Pigs: The History and Analysis of Animation
- FILM308** The Musical Film
- FILM309** Film Noir
- FILM312** The Western: History and Definition
- FILM313** Early Cinema and the Silent Feature
- FILM314** Directorial Style: Classic American Film Comedy
- FILM319** Television Storytelling: The Conditions of Narrative Complexity
- FILM320** The New German Cinema
- FILM324** Visual Storytelling: Cinema According to Hollywood's Masters

**Group III**

- FILM140** Making the Science Documentary
- FILM150** Documentary Advocacy
- FILM386** The Documentary Film for Majors
- FILM452** Writing About Film for Modern Media
- FILM453** Animation in the Digital Age

- FILM322** Alfred Hitchcock
- FILM341** The Cinema of Horror
- FILM342** Cinema of Adventure and Action
- FILM343** History of the American Film Industry in the Studio Era
- FILM344** Color and Light in the Cinema
- FILM346** Contemporary East Asian Cinema
- FILM347** Melodrama and the Woman's Picture
- FILM348** Postwar American Independent Cinema
- FILM350** Contemporary International Art Cinema
- FILM351** Classical Film Theory
- FILM352** From Caligari to Hitler: Weimar Cinema
- FILM454** Screenwriting
- FILM455** Writing for Television
- FILM456/457** Advanced Filmmaking (Fall/Spring)
- FILM458** Visual Storytelling: Screenwriting
- FILM409/410** Senior Thesis Tutorial (Fall/Spring)

### **FILM140 Making the Science Documentary**

This course is designed to introduce students to topics in environmental science and the basics of documentary filmmaking to teach the art of communicating science-related issues through visual media. No prior filmmaking experience is required.

GRADING: **A–F** CREDIT: **1** GEN ED: **HA** IDENTICAL WITH: **[E&ES140 OR ENV5240]** PREREQ: **NONE**

### **FILM150 Documentary Advocacy**

This is a film production course aimed at serving nonfilm studies majors who wish to make a documentary in support of a cause or an organization. Students will learn the fundamentals of documentary film production while studying examples in which documentary films have been used to advocate on behalf of groups and individuals seeking to make social change. Production lessons include shooting verité footage, lighting interviews, the use of wire-

less lavaliere microphones, and documentary editing techniques. This course is especially designed for seniors with specific interests in social issues that can be addressed by shooting in the immediate Middletown area and is also open to seniors with a more general interest in advocacy filmmaking. Film production experience is not required.

GRADING: **A–F** CREDIT: **1** GEN ED: **HA** PREREQ: **NONE**

### **FILM160 The Past on Film**

This course examines how films represent the past and how they can help us understand crucial questions in the philosophy of history. We begin with three weeks on documentary cinema. How do documentary films achieve “the reality effect”? How has contemporary documentary’s use of reenactment changed our expectations of nonfiction film? Much of the course is devoted to classic narrative films that help us critically engage questions about

the depiction of the past. We think about those films in relation to texts in this history of philosophy and contemporary film theory.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [PHIL160 OR HIST129] PREREQ: NONE

#### **FILM301 The History of Spanish Cinema**

IDENTICAL WITH: HIST301

#### **FILM303 Falling Anvils and Flying Pigs: The History and Analysis of Animated Cinema**

This survey course will provide an historical and theoretical introduction to the art, commerce, and ideology of animated films. Through an examination of the wide variety of technical and artistic approaches to the form, the course will investigate the aesthetic and cultural aspects of the animated image. In particular, we will consider the paradox of animation. For children, animation has served as Hollywood's principal form of pedagogical entertainment. For adults, animated films have become among the most subversive of cinematic forms. Mainstream American shorts and features will provide the bulk of the course screenings but will be supplemented by Eastern European, Russian, Canadian, British, French, and Japanese animated films. Titles to be viewed will include Early Silent shorts, Disney's *Silly Symphonies*, Warner Brothers' *Looney Toons*, *Snow White and the Seven Dwarfs*, *Who Framed Roger Rabbit?*, *Fritz the Cat*, *Toy Story*, *Grave of the Fireflies*, *Nightmare Before Christmas*, and *Waking Life* to name but a few.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM304 AND FILM310]

#### **FILM304 History of World Cinema to the 1960s**

This class will cover prehistory, early cinema, and the classic cinemas of Russia, Germany, France, Japan, and Hollywood, as well as the documentary and experimental traditions. This course is designed for those wishing to declare the film major as well as a general education class. It is one of several that may be used to gain entry into further work in film studies.

GRADING: A-F CREDIT: 1 GEN ED: SB5 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: HIGGINS, SCOTT SECT: 01

#### **FILM307 The Language of Hollywood: Styles, Storytelling, and Technology**

This history course explores how fundamental changes in film technology affected popular Hollywood storytelling. We will consider the transition to sound, to color, to widescreen, and the current "digital revolutions." Each change in technology brought new opportunities and challenges, but the filmmaker's basic task remained the emotional engagement of the viewer through visual means. We will survey major directors and genres from the studio era and point forward to contemporary American cinema. Our aim is to illuminate popular cinema as the intersection of business, technology, and art. Through film history, we will learn about the craft of filmmaking and how tools shape art.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: HIGGINS, SCOTT SECT: 01

#### **FILM308 The Musical Film**

The opening lectures will present a brief background of Hollywood history (studio system, technological developments, etc.), as well as a specific history of the musical genre (Busby Berkeley, Astaire/Rogers, Freed Unit). The remainder of the course will examine various approaches to the musical (genre, auteur, etc.); the contributions of individual stars, producers, directors, composers, and art directors, with the emphasis on directorial style and the creation of an unreal musical universe and how audience perception is manipulated to receive such a world.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM304 AND FILM310]

#### **FILM309 Film Noir**

This course is an in-depth examination of the period in Hollywood's history in which the American commercial film presented a world where "the streets were dark with something more than night." Course will study predominant noir themes and visual patterns, as well as the visual style of individual directors such as Fuller, Ray, Mann, Lang, Ulmer, DeToth, Aldrich, Welles, Tourneur, Preminger, Lewis, et al., using their work to address how films make meaning through the manipulation of cinematic form and narrative structure.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM304 AND FILM310]

#### **FILM310 Introduction to Film Analysis**

This course introduces students to the analysis of film form and aesthetics using sample films from throughout the history of world cinema. Students will learn how to identify and describe the key formal elements of a film including cinematography, sound, mise-en-scène, editing, narrative structure, and narration. Emphasis will be placed on discerning the function of formal elements and their effects on the viewing experience.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: DOMBROWSKI, LISA SECT: 01-05

#### **FILM312 The Western: History and Definition**

An in-depth examination of American westerns, this course will present an overall historical perspective on film styles as well as significant directors, trends, and attitudes, working toward a definition of the genre's characteristics. The westerns will be discussed in terms of both form and content.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM304 AND FILM310]

#### **FILM313 Early Cinema and the Silent Feature**

This course explores the development of cinema before 1928. We will consider international trends in film production with special emphasis on the formation of the American industry. Silent film presents us with the opportunity to consider alternative uses of the medium; it can broaden the way we think about cinema and its possibilities. Our goals will be to understand how cinema was conceived of during its first years and to examine the forces that led to the development of the narrative feature. Films will include works by the Lumière and Edison companies, Porter, Melies, Sjöström, Griffith, DeMille, and Hollywood studios during the 1920s.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM304 OR FILM310]

#### **FILM314 Directorial Style: Classic American Film Comedy**

This course examines the personal style (both formal and narrative) of various American film directors and personalities in the comic tradition. The course will discuss the overall world view, the directorial style, and the differing functions of humor in films of each director and/or personality—Buster Keaton, Ernst Lubitsch, Frank Capra, Howard Hawks, Frank Tashlin, Blake Edwards, Billy Wilder, Jerry Lewis, and others—covering the silent era through the early '60s.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST222 PREREQ: NONE  
FALL 2012 INSTRUCTOR: BASINGER, JEANINE SECT: 01

#### **FILM319 Television Storytelling: The Conditions of Narrative Complexity**

IDENTICAL WITH: ANTH308

#### **FILM320 The New German Cinema**

IDENTICAL WITH: GRST253

#### **FILM322 Alfred Hitchcock**

This course presents an in-depth examination of the work of a major formalist from the beginning of his career to the end. Emphasis will be on detailed analysis of the relationship between form and content. Students will examine various films in detail and do their own analyses of the individual films shot by shot. Comparisons to other major figures such as Otto Preminger and Fritz Lang will be included.

GRADING: A-F CREDIT: 1 PREREQ: [FILM304 AND FILM310]

#### **FILM341 The Cinema of Horror**

This course will focus on the history and development of the horror film and examine how and why it has sometimes been blended with science fiction. In addition to studying the complex relationship between these genres, we will seek to understand the appeal of horror. One of our guiding questions will be, Why do audiences enjoy a genre that, on the surface, seems so unpleasant? It will consider current theories of how genres are constructed, defined, and used by producers and viewers. Films will include German productions from the silent era, selections from the Universal cycle in the 1930s, Val Lewton's production during the 1940s, American and Japanese movies of the 1950s and 1960s, and key works from the 1970s through the 1990s.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: HIGGINS, SCOTT SECT: 01

#### **FILM342 Cinema of Adventure and Action**

The action film reached new heights of popular and commercial success during the 1980s and 1990s, but it is a form of cinema with a long history. This course will examine the genre from cultural, technological, aesthetic, and economic perspectives. We trace the roots of action cinema in slapstick, early cinema, and movie serials over to the historical adventure film, and, finally, to contemporary action movies in both Hollywood and international cinema. We will also cover conventions of narrative structure, character, star persona, and film style, as well as appeal to audiences and its significance as a cultural form.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM304 OR FILM310]

#### **FILM343 The History of the American Film Industry in the Studio Era**

This course explores the history of the Hollywood studio system, from the beginnings of cinema through the end of the studio era in the 1950s and 1960s. We will trace the evolution of the production, distribution, and exhibition of films within the changing structure of the industry, paying particular attention to how economic, industrial, and technological changes impacted the form and content of the films themselves. In class discussions, we will explore special topics in film history and historiography, including early exhibition, the star system, labor unions, censorship and ratings, production control, film criticism, audience reception, and independent production.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: DOMBROWSKI, LISA SECT: 01

#### **FILM344 Color and Light in the Cinema**

The goals of this course are to help students come to terms with color as an element of film style and to develop tools to analyze and understand color in the cinema. The class will include an introduction to color theory and to attempts by art historians to characterize and understand color. We will also attend to the writings of filmmakers and film scholars who have tried to define and describe color's contribution to the moving image. Most of our energy, however, will be



devoted to intensive viewing and reviewing of films. We will consider tinting and toning, two-color processes, three-color Technicolor, and photochemical processes. At least half of the class will be devoted to studying norms and techniques of color design in the classical Hollywood cinema. The final portion of the seminar will be devoted to case studies of films that take up color in particularly interesting ways. Filmmakers might include Ray, Minnelli, Huston, Godard, Demy, Bresson, Kurosawa, Wong Kar-wai, and Kitano.

GRADING: A-F CREDIT: 1 PREREQ: NONE

#### FILM346 Contemporary East Asian Cinema

This is an advanced seminar on comparative narrative and stylistic analysis that focuses on contemporary films from Hong Kong, Taiwan, South Korea, China, and Japan, regions that have produced some of the most exciting commercial and art cinema of the last 20 years. We will begin by examining the basic narrative and stylistic principles at work in the films, then broaden the scope of our inquiry to compare the aesthetics of individual directors. The films of Wong Kar-wai, Tsai Ming-liang, Hou Hsiao-hsien, Kitano Takeshi, Kore-eda Hirokazu, Edward Yang, Tian Zhuangzhuang, Johnnie To, Stephen Chiau, Hong Sang-soo, Tsui Hark, Fruit Chan, and others will be featured.

GRADING: A-F CREDIT: 1 PREREQ: [FILM304 AND FILM310]

#### FILM347 Melodrama and the Woman's Picture

Within film criticism, the usage of the term "melodrama" has changed over time, as has the presumed audience for the genre. This course will investigate the various ways in which Hollywood melodrama and its audience have been understood, beginning in the silent period, ranging through the woman's picture of the '30s and '40s to domestic melodramas of the '50s, culminating in contemporary cinema. We will pay particular attention to the problems of narrative construction and visual style as they relate to different definitions of melodrama. Screenings include films directed by D. W. Griffith, Evgenii Bauer, John Stahl, Frank Borzage, King Vidor, Douglas Sirk, Vincente Minnelli, Max Ophuls, Nicholas Ray, Rainer Werner Fassbinder, Lars von Trier, and Todd Haynes.

GRADING: A-F CREDIT: 1 PREREQ: [FILM304 AND FILM310]

FALL 2012 INSTRUCTOR: DOMBROWSKI, LISA SECT: 01

#### FILM348 Postwar American Independent Cinema

What exactly defines an "independent" film or filmmaker? How do independent filmmakers situate themselves in opposition to mainstream filmmaking and/or work in tandem with major studios? How have notions of independence changed over time? This course addresses these and other questions as it examines different models of American independent feature filmmaking in use from the studio era to the present day. We will explore the various methods of production, distribution, and exhibition utilized by independent filmmakers and their range of reliance on the major studios. In addition, we will consider the aesthetic relationship between independent films and mainstream filmmaking, focusing in particular on how independents have used film form and narrative to differentiate their product. Screenings include films directed by Ida Lupino, Samuel Fuller, Herbert Biberman, Dwane Esper, Roger Corman, Russ Meyer, Melvin Van Peebles, John Waters, Robert Frank, Morris Engel, John Cassavetes, Shirley Clarke, Andy Warhol, Monte Hellman, Robert Altman, Barbara Kopple, Charles Burnett, Steven Soderbergh, Jim Jarmusch, John Sayles, Gus Van Sant, Marlon Riggs, Todd Haynes, Julie Dash, among others.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM310 AND FILM304]

#### FILM350 Contemporary International Art Cinema

This is an advanced seminar exploring the aesthetics and industry of contemporary international art cinema. The class will address the historical construction of art cinema, its institutional and cultural support structures, and the status of art cinema today. The primary focus of the class will be comparative formal analysis. Featured directors will include Lars von Trier, Alan Clarke, Theo Angelopoulos, Aki Kaurismaki, Luc and Jean-Pierre Dardenne, Moshé Makhmalbaf, Abbas Kiarostami, Jafar Panahi, Wong Kar-wai, Jia Zhang-ke, Hou Hsiao-hsien, Tsai Ming-liang, Hong Sang-soo, Terence Davies, Krzysztof Kieslowski, Pedro Almodovar, Agnes Varda, Leos Carax, and others.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM304 OR FILM310]

SPRING 2013 INSTRUCTOR: DOMBROWSKI, LISA SECT: 01

#### FILM351 Classical Film Theory

This class will encompass attempts by critics and filmmakers to come to terms with cinema as an art form during the first half of the 20th century. These authors asked fundamental questions about the nature of film, questions that should be of interest to any student of film: defining film's essential properties, effect on spectators, artistic uses of the medium, etc. Theorists include Arnheim, Bazin, Kuleshov, Dziga Vertov, Eisenstein, Perkins, and Burch.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM304 AND FILM310]

#### FILM352 From Caligari to Hitler? Weimar Cinema in Context

IDENTICAL WITH: GRST252

#### FILM353 Visual Effects: History and Aesthetics

This course examines the history and techniques of visual effects in popular narrative cinema from the silent era to the present. We will consider the eras of in-camera effects, optical printing, motion control, and digital imaging. For each era and set of technologies, we will ask how visual effects are related to the tasks of storytelling and creating compelling, plausible cinematic worlds. The relationships between spectacle and narrative and between the showcasing and integration of technologies will drive our discussion. We will focus on effects-oriented genres including the epic, science fiction, horror, and action adventure, but we will also consider less overt uses of the technology in dramas and period films.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### FILM365 Kino: Russia at the Movies

IDENTICAL WITH: RUSS265

#### FILM366 Elia Kazan's Films and Archives

Elia Kazan was one of the most successful and influential cross-platform artists of the 20th century, and his films are most sophisticated, personal, and fully-developed projects of his body of work. This course serves as an exploration of Kazan's directorial style in the medium of cinema—how he discovers, defines, and experiments with the form as he goes—and his lasting impact on American filmmaking. Screenings will encompass selections from Kazan's perennially celebrated films to his underrated masterpieces, including many of his lesser-known movies that are seldom screened.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM304 AND FILM310]

FALL 2012 INSTRUCTOR: LONGENECKER, MARC SECT: 01

#### FILM367 Frank Capra's Films and Archives

*"Maybe there really wasn't an America—maybe it was only Frank Capra."*

—John Cassavetes

Frank Capra directed, produced, and wrote some of Hollywood's most celebrated and enduring films of the 20th century. Amid Depression, war, and corruption, he triumphed the optimism, faith, and humor essential to the American spirit. This course explores Frank Capra's unique directorial style in the context of film history and filmmaking practices of the time, studies Capra as an artist and a person, and investigates the individual "stories" of many of his well-known and lesser-known projects. The Wesleyan Cinema Archives are proud to hold Capra's archive that enables us to study Capra and his films using his original production documents, promotional material, correspondence, press clippings, and other curiosities.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM304 AND FILM310]

#### FILM385 The Documentary Film

This course explores the history, theory, and aesthetics of nonfiction filmmaking from the origins of cinema to the present day. We will trace the emergence and development of documentary conventions and genres, paying particular attention to how structural and stylistic choices represent reality and shape viewer response. In class discussion, we will explore topics central to nonfiction filmmaking, including how documentary has been defined and redefined; how filmmakers and theorists have perceived the relationship between documentaries and the realities they represent; what conceptions of truth have guided the work of documentary filmmakers and theorists; the role of the documentary filmmaker as witness, mediator, instigator, promoter, and/or participant; documentary as social advocacy; the autobiographical impulse; the use of reflexivity; and the ethics of documentary filmmaking. Screenings will include films directed by Robert Flaherty, Pare Lorentz, Basil Wright, John Grierson, Luis Buñuel, Leni Riefenstahl, Jean Rouch, Alain Resnais, Frederick Wiseman, the Maysles brothers, Ross McElwee, Marlon Riggs, Godfrey Reggio, Errol Morris, James Longley, Bonnie Sher Klein, Amir Bar-Lev, and Michael Moore, among others.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### FILM386 The Documentary Film for Majors

This course explores the history, theory, and practice of nonfiction filmmaking from the origins of cinema to the present day. We will trace the emergence and development of documentary conventions and genres, paying particular attention to how structural and stylistic choices represent reality and shape viewer response. In class discussion, we will explore topics central to nonfiction filmmaking, including how documentary has been defined and redefined; how filmmakers and theorists have perceived the relationship between documentaries and the realities they represent; what conceptions of truth have guided the work of documentary filmmakers and theorists; the role of the documentary filmmaker as witness, mediator, instigator, promoter, and/or participant; documentary as social advocacy; the autobiographical impulse; the use of reflexivity; and the ethics of documentary filmmaking. Students will engage with the issues discussed in class through documentary filmmaking exercises and projects. Screenings will include films directed by

Robert Flaherty, Dziga Vertov, Pare Lorentz, Basil Wright, John Grierson, Luis Buñuel, Leni Riefenstahl, Jean Rouch, Alain Resnais, Frederick Wiseman, the Maysles brothers, Emile DeAntonio, Ross McElwee, Marlon Riggs, Trinh T. Minh-ha, Errol Morris, and Michael Moore, among others.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM450 OR FILM451]

#### **FILM401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

#### **FILM409/410 Senior Thesis Tutorial**

GRADING: OPT

#### **FILM411/412 Group Tutorial, Undergraduate**

GRADING: OPT

#### **FILM414 Senior Seminar**

The course, required of all senior film majors, will be a senior colloquium, with shared oral presentations and extensive viewings on a topic to be announced. Each student will be responsible for viewing and analyzing films as directed.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM304 AND FILM310]

#### **FILM450 Sight and Sound Workshop**

This workshop course is designed to provide a basic understanding of how films are made, including lessons on lighting, composition, continuity, sound, and editing. Through a series of exercises and in-class critique sessions, students will refine their critical and aesthetic sensibilities and develop a basic understanding of story structure and directing. Time demands are heavy and irregularly distributed.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012/SPRING 2013 INSTRUCTOR: COLLINS, STEPHEN SECT: 01

#### **FILM451 Introduction to Digital Filmmaking**

This course is designed to provide a basic understanding of how films are made, providing technical training and practical experience in the DV digital video format. Through a series of exercises and in-class critique sessions, students will refine their critical and aesthetic sensibilities and develop a basic understanding of how to use composition, lighting, sound, and editing to tell a story. Time demands are heavy and irregularly distributed.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: BRICCA, JACOB SECT: 01-02

#### **FILM452 Writing About Film**

This course will introduce students to the major concerns of popular film criticism. Primary emphasis will be placed on actors and styles of acting, the impact of changing social ideologies on film, and the effects of big budget filmmaking on production. Students will be asked to think and write critically as well as personally about these concepts. Each week will include a screening, a lecture, and a group discussion. Students will be graded based on class participation, weekly writings, a midterm, and a final project.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: WRCT259 PREREQ: NONE

FALL 2012 INSTRUCTOR: WASSON, SAM SECT: 01

#### **FILM453 Animation in the Digital Age**

This course begins with an overview of the history of visual effects. It continues with discussions of vfx within the fields of animation, broadcast, and postproduction. This class seeks to develop technical and conceptual abilities needed in a postproduction environment. Professional work habits, techniques, and results are stressed. Students will explore the following areas of visual effect production: previsualization strategies, 3D modeling and texturing, 3D animation and effects, matchmoving and 3D camera principles, rendering and lighting, and compositing basics.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### **FILM454 Screenwriting**

Writing for the screen, with emphasis on how the camera tells stories, this course is an examination of format, narrative, and dialog from treatment through completed script. This is a writing class; the grade will be based on writing completed during the semester.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM304 OR FILM310]

#### **FILM455 Writing for Television**

This demanding, writing-intensive course focuses on (1) the creative development of a script, individually and collaboratively; (2) scene structure, character development, plot, form and formula, dialogue, the role of narrative and narrator; (3) understanding the working and business of television. Each student will conceive of, synopsise, and pitch a story idea with their "producing partners" to "network executives." Each student will also serve as producer and as an executive for others. After absorbing the feedback, students will construct a detailed beat outline and will turn in an original script at the end of the semester.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: WRCT256 PREREQ: NONE

SPRING 2013 INSTRUCTOR: BLOOM, AMY SECT: 01

#### **FILM456 Advanced Filmmaking**

This workshop is designed for senior film majors who, having successfully completed FILM450 or FILM451, are prepared to undertake a thesis film project. Because of space and equipment, the number of projects that can be approved is limited. Students must petition for enrollment by proposal at the end of their junior year. Production costs are borne largely by the student.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM450 OR FILM451]

FALL 2012 INSTRUCTOR: COLLINS, STEPHEN SECT: 01

INSTRUCTOR: STRAUB, KATJA SECT: 02-03

#### **FILM457 Advanced Filmmaking**

This workshop is designed for senior film majors who, having successfully completed FILM450 or FILM451, are prepared to undertake an individual or small team project. Because of space and equipment, the number of projects that can be approved is limited. Students must petition for enrollment by proposal at the end of their junior year. Production costs are borne largely by the student.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [FILM450 OR FILM451]

SPRING 2013 INSTRUCTOR: COLLINS, STEPHEN SECT: 01

INSTRUCTOR: STRAUB, KATJA SECT: 02-03

#### **FILM459 Writing for Television II**

This advanced course requires that each student act as writer, producer/network executive as well as lead discussant on one of the professional scripts we read. Students will be responsible for two meetings with the professor during the semester, two to three meetings with their producing partners, and one meeting with their actors (who will perform a short scene from the student's script at the end of the semester). Each student will conceive of and pitch three story ideas in the first classes, winnowing down to one idea for which they will write a story area, an outline, and a final script (which will go through three major revisions). Students are expected to come to class with a background in creative writing, focusing on character and dialogue.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: WRCT263 PREREQ: [FILM455 OR WRCT256]

#### **FILM465/466 Education in the Field, Undergraduate**

GRADING: OPT

#### **FILM467/468 Independent Study, Undergraduate**

GRADING: OPT

# German Studies

**PROFESSORS:** Leo A. Lensing, *Chair*; Krishna R. Winston

**ASSOCIATE PROFESSOR:** Ulrich Plass

**ADJUNCT ASSOCIATE PROFESSOR:** Iris Bork-Goldfield

**DEPARTMENTAL ADVISING  
EXPERT 2012–2013:** Leo A. Lensing

Interdisciplinary in nature, the academic field known as German studies has undergone rapid development in recent years. At Wesleyan, the Department of German Studies takes an active part in internationalizing the curriculum to educate students for a world in which a sophisticated understanding of other cultures has become increasingly important. A background in German studies can provide preparation for careers in many fields, including teaching, translation, publishing, arts administration, international law, business, and foreign service. Graduate study in certain subfields of literature, as well as linguistics, philosophy, art history, history, psychology, the natural sciences, music, and many other disciplines, calls for fluency in German.

At every level, the German Studies Department's courses in German stress the four basic skills—reading, writing, listening, and speaking—and attempt to develop students' sensitivity to language and its relationship to culture. Instruction in the German language helps students gain an appreciation of the significance of grammar, syntax, idiom, and levels of diction. The department's courses offered in English focus on the German-speaking countries' specific historical experiences and on their contributions to literature, the other arts (film, photography, music, painting), and many other areas. These courses often raise the question of translation, asking how successfully cultural phenomena particular to a certain place and time can be expressed in another language.

In its courses and in other activities, such as lectures and an informal film series, the department provides rich opportunities for students to encounter the cultures of the German-speaking countries past and present. All students interested in German are welcome to take courses in the department and to participate in department-sponsored events.

**Major program.** To become a German studies major, a student should have no grade lower than a B in any course offered by the department. The department recognizes the diversity of students' interests and goals by allowing majors great flexibility in designing their programs of study, which are arranged in close consultation with a faculty advisor in the department. While a specific concentration is not required, coherence should be a guiding principle. It is strongly recommended that majors fulfill the General Education Expectations.

**Requirements and procedures.** The department requires nine credits' worth of courses. At least five credits must be earned in courses taught in German above the level of **GRST211**. Courses in which class discussion is conducted in English may be taken in the German Studies Department and, with the major advisor's approval, in other departments. A maximum of three courses from other departments may be counted. Majors have the option of concentrating in three related but separate areas of German studies: literature, film and visual culture, and critical thought. All majors should take at least three 300-level advanced seminars. Majors are expected but not required to spend at least a semester in Germany, preferably with the Wesleyan Program in Regensburg. Credits for courses taken in Regensburg, including one credit from the two-credit intensive language program, count toward the major, provided the subject matter is relevant to German studies and the course is taught in German. Students should consult their major advisor about whether a given course will count. Note that students who participate in the Regensburg program in their junior instead of their sophomore year can get one major credit for either **GRST214** or the Regensburg Intensive Language Course, but not for both.

### Criteria and procedures for departmental honors.

- Eligibility.** To become a candidate for honors in German studies, a student must have earned a B+ or better in all German studies courses above **GRST211**, must have taken at least one course in each of the three areas of concentration, and must have taken at least three advanced seminars.
- Candidacy.** A prospectus must be handed in and approved by the tutor or department chair by the end of Reading Period in the spring of the junior year. The senior must sign up for **GRST409/410** (Senior Thesis Tutorial), unless he or she is a candidate for honors in German studies and another department or program; in this case, the thesis tutorials may be divided between the departments. Alternatively, both **409** and **410** may be taken in the German Studies Department or the other department or program. The two departments must agree in advance on what constitutes adequate supervision of the candidate, must approve the topic, and must agree to cooperate in the evaluation of the thesis. By the deadline set by the Committee on Honors, the department will formally nominate the candidate if it appears reasonably certain that the project will be completed on time and in the approved form.
- Honors projects.** The following are examples of two-semester senior-year projects: a scholarly investigation of a topic in German studies; a translation from German to English, accompanied by a critical essay or introduction; a production of a play, accompanied by a written analysis; a creative project written in German, accompanied by a brief introduction or afterword.
- Deadline.** All theses and written projects must be submitted by the spring deadline established by the Committee on Honors. Suitable dates for theatrical productions will be arranged by the department.
- Evaluation and award of honors.** The student's project will be evaluated by the tutor(s) and a designated reader or readers. If honors are awarded, they may be either honors or high honors. The award will be reported to the Honors Committee and the faculty. A student receiving high honors may, at the department's discretion, be nominated to take the qualifying examination for University honors.

### Areas of concentration.

- Literature.** The study of literature and language is at the center of German studies, for in works of literature we engage with language in its most complex, aesthetically rewarding, intellectually stimulating, and culturally relevant forms. Almost no discipline of knowledge can do without the study of literature. For example, students of psychology, sociology, and philosophy can draw important insights from the analysis of literary narratives. Storytelling is at the heart of all forms of human self-understanding, and literature is therefore not reducible to what we call "fiction." For example, both Hegel's philosophy of mind and Darwin's theory of evolution are constructed according to literary patterns; and the study of literature, therefore, also prepares students to evaluate the narrative structures of seemingly nonliterary cultural products. Our courses introduce students to the history and aesthetics of literary texts (prose, lyric, drama) in the German language. We offer a range of seminars in German and, for students who do not read German, we teach German literature in English translation. The department's strengths in literary studies lie in the following areas: literature in the age of Goethe, poetic realism, Viennese modernism, Weimar modernism, theory of the novel, exile literature, postwar and contemporary literature, multicultural literature, translation, poetry, literary biography, Heinrich von Kleist, Heinrich Heine, Franz Kafka, Karl Kraus, Peter Altenberg, Arthur Schnitzler, Robert Musil, Thomas Mann, Else Lasker-Schüler, Thomas Bernhard, Christa Wolf, Paul Celan, Peter Handke, Rainald Goetz, and Günter Grass.
- Film and Visual Culture.** In the wake of the "visual turn" in the humanities, film, photography, video, and visual culture in general have become increasingly important in German studies. In addition to a course (**GRST273** Sex and Text in Freud's Vienna) that partially focuses on the visual culture of fin-de-siècle Vienna, the department offers courses on Weimar cinema and the new German cinema and is developing courses on contemporary German film and on cinematic adaptations of literature. The department's research and teaching strengths are in the history and aesthetics of German cinema from silent film to the present; the interaction between film and literature; in exile cinema; and, more specifically, in the major directors Fritz Lang, Rainer Werner Fassbinder, and Werner Herzog.
- Critical Thought.** Teaching the German intellectual tradition—which begins, arguably, with Martin Luther and includes brilliant and controversial figures such as Leibniz, Kant, Hegel, Marx, Nietzsche, Freud, Carl Schmitt, Heidegger, and Hannah Arendt—is integral to fostering a critical understanding of culture, society, and the arts. Our courses in the area of critical thought are of special interest to—but by no means limited to—students in philosophy, intellectual history, sociology, the College of Letters, the College of Social Studies, government, religion, and the certificate program in Social, Cultural, and Critical Theory. Our strengths in this area include aesthetics, cultural and literary theory, history of science, German-Jewish thought, Nietzsche, Walter Benjamin, Sigmund Freud, and Theodor Adorno.

**German Haus.** This small house at 135 High Street, with seven single rooms, sponsors many cultural and social activities. To apply for a place, a student should get in touch with the residents of the house by the end of the first semester.

**Department prizes.** Students who demonstrate excellence in the study of German may be candidates for prizes given from the Scott, Prentice, and Blankenagel funds. For information, see the department chair.

**Wesleyan-Vanderbilt-Wheaton Program in Germany** offers an extended second semester under the auspices of a partnership agreement with the University of Regensburg.

Since the program is an integral part of Wesleyan's undergraduate curriculum and an organic component of the German Studies Department's offerings, majors in German studies are urged to participate, either as sophomores or, at the latest, as second-semester juniors. Up to 30 students from Wesleyan, Vanderbilt, Wheaton, and other colleges and universities are admitted to the program annually. Open to students who have had at least three semesters of college German or the equivalent, the extended semester is divided into intensive language preparation (January–March) and regular matriculation at the University of Regensburg for the German summer semester (April–July).

Students choose from a broad selection of university courses, supplemented by group tutorials organized and monitored by the resident director. An informal series of cultural events includes visits to theaters and concerts, excursions to historical sites and museums, and guest lectures.

Students earn credit for four, or, in special cases, five, courses. The preparatory language course is taught by the staff of the university's Institute for German as a Foreign Language. A faculty member from one of the sponsoring institutions administers all aspects of the program and advises students during their six-month stay in Germany. Under the terms of the agreement with the University of Regensburg, all Wesleyan participants are guaranteed rooms in dormitories and other housing facilities that ensure maximum contact with German students. Brochures and application forms are available from the German Studies Department, 401 Fisk Hall, or from the Office of International Studies, 105 Fisk Hall. The application deadline is November 1.

## GERMAN LITERATURE IN TRANSLATION

### GELT239 Wagner and Modernism

IDENTICAL WITH: ARHA339

### GELT253 The New German Cinema

IDENTICAL WITH: GRST253

### GELT268 Understanding Modernity: Marx, Nietzsche, and Freud

IDENTICAL WITH: GRST268

### GELT273 Sex and Text in Freud's Vienna

IDENTICAL WITH: GRST273

### GELT401/402 Individual Tutorial, Undergraduate

GRADING: OPT

### GELT409/410 Senior Thesis Tutorial

GRADING: OPT

### GELT411/412 Group Tutorial, Undergraduate

GRADING: OPT

### GELT465/466 Education in the Field, Undergraduate

GRADING: OPT

### GELT467/468 Independent Study, Undergraduate

GRADING: OPT

## GERMAN STUDIES

### GRST101 Elementary German

This course is an introduction to German and leads to communicative competence in German by building on the four primary skills—speaking, listening, reading, and writing—while developing participants' awareness of life and culture of German-speaking countries. Learning German and its structure will also enhance students' awareness of commonalities between the English and the German languages.

The **GRST101-102-211** course sequence will help students appreciate that contemporary Germany is economically and politically the leading country in the European Union and has a dynamic multicultural society. The German language opens vistas into a world of ideas that is as complex as it is elemental. It provides access to many fields, from philosophy to the natural sciences and many disciplines between: history, musicology, art history, and environmental studies. These three courses prepare students to study abroad in Regensburg, Germany, on the Wesleyan-Vanderbilt-Wheaton Program, or for **GRST214** here at Wesleyan.

GRADING: A-F CREDIT: 1 PREREQ: NONE

FALL 2012 INSTRUCTOR: BORK-GOLDFELD, IRIS SECT: 01-02

### GRST102 Elementary German

This is the second part of the two-part sequence in Elementary German (see **GRST101**). Students will continue their study of the four primary skills—speaking, listening, reading, writing—plus German grammar and culture. They will read a variety of authentic texts, listen to native speakers, handle everyday conversational situations, and write short compositions. At the end of the semester, students will write, perform, and videotape a skit based on the material learned this semester. **GRST211** is the course following **GRST102**. Students who take **GRST211** can apply to study abroad in Regensburg, Germany, on the Wesleyan-Vanderbilt-Wheaton Program, or they can continue with **GRST214** here at Wesleyan.

GRADING: A-F CREDIT: 1 PREREQ: GRST101

SPRING 2013 INSTRUCTOR: BORK-GOLDFELD, IRIS SECT: 01-02

### GRST211 Intermediate German

This course typically follows **GRST101** and **102** and increases students' proficiency in the German language while they learn about different cities and regions in the German-speaking world. Working interactively, students engage in cultural activities with authentic readings and contextualized grammar in a

unifying context. Through exposure to a variety of texts and text types, students develop oral and written proficiency in description and narration as well as discourse strategies for culturally authentic interaction with native speakers. Classes focus on an active use of the language. Film, music, and other audio clips are regularly integrated into the course to increase students' listening comprehension. Through regular essay assignments, students expand their vocabulary and apply increasingly diverse writing techniques. Among our goals are improved communication and reading skills, an expanded vocabulary, more accurate and diverse written expression, and greater insight into historical and cultural features of the German-speaking world.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: GRST102

FALL 2012 INSTRUCTOR: GULIELMETTI, ANGELA SECT: 01-02

### GRST214 Practice in Speaking and Writing German

This course is designed to build and strengthen skills in oral and written German. It functions as a bridge between the basic language series (**GRST101/102/211**) and the more advanced literature/culture courses. This course extends the focus on language and culture through reading, interpreting, and discussing longer German texts (including poems and short stories) begun in **GRST211**. Moreover, students will research various aspects of the history and culture of Germany and gain practice writing about and presenting the results of their research. Grammar instruction and review as well as vocabulary building are integral parts of this course, since mastery of the structures of German will facilitate students' ability to express more complex ideas. We will supplement the textbook with additional readings, music, and films. Class meetings will be conducted in German.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: GRST211

SPRING 2013 INSTRUCTOR: GULIELMETTI, ANGELA SECT: 01

### GRST217 German Culture Today

Readings, class discussion, and written work will be based on current and recent events and developments in Germany. Topics will include Germany's place in the new Europe and the world, Germany as a multicultural society, and German contemporary culture. The course will provide extensive practice in speaking, reading, listening, and writing in German and using literary and nonliterary texts, as well as audio and visual materials. Structured conversation, debates, and analysis of different types of texts, along with writing assignments in a variety of genres, will strengthen proficiency in German and prepare students for 300-level courses.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: GRST214

FALL 2012 INSTRUCTOR: BORK-GOLDFELD, IRIS SECT: 01

### GRST227 Introduction to Social, Cultural, and Critical Theory

IDENTICAL WITH: CHUM227

### GRST230 The Simple Life

As the human population grows toward nine billion and our planet's carrying capacity comes under increasing pressure, many observers believe the human project itself is at risk. What human beings have accomplished is probably unique in the history of the universe; once lost to war, famine, and ecological collapse, the understandings and physical creations of our cultures will be irrecoverable. We must ask ourselves, with considerable urgency, the following questions: How do our values, our economic systems, and our behaviors—as individuals, groups, societies, and cultures—affect the conditions under which we, our descendants, and the plants and animals with which we share the earth might live in the future? To what extent and at what cost can technology enable us to adapt to changes already under way? Should we take an “*après moi le déluge*” attitude or try to prolong the life of our species, and if so, in what

form? Does the so-called simple life, as conceptualized in different times and places, offer any useful models? Does living “green” make sense? What about environmental (in)justice? This course will draw on texts from a variety of periods and disciplines, written in a range of styles and from many perspectives, to examine how these questions and others can be approached. Although the subject matter is serious, challenging, and potentially depressing, the readings will include humor, and creative thinking will be strongly encouraged. Students will be welcome to suggest their own favorite readings on the subject.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: ENV5230 PREREQ: NONE  
FALL 2012 INSTRUCTOR: WINSTON, KRISHNA R. SECT: 01

#### GRST231 Reading Theories

IDENTICAL WITH: ENGL295

#### GRST239 Wagner and Modernism

IDENTICAL WITH: ARHA339

#### GRST240 The Ends of Empire: Narratives of Culmination and Decline in Philosophy and Literature

This course aims to theorize and contextualize current left- and right-wing discourses on empire in decline and to pay particular attention to the narrative techniques deployed by philosophers and writers to conjure the specter of decline. Because decline is conceptually inseparable and at times even indistinguishable from culmination, it resists easy valorization. To understand decline, its story must be told; it only becomes distinguishable from culmination or fulfillment and, as well, from fall or collapse, in being given narrative form. Both the philosophical and literary texts studied in this course tell stories of culmination and decline that reflect on one another in surprising ways. Thus, we will read them in comparative fashion.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: PLASS, ULRICH SECT: 01

#### GRST241 Introduction to European Avant-Garde, 1880–1940

IDENTICAL WITH: ARHA241

#### GRST250 Cultural Criticism and Aesthetic Theory: Walter Benjamin and Theodor Adorno

This lecture course is designed to provide an introduction to the cultural criticisms and aesthetic theories of Walter Benjamin and Theodor Adorno, two of the 20th century’s most path-breaking, influential left-wing thinkers and critics. Our aim will be to illuminate the intimate interconnections between cultural criticism and aesthetic theory in the 20th century. We will study the objectives, intellectual origins, cultural contexts, and methods of Benjamin’s and Adorno’s uniquely individual yet also closely related practices of cultural criticism. Further, we will examine the assumptions underlying their aesthetic writings and seek to reconstruct their respective contributions to aesthetics. The discourse of cultural criticism relies on political and sociological analytical notions such as revolution and reaction, estrangement and reification, or social antagonism and ideology; the discourse of aesthetic theory relies on canonical concepts of the philosophy of art, such as semblance and imitation or beauty and the sublime, as well as the more properly modernist aesthetic phenomena like distraction, dissonance, and shock. Benjamin and Adorno combine both discourses in a new way, augment them with the vocabularies of psychoanalysis and theology, examine the increasing role of advanced technologies of producing, distributing, and receiving culture, and thus offer an astonishingly comprehensive investigation of modernity’s most pressing intellectual questions, artistic practices, social contradictions, and cultural phenomena.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL253 PREREQ: NONE

#### GRST251 Kafka: Literature, Law, and Power

Elias Canetti claimed that among all writers Kafka was “the greatest expert on power.” In this course we will focus on Kafka’s narratives of power relations. We will read and discuss Kafka’s sometimes painfully precise descriptions of how power is exerted in the family and in personal relationships, and how discipline is exercised over the body. We will also consider Kafka’s depictions of physical violence and of apparatuses and institutions of power, and the ethical and political implications of these depictions. The working hypothesis of this course is that Kafka not only tells stories about power, but that his stories also contain an implicit theory of how power works in modern society.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL251 PREREQ: NONE  
FALL 2012 INSTRUCTOR: PLASS, ULRICH SECT: 01

#### GRST252 From Caligari to Hitler? Weimar Cinema in Context

This course offers a critical introduction to German silent and sound films from 1919 to 1932. It will test the thesis of Siegfried Kracauer’s classic study that expressionist films in particular prepared the way for Hitler’s rise to power. The focus will be on canonical films of the era including *The Cabinet of Dr. Caligari*, *Nosferatu*, and *The Last Laugh* (Murnau), *Metropolis* and *M* (Fritz Lang), and *The Joyless Street* and *Pandora’s Box* (Pabst). Some attention will also be given to films made at the ideological extremes of Weimar culture: *Kuhle Wampe* (with a screenplay by Brecht), Leni Riefenstahl’s *The Blue Light*, and Pabst’s *Threepenny Opera*. Readings will include screenplays, essays, and reviews from

the period as well as selected literary works such as Brecht’s *Threepenny Opera* and Irmgard Keun’s novel *The Artificial Silk Girl*.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: FILM352 PREREQ: NONE  
FALL 2012 INSTRUCTOR: LENSING, LEO SECT: 01

#### GRST253 The New German Cinema

This course will investigate the aesthetics, politics, and cultural context of the new German cinema. Having established a critical vocabulary, we will study the influence of Brecht’s theoretical writings on theater and film, ambivalent positions vis-à-vis the classic Hollywood cinema, issues of feminist filmmaking, and the thematic preoccupations peculiar to Germany, for example, left-wing terrorism and the Nazi past. Attendant materials will include literary sources, screenplays, and interviews.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [FILM320 OR GELT253] PREREQ: NONE  
SPRING 2013 INSTRUCTOR: LENSING, LEO SECT: 01

#### GRST254 Frankfurt School Critical Theory

In the humanities and social sciences, the term “critical theory” remains closely associated with its origins in the Institute of Social Research, better known as the Frankfurt School. Beginning in 1930, scholars affiliated with the Frankfurt School (e.g., Adorno, Benjamin, Horkheimer, Marcuse) sought to replace “traditional” with what they called “critical” theory. By this they meant a theory that would uncover the hidden cultural and psychological mechanisms of capitalist society, a theory that would negate society in its existent form, thus opening up possibilities for imagining a different social order.

This course provides a survey of critical theory, beginning with its roots in the 19th century (e.g., Kant, Hegel, Marx, and Nietzsche) and will then focus on some of the Frankfurt School’s major works that address a diverse array of intellectual and political concerns, from the critique of state capitalism, industrial society, and instrumental reason to commentaries on mass culture, high art, fascism, and psychoanalysis. A truly interdisciplinary institution, the Frankfurt School studied economics, sociology, philosophy, literature, art, psychology, politics, and history. This introduction to the programmatic statements and eclectic reflections of various scholars will highlight the diverse historical influences, collaborative efforts, and internecine debates that shaped the intellectual tradition across continents and generations.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL264 PREREQ: NONE

#### GRST261 Reading Nietzsche

Friedrich Nietzsche, trained philologist and self-proclaimed “free spirit,” remains one of the most controversial figures in modern thought, a source of fascination and outrage alike. Best known as the philosopher of the “Dionysian,” the “will to power,” the “eternal return of the same,” the “transvaluation of all values,” and the “over-man,” Nietzsche also proudly considered himself the most accomplished prose stylist in the German language. In this course, we will examine two closely interrelated issues: (1) the genesis of Nietzsche’s major philosophical thoughts in the areas of epistemology, aesthetics, ethics, and the critique of religion, from his earliest to his latest writings; (2) the cultivation of a philosophical style that, in its mobilization of highly artistic modes of aphoristic reduction, metaphorization, personification, and storytelling, aspires to turn critical thinking into a life-affirming artform.

The course will combine philosophical interpretation with textual analysis. No prior knowledge of Nietzsche’s works is expected; however, a willingness to set aside significant chunks of time to dwell in Nietzsche’s texts is required. Students with reading knowledge in German are encouraged to read at least some of the assignments in the original. Guidance in doing so will be provided based on individual need.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL297 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: PLASS, ULRICH SECT: 01

#### GRST268 Understanding Modernity: Marx, Nietzsche, and Freud

The names of the writers and thinkers Karl Marx, Friedrich Nietzsche, and Sigmund Freud signal a revolution of thought in the 19th and early 20th centuries. This course is designed to make critical theory and contemporary discourses in the humanities and social sciences more accessible by providing the modern historical and philosophical foundations for key concepts such as interpretation, subject, history, politics/society, religion/morality, and art/aesthetics. We will explore some of the most influential writings of the respective authors in a comparative manner and, thus, come to a better understanding of the genesis of much modern thinking.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [GELT268 OR COL268] PREREQ: NONE

#### GRST273 Sex and Text in Freud’s Vienna

The focus in this course will be initially on the foundational texts of psychoanalysis: *Studies on Hysteria*, *The Interpretation of Dreams*, and “A Fragment of an Analysis of a Case of Hysteria (Dora).” We will then investigate the response and resistance, both creative and polemical, to Freud and psychoanalytic theory in the literature and art of the period. We will read major works by Freud’s “double,” the novelist and playwright Arthur Schnitzler, and by the

satirist Karl Kraus, the author of the famous aphorism “Psychoanalysis is that mental illness for which it purports to be the therapy.” The implicit response to Freud’s theory of dreams and of the unconscious in the portraits and other paintings of Klimt, Kokoschka, and Schiele will also be given close consideration. In general, the course will explore how psychoanalysis influenced and participated in the sexual discourses of the period.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: GELT273 PREREQ: NONE  
FALL 2012 INSTRUCTOR: LENSING, LEO SECT: 01

**GRST276 Inventing the Criminal: Literature and Criminality**

In this course we will examine the figure of the criminal as it was constituted by jurisprudence, medicine, and literature as the object of social control, medical intervention, and, not least of all, narration in the course of the 19th century. We will study literary representations of crime and criminals from Romanticism to realism and naturalism, looking at questions of form, genre, and narrativity. In addition, we will confront these literary representations with judicial and psychological definitions of criminality and study their interrelation at the level of the narrative strategies invoked in the portrayal of the criminal. This course will introduce students to the literature of the long 19th century and will draw on the methods of a critical theory of culture. Readings and discussions in English

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL293 PREREQ: NONE

**GRST278 Fear and Pity: German Tragedies from the 18th to the 20th Century**  
Tragedies aim to stimulate the spectator’s passion and sympathy. How precisely do they achieve that goal? Through close readings, the course contextualizes the tragedies of authors such as Lessing, Goethe, Schiller, Kleist, Büchner, Hebbel, Wedekind, and Hofmannsthal within major literary movements and the theoretical reflections of Friedrich Nietzsche and Walter Benjamin.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL217 PREREQ: NONE

**GRST285 Translation: Theory and Practice**

IDENTICAL WITH: WRCT255

**GRST287 German Aesthetic Theory**

This course offers a comprehensive introduction to the field of aesthetics, beginning with its simultaneous inception as both theory of art and theory of sensuous perception in Baumgarten’s *Aesthetica* and concluding with Adorno’s last great synthesis of aesthetic thought in his *Aesthetic Theory*. Perhaps more than in any other tradition, the philosophical study of art has been an essential concern in German intellectual history. Rather than treating the arts as a pleasant diversion, German philosophers sought to find socially and philosophically relevant meaning and even truth in works of art. The course will proceed chronologically, exploring the ways in which German thinkers from the 18th to the 20th century have conceptualized art in general, as well as different art forms. At the end of the semester, we will consider what remains of this legacy in contemporary American and European debates on art and aesthetics.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [COL280 OR ARHA262] PREREQ: NONE

**GRST292 Ghostly Doubles: Romantic Storytelling and Early German Film**

The Doppelgänger (double) is a common motif in German literature, in particular among the Romantic authors of the early 19th century, noted for their fascination with the mysterious and the uncanny. Sigmund Freud and other psychoanalysts frequently referred to Romantic novellas to illustrate the workings of the unconscious. The motif of the ghostly double experiences a renaissance in early German film, which often refers to and reflects on its own mediality. In this course, we will follow the motif of the uncanny double, the shadows, and mirror images that suddenly become autonomous, from Romanticism to psychoanalysis to film. We will discuss how the motif of the ghostly double can also shed light on narrative technique in literature and the technical aspects of film. Reading assignments include works by E. T. A. Hoffmann, Adalbert von Chamisso, Jean Paul, Sigmund Freud, and Otto Rank. Films include *The Student of Prague* (1913), *The Golem* (1920), *The Cabinet of Dr. Caligari* (1920), *Dr. Mabuse, the Gambler* (1922), and *M* (1931).

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

**GRST297 Exile Modernism: Weimar Culture in Los Angeles, 1936–1950**

With the failure of the Weimar Republic and Hitler’s rise to power in 1933, many of Germany’s most significant and prolific artists and intellectuals were forced to flee the country. The United States welcomed a good number of these refugees, and Los Angeles, the center of the film industry, became the most attractive location for German and Austrian emigrants. While of course not all exiles aspired to work in Hollywood, the L.A. area housed a uniquely fertile mix of creative talents working in film, music, literature, and philosophy. In this course, we will study the productive tensions that ensued from the confrontations between German and European practices of modernist art and “high” culture on the one hand and more democratic, egalitarian ideas and habits of cultural life in the United States on the other, asking in particular how the encounter with commercial popular culture and with American democracy was reflected in the various “modernist” works that the exiles pro-

duced during their time in L.A. Artists and intellectuals studied in this course include the writers Bertolt Brecht, Thomas Mann, and Alfred Döblin; the composers Hanns Eisler and Arnold Schönberg; the directors Fritz Lang, Billy Wilder, and Ernst Lubitsch; and the philosophers Theodor W. Adorno and Max Horkheimer.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

**GRST360 Violence and Representation: German Prose, 1800 to 2000**

This course will take students through 200 years of German literature selected according to one criterion: how is violence represented in storytelling? We will consider different kinds of violence (sexual, political, ethnic, revolutionary) and consider how they are connected.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: [GRST214 OR GRST217]

FALL 2012 INSTRUCTOR: PLASS, ULRICH SECT: 01

**GRST363 Realism and Reality: German Prose, 1848–1898**

German realism developed later and assumed more modernist forms than similar movements in England and France. The focus will be on the relationship between the progressive thematics of important literary texts and the subtle formal experiments created to express them. Themes to be explored include the “Jewish question,” sexuality and society, and the Prussian rise to power. The major authors to be read are Fontane, Raabe, Keller, Saar, and Stiftev.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: GRST214 OR GRST217 OR [GRST251S AND GRST252S]

**GRST381 Viennese Modernism**

This course will offer a critical perspective on literature, psychology, and art during the period of Viennese modernism (1898–1938). The focus will be on key works by major figures—Freud’s “A Fragment of an Analysis of a Case of Hysteria (Dora),” Kraus’s aphorisms, Schnitzler’s *La Ronde*, Klimt’s “University Paintings,” Kokoschka’s and Schiele’s portraits—and especially on analogies and interactions among them. A major theme of the course will be the way in which sexual discourses dominated the cultural production of the era.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: COL382 PREREQ: [GRST214 OR GRST217]

SPRING 2013 INSTRUCTOR: LENSING, LEO SECT: 01

**GRST384 Lust and Disgust in Austrian Literature Since 1945**

This course will examine both major and minor figures of Austrian literature since 1945. Special attention will be given to these writers’ tendency to disassociate themselves from a specifically German tradition and to pursue characteristic themes and concerns. These include the myth of Austria as the first victim of Hitler, the musicality of Austrian prose, and the fetishization of literary language. Representative authors will include prose writers such as Ingeborg Bachmann, Thomas Bernhard, and Peter Handke, as well as experimental poets such as Ernst Jandl and Norbert Kaser.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL384 PREREQ: GRST214

**GRST385 Kafka: Literature, Law, and Power**

Elias Canetti claimed that among all writers Kafka was “the greatest expert on power.” In this course we will focus on Kafka’s narratives of power relations. We will read and discuss Kafka’s sometimes painfully precise descriptions of how power is exerted in the family and in personal relationships and how discipline is exercised over the body. We will also consider Kafka’s depictions of physical violence and of apparatuses and institutions of power, and the ethical and political implications of these depictions. The working hypothesis of this course is that Kafka not only tells stories about power, but that his stories also contain an implicit theory of how power works in modern society.

All readings, papers, and discussions will be in German.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

**GRST386 German Romanticism in Art and Literature**

Beginning in 1795, Romanticism has been the name for a proto-modernist urban artistic and intellectual movement centered in Jena, Berlin, and Heidelberg, and inspired by Goethe’s novels, Fichte’s philosophy, and the French Revolution that sought to re-enchant the world through the self-effacing powers of communal poetry and philosophy (“sympoetry” and “sympo-philosophy”). Because of their innovative and sometimes scandalous celebration of deviant forms of living and their fascination with the dark side of civilization, the Romantics were dismissed by authorities like Hegel and Goethe; the latter drew the line between his work and theirs by declaring: “The ‘classical’ I call healthy, and the ‘romantic’ I call sick.”

This course will offer a carefully selected introduction to the Romantic movement in the areas of literature and the visual arts, taking into account also the movement’s underlying aesthetic ideas and the special role of musical expression. Topics covered include the poetic-philosophical fragments of Novalis and Friedrich Schlegel; the artistic exchange between poetry and music (e.g., poems by Eichendorff and Brentano, *Lieder* by Schumann and Schubert); the literary salon and the beginnings of female authorship (e.g., in letters by Rahel Varnhagen, Dorothea Schlegel, Caroline Schlegel-Schelling); the reception of folk traditions and the collection and production of fairytales (the Brothers Grimm); the creation of the fantastic out of a confront-

tation with modern science and technology (E. T. A. Hoffmann); Romantic inwardness, melancholy, madness, and its artistic articulation (e.g., in paintings by Friedrich and Carus, stories by Tieck and Hoffmann, compositions by Beethoven and Schubert); and Romanticism's decline and its critique (Heine).

All readings, papers, and class discussions will be in German.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL386 PREREQ: GRST217

**GRST390 Weimar Modernism and the City of Berlin**

One of the most fascinating aspects of Weimar modernism is the emergence of new forms of perception and consumption, reflected in a new urban consumer culture that generated an ever-changing array of visual and aural stimulations. This changed reality was perhaps best captured by the young medium of film, but older media like literature and painting also responded to this modernist challenge. This course will examine not only exemplary works of literary and visual culture from the Weimar period, but also other aspects of Weimar modernism, such as the development of radio, design, fashion, advertising, and architecture, emphasizing analyses of the new mass culture of entertainment, distraction, and "pure exteriority" (Kracauer) in combination with left-wing cultural and political criticism. The city of Berlin, then the third largest in the world and in many ways the international capital of modernism, will provide the main locus of investigation.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL390 PREREQ: GRST214

**GRST401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**GRST409/410 Senior Thesis Tutorial**

GRADING: OPT

**GRST411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**GRST465/466 Education in the Field, Undergraduate**

GRADING: OPT

**GRST467/468 Independent Study, Undergraduate**

GRADING: OPT

# Government

<b>PROFESSORS:</b>	Marc Eisner; John E. Finn; Giulio Gallarotti; James McGuire, <i>Chair</i> ; J. Donald Moon; Peter Rutland; Nancy Schwartz
<b>ASSOCIATE PROFESSORS:</b>	Douglas C. Foyle; Mary Alice Haddad; Elvin Lim; Sarah Wiliarty
<b>ASSISTANT PROFESSORS:</b>	Sonali Chakravarti; Logan Dancey; Erika Franklin Fowler; Michael B. Nelson; Anne Peters; Kathy Rim
<b>ADJUNCT LECTURER:</b>	Louise Brown, <i>Dean for Academic Advancement</i>
<b>DEPARTMENTAL ADVISING EXPERTS 2012–2013:</b>	Sonali Chakravarti; Marc Eisner; John Finn; Erika Franklin Fowler; Douglas Foyle; Giulio Gallarotti ( <i>Spring</i> ); Mary Alice Haddad; Elvin Lim ( <i>Spring</i> ); James McGuire; J. Donald Moon ( <i>Spring</i> ); Michael B. Nelson; Anne Peters; Peter Rutland; Nancy L. Schwartz ( <i>Fall</i> ); Sarah Wiliarty

The Department of Government offers courses in four different concentrations of study within political science: American politics and public policy, comparative politics, international politics, and political theory. We offer a comprehensive Introduction to Political Science (**GOVT101**), introductory courses to each concentration (numbered **151–159**), a range of upper-division courses (**200–368**), and research seminars (**369–399**). In addition, we offer courses in research methods in political science, tutorials, and education in the field. Courses numbered **200–368** are ordered according to field of study, not level of difficulty.

If a statement on the major in this catalog is inconsistent with a regulation on the Government Department web site, the web site is authoritative.

**Major requirements.** To complete the major requirements, a student must take a minimum of nine approved government credits, of which at least eight must be upper-division (courses numbered **201** or higher). At least five of the eight upper-level credits for the major must be earned in courses numbered between **201** and **399** and taken in the Government Department at Wesleyan. The remaining three credits can consist of a combination of: (a) tutorials in the Department of Government—nonthesis tutorials (a limit of two) or a thesis tutorial (a limit of one); (b) course in a cognate discipline at Wesleyan (a limit of one, with advisor's approval); (c) nonintroductory courses taken at other institutions (a limit of two); or (d) additional Wesleyan government courses in the range **201–399**. Teaching apprenticeships and student forum courses are not counted toward the fulfillment of major requirements. Under certain circumstances and with advisor's approval, all three of the non-Wesleyan upper-division courses can be from a program abroad. See the Government Department regulation on Approvals of Credits from Study Abroad Programs on the department web site: [www.wesleyan.edu/gov](http://www.wesleyan.edu/gov).

**Concentration.** Majors must also complete a concentration program. Four courses are required within the concentration. Each concentration has different requirements for the major. Some courses may count toward more than one concentration. For a list, see the Government Department web site.

**Admission to the major.** Admission to the major requires that students have completed at least one government course (preferably an introductory-level course, including **GOVT101**) with a grade of B- or better and have completed, additionally, Stage I of the general education expectations. Students who have NOT satisfied these requirements may apply for the government major, provided that, at the time they apply, they are enrolled in their first government course and/or in a course that satisfies Stage I expectations. Students will not be formally admitted to the major, however, unless they successfully complete the requisite course or courses by the end of the semester in which they apply.

In addition to all of the stipulations above, majors must also meet the following requirements:

- *Depth in and breadth across the concentrations.* The minimum number of introductory and upper-division courses required to complete a concentration is four, with the stipulation that no fewer than three of the four courses counting toward the concentration must be completed at Wesleyan. Majors must take at least one upper-division course in three of the four concentrations.
- *General Education Expectations.* Satisfaction of Stage 1 of the general education expectations is required for admission to the major. Students who are currently enrolled in classes satisfying the expectations at the time of application to the major may be admitted to the major provisionally. Note that satisfaction of both Stages 1 and 2 of the general education expectations is required to receive honors in government.
- *Pacing of courses in the major.* Students who have not completed at least four courses for government credit by the end of their junior years must drop the major.
- *Double majors.* No student with a University GPA below B+ (88.33) may declare or maintain a government major if he or she also has another major. This requirement will be enforced through the end of the semester before the student is scheduled to graduate, i.e., normally through the end of the fall semester of the senior year.

**American politics and public policy.** **GOVT151, 201–259, 366, 369–380.** This concentration includes the introductory course, (**GOVT151**) and the following set of upper-division courses: survey courses (**GOVT201–209**), advanced upper-division courses (**GOVT210–259**); and seminars and tutorials (**369–380, 401–412**). The concentration requires **GOVT151, GOVT366**, Empirical Methods for Political Science, may be credited toward the concentration. Ideally, prospective majors in American politics and public policy should take **GOVT151** in their first year. One or more of the survey courses, **GOVT201–209**, should be taken next. The survey courses require either **GOVT151** or sophomore standing. It is strongly recommended that concentrators take at least one course each in American history and in economics.

**Comparative politics.** **GOVT157, 260–305, 381–385.** The comparative politics concentration consists of an introductory course (**GOVT157**), survey and intermediate courses (**260–305**), and seminars (**381–385**). A concentration in comparative politics requires **GOVT157**. Students are encouraged to design a program that will provide depth in a particular subfield: modern liberal democracies, one-party socialist regimes with developed economies, or Third World developing societies. Courses for the concentration should include one or two survey courses and two or more intermediate courses and seminars.

**International politics.** **GOVT155, 306–336, and 386–390.** A concentration in international politics requires **GOVT155**. Students are encouraged to distribute other department courses required for the major among the other concentrations. They should also consider the Certificate in International Relations awarded by the Public Affairs Center.

**Political theory.** **GOVT159, 337–360, and 391–399.** A concentration in political theory requires four upper-division political-theory courses; two of these should be drawn from the **GOVT337, 338, 339** sequence, which provides a survey of major political theorists in the Western tradition. **GOVT159** is strongly recommended.

**Honors program.** Starting with the Class of 2013, students become eligible to stand as candidates for honors in government if they meet the following requirements: (1) completion of a major in government; (2) a University grade point average of 90.00 or above calculated at the end of the spring semester of the junior year; (3) completion of Stage I and Stage II of the general education expectations; and (4) completion of an original research and writing project, culminating in a thesis that is judged to be of honors quality.

Please note that meeting the above requirements is necessary but not sufficient for a student to become a candidate for honors in government. Those requirements determine eligibility, not candidacy. To become a candidate for honors in government, a student meeting the eligibility conditions must also speak with a government faculty member (tenured, tenure-track, or full-time visitor) about the proposed research topic, preferably in the spring semester of the junior year, and obtain that faculty member's agreement to tutor the honors thesis. Each government faculty member is entitled to decide for whom he or she will serve as a thesis tutor. Students who meet the eligibility requirements but who are unable to find a full-time Government Department faculty member to tutor the thesis may not be able to stand as candidates for honors in government.

**Department activities.** Please see the Government Department web site for more information, [wesleyan.edu/gov](http://wesleyan.edu/gov).



**GOVT101 Introduction to Political Science**

This course provides a general introduction to the concepts used in political science. The kind of questions that political scientists ask about human society differs from those asked by economists, sociologists, anthropologists, or historians. People use politics not only to advance their interests but also to defend their identities, and, in pursuit of these goals, they create institutions that take on a life of their own. The most important such institution, the state, will be the focus of this course. How and why did the state arise? Why do states go to war with each other, and why do they colonize other states? What are the different ways in which states are organized? What is the relationship between the state and economic development? What exactly is liberal democracy, and why has it become the prevalent form of state organization? Is the system of government in the United States a model for others to follow, or a special case? What happens when states collapse?

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**GOVT110 The American Constitutional Order: An Introduction**

This course introduces students to the American constitutional order and to key concepts associated with constitutional design and governance.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**GOVT120 Cold War International Relations**

Lasting from 1945–1991, the Cold War was a seminal era in world history with a major impact on the study and conduct of international relations. The world we live in today is greatly shaped by the experience of the Cold War. Many of the issues and topics that preoccupy the world today, from Afghanistan to the uprisings in the Middle East, the political unification of Europe, and the dominance of the United States, were all greatly influenced by the Cold War. This course will provide students with an understanding of the origins, evolution, and end of the Cold War. This course will examine the U.S.–U.S.S.R. relationship and how it impacted different world regions through decolonization, neo-imperialism, globalization, and political integration around the world.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**GOVT121 Great Powers and Great Debates in International Relations**

Great powers—such as Napoleon's France, the British Empire, the U.S.S.R., and the U.S.—have been the focal point of international relations since the creation of the international system in 1648. This course offers students an introduction to the study of great powers and some of the critical debates in international relations. It will look at the evolution of the Westphalian system and the modern state system. The course also examines how contemporary challenges of world politics are changing how we conceptualize great power. Major topics include conceptualizing great powers, the role of great powers in war and peace, the structure of international order by the great powers, the rise of “new” great powers such as China and India, the rule of law under great powers, the effect of globalization on great power status, and the role of great powers in the Cold War and post-Cold War era.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**GOVT151 American Government and Politics**

An introduction to American national institutions and the policy process, the focus of this course is on the institutions and actors who make, interpret, and enforce our laws: Congress, the presidency, the courts, and the bureaucracy. The course will critically assess the perennial conflict over executive, legislative, and judicial power and the implications of the rise of the administrative state for a democratic order. This course is designed specifically for first-year students.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012/SPRING 2013 INSTRUCTOR: EISNER, MARC A. SECT: 01  
SPRING 2013 INSTRUCTOR: DANCEY, LOGAN MICHAEL SECT: 02

**GOVT155 International Politics**

This introduction to international politics applies various theories of state behavior to selected historical cases. Topics include the balance of power, change in international systems, the causes of war and peace, and the role of international law, institutions, and morality in the relations among nations.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: GALLAROTTI, GIULIO SECT: 01-02

**GOVT157 Democracy and Dictatorship: Politics in the Contemporary World**

In this introduction to politics, we compare the capitalist and socialist development trajectories and explore the interplay between economic interests, social movements, and political institutions. Key concepts such as law and democracy are debated, as is the utility of competing grand theories of political evolution. The course includes many case studies of particular countries, both well-known and obscure.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: WILIARTY, SARAH E. SECT: 01  
SPRING 2013 INSTRUCTOR: RUTLAND, PETER SECT: 01

**GOVT159 The Moral Basis of Politics**

An introduction to upper-division courses in political theory, the course considers the basic moral issues that hedge government and politics: Under

what, if any, circumstances ought one to obey the laws and orders of those in power? Is there ever a duty to resist political authority? By what values and principles can we evaluate political arrangements? What are the meanings of terms like freedom, justice, equality, law, community, interests, and rights? How is our vision of the good society to be related to our strategies of political action? What is the role of organization, leadership, compromise, and violence in bringing about social change? Readings will include political philosophy, plays, contemporary social criticism, and modern social science.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: MOON, J. DONALD SECT: 01  
SPRING 2013 INSTRUCTOR: SCHWARTZ, NANCY L. SECT: 01

**GOVT201 Applied Data Analysis**

IDENTICAL WITH: QAC201

**GOVT203 American Constitutional Law**

This course is an examination of the historical development and constitutional principles of American government including inquiries into federalism, national and state powers, separation of powers, checks and balances, and due process. The primary focus will be on case law of the Supreme Court from the Marshall Court to the present.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: FINN, JOHN E. SECT: 01

**GOVT204 Quantitative Methods for Political and Policy Analysis**

This course introduces students to the logic of social scientific analysis and various quantitative research techniques used in the study of politics and public policy. Students will develop a competence in the use of analytical skills essential for conducting original research. The coverage of quantitative methods includes descriptive statistics, probability and sampling theory, and the deductive logic of hypothesis testing and statistical inference, with a special emphasis on measurement, cross-tabulation, and regression. Research problems and data sources are drawn primarily from the fields of American politics and public policy. Instruction in a statistical package, STATA, is an integral feature of the course. Knowledge of calculus is not assumed or required.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: GOVT151

**GOVT206 Public Policy**

This course will provide a survey of several public policies. It will begin with a discussion of the logic of public choice within the context of political institutions, competing interests, and the implications for institutional design and policy design. The remainder of the course will be devoted to the examination of several public policy areas including criminal justice, education, welfare, and regulation. By integrating theoretical literature with case studies of different policies written from a variety of perspectives, the course aims to develop analytical skills as well as an appreciation for the technical and political complexities of policy making.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ENV5206 PREREQ: GOVT151

**GOVT214 Media and Politics**

Mass media play a crucial role in American politics, as citizens do not get most of their information about the workings of government from direct experience, but rather from mediated stories. This course examines the evolving relationship between political elites, mass media, and the American public.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**GOVT215 Congressional Policy Making**

An introduction to the politics of congressional policy making—how the way we elect our members of Congress affects the way they perform in Congress. We will focus our attention on changes in the legislative process over the last several decades and how these changes have influenced the relations between members and their constituents, between the two parties, between the House and Senate, and between Congress and the president.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: DANCEY, LOGAN MICHAEL SECT: 01

**GOVT217 The American Presidency**

This course has three aims: to survey the institutional development and current operation of the presidency; to examine the politics of presidential leadership, including the processes of selection of governance; and to consider the interaction of the two. Topics to be addressed include the constitutional framework; the American ambivalence toward executive power; historical development of the office and its relation to party systems; the process of nominating and electing the president; and the relationship of the office to the other branches.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: GOVT151

**GOVT220 American Political Economy**

Political economy addresses a wide range of issues, including the ways in which public policies and institutions shape economic performance and the distribution of economic power; the impact of public policies on the evolution of economic institutions and relationships over time; and the ways in which economic performance impinges upon governmental decision making and political stability. This course examines the American political economy.

We are thus concerned with examining the above-mentioned issues to better understand how patterns of state-economy relations have changed over the course of the past century and the ways in which this evolutionary process has affected and reflected the development and expansion of the American state. The course will begin with an examination of competing perspectives on property rights, markets, the state, labor, and corporations. It will turn to an exploration of the political economy as it evolved in the past century and end with a discussion of contemporary challenges.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: EISNER, MARC A. SECT: 01

#### GOVT221 Environmental Policy

This course explores the history of United States environmental regulation. We will examine the key features of policy and administration in each major area of environmental policy. Moreover, we will examine several alternatives to public regulation, including free-market environmentalism and association- and standards-based self-regulation. Although the course focuses primarily on United States environmental policy, at various points in the course, we will draw both on comparative examples and the challenges associated with coordinating national policies and practices on an international level.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ENV5221 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: EISNER, MARC A. SECT: 01

#### GOVT222 Regulation and Governance

Regulation describes an array of public policies explicitly designed to govern economic activity and its consequences at the level of the industry or firm. This course will begin with an examination of the history of economic regulation and deregulation. It will turn to explore the rise of the new social regulation in environmental policy and occupational safety and health policy. The course will conclude with an examination of regulation as governance. Understanding the limits of traditional regulation and the need to address a host of emerging problems, analysts have focused on various means of integrating regulatory and nonregulatory policies, corporate practices, and the activities of nongovernmental organizations (e.g., trade associations, standard-setting organizations, and environmental groups). To what extent can changes in governance create a context for social learning and the generation of solutions to problems that fall outside of standard political jurisdictions (e.g., global climate change, occupational safety, and health in international markets)?

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ENV5222 PREREQ: NONE

#### GOVT230 Political Communication

This course examines the evolving nature of political and, in particular, presidential communication in American politics and the statement it makes on the nature and state of American democracy.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT232 Campaigns and Elections

This course introduces students to the style and structure of American campaigns and how they have changed over time. We also consider academic theories and controversies surrounding campaign "effects" and whether or not parties, media, campaigns, and elections function as they are supposed to according to democratic theory. Students will read, discuss, and debate classic and new scholarship in the field of political and electoral behavior.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: DANCEY, LOGAN MICHAEL SECT: 01

#### GOVT239 Racial and Ethnic Politics

This course is a historic and contemporary examination of the role of race in American politics and the political behavior of African Americans, Asian Americans, and Latinos in the United States. Topics will include, but are not limited to, racialization and the persistence of racial segregation in the 21st century, racial and ethnic group identities and consciousness in shaping minority political attitudes and behavior, challenges of minority representation, the role of race in campaigns, and the complex relationship between minorities and America's two major political parties.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT245 Development of the American Welfare State

What exactly is the American welfare state? What does it look like? Why do we have the policies that we do, and not others? In this course students will be divided into teams and assigned a city that they will study to find all the benefits available to a poor household in terms of housing assistance, income assistance, medical assistance, and nutrition assistance. In short, we will map out the current American welfare state, along the way seeing that it differs (sometimes dramatically) depending on where one lives. This course will also cover the history of how Americans have cared for themselves and others in times of need, starting in the colonial era and moving forward.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT248 U.S. Immigration Politics

This course examines the interaction of African, Asian, European, and Latino immigrants in the United States with the American political system since the

19th century and the role of civic and political institutions, political parties, and candidates/representatives as they attempt to incorporate America's newest arrivals and future citizens.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT250 Civil Liberties

This course, the politics of civil liberties, introduces students to a uniquely American contribution (one that other Western democracies have freely emulated) to the practice of politics: the written specification of individual liberties and rights that citizens possess against the state. Civil liberties is not, however, a course on law. It is, instead, a course in political science that has as its subject the relationship of law to some of the most fundamental questions of politics. Topics covered will include privacy, due process, equal protection, freedom of expression, and freedom of religion.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: GOVT203

#### GOVT257 Everyday Forms of Resistance

Much of the attention in contemporary American politics is given to mainstream forms of political behavior in the form of voting and electoral politics or to elite institutions such as the legislature and the presidency. The goal of this class is to expose students to politics that often fall just below the lens of American politics in which ordinary citizens forge new ways to address the political system when for various reasons mainstream political participation is not available. These kinds of activities include social movements and everyday forms of resistance. To gain a better understanding of why, how, and when ordinarily quiescent masses come together to impact the political process, we will analyze slave narratives, social movement theory, popular culture mediums such as music and films, as well as what has been called the hidden transcript, defined by James Scott as those activities that happen just beyond public visibility that oppressed groups use to deflect, survive, and reject the demands of the power. We will answer questions such as, How are social movements organized and what factors serve as catalysts for the birth of social movements? When the political opportunity structure is not open to social movement behavior, how do oppressed groups find more hidden and subversive ways to create a space for them in the political system? What role have music and art played in organizing political groups? What do members of oppressed groups say about their treatment by the powerful in their private spaces such as journals, diaries, and folk tales? All of these questions allow us study politics as it is, in the words of Michael Parenti, "viewed from the bottom."

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AFAM289 PREREQ: NONE

#### GOVT265 Growth and Conflict in Asia

Rapid economic growth in East and South Asia is rearranging power structures in the region and in the world. This course will explore the causes of economic growth and political evolution in East Asian and South Asian countries and assess the consequences of such economic and political change for regional and global security. The course will address such questions as, Why has China achieved such rapid economic growth, and with what implications for regional and global security? What are the roots of the conflict between India and Pakistan, and what are the prospects for reconciliation? Why is poverty so widespread in South Asia, and what might be done to alleviate it?

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: EAST265 PREREQ: NONE

#### GOVT270 Comparative Politics of the Middle East

This course will provide an overview of Middle Eastern politics since the fall of the Ottoman Empire, analyzing the political, economic, and social roots of significant contemporary events. The primary focus of the course will be to employ theoretical and historical accounts to explain domestic political phenomena, such as state power, regime type, social movements, and economic development. The course does not substantially address the international relations of the Middle East or the Israeli-Arab conflict.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT271 Political Economy of Developing Countries

This course explores the political economy of development, with a special focus on poverty reduction. We discuss the meaning of development, compare Latin American to East Asian development strategies (focusing on Argentina, Brazil, Mexico, South Korea, and Taiwan), examine poverty-reduction initiatives in individual countries (including Bangladesh, Chile, and Tanzania), and evaluate approaches to famine prevention and relief. Throughout the course, we pay close attention to the role of procedural democracy, gender relations, market forces, and public action in promoting or inhibiting development.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [LAST271 OR EAST271] PREREQ: NONE

#### GOVT272 International Relations of the Middle East

This course will consider the international relations of the Middle East, including United States foreign policy in the region, inter-Arab relations, the Arab-Israeli conflict, and foreign economic policy. Course readings will in-

clude general international relations theory, region-specific/mid-range theories, and primary source/descriptive accounts specific to the region.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT274 Russian Politics

The course begins with a brief review of the dynamics of the Soviet system and the reasons for its collapse in 1991. The traumatic transition of the 1990s raised profound questions about what conditions are necessary for the evolution of effective political and economic institutions. The chaos of the Yeltsin years was followed by a return to authoritarian rule under President Putin, although the long-run stability of the Putin system is also open to question. While the focus of the course is Russia, students will also study the transition process in the other 14 states that came out of the Soviet Union. Topics include political institutions, social movements, economic reforms, and foreign policy strategies.

The course will include a role-playing simulation of Kremlin decision making that will run over several weeks.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: REE5280 PREREQ: NONE

FALL 2012 INSTRUCTOR: RUTLAND, PETER SECT: 01

#### GOVT278 Nationalism

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 United States, 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.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

FALL 2012 INSTRUCTOR: RUTLAND, PETER SECT: 01

#### GOVT284 Comparative Politics of Western Europe

The leading nations of Western Europe—Great Britain, France, Germany, and Italy—have developed vibrant economies and stable democracies that differ in important ways from those of the United States and from each other. This course explores the ability of European economies to withstand pressures of globalization and the capacity of European democracies to integrate political newcomers such as women and immigrants. We address questions such as, Does New Labour provide a model for parties of the Left across the West, or is its success predicated on the foundations laid by Thatcherism? With the limited ability of the French people to influence politics, should we still consider that country a democracy? Has Germany definitively overcome its Nazi past, or does the strength of German democracy rely on a strong Germany economy? How can we make sense of the Italian “second republic”?

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

SPRING 2013 INSTRUCTOR: WILIARTY, SARAH E. SECT: 01

#### GOVT285 Losers of World War II

This course explores the experiences of Germany, Italy, and Japan in the post-war era. These countries faced the dual challenge of making political transitions to democratic government and recovering from the economic ruin of World War II. Japan and Germany both were occupied and rebuilt by the United States, and both were blamed for the devastation of the war. How did Japan and Germany respond to being cast as worldwide villains? How strong were the democracies that developed? Italy's last-minute decision to change sides meant it both won and lost the war. How did this affect the democracy that evolved? This course explores these questions by comparing the culture, history, and institutions of these three countries.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: EAST280 PREREQ: NONE

SPRING 2013 INSTRUCTOR: WILIARTY, SARAH E. SECT: 01

#### GOVT291 Environmental Advocacy Strategies That Work

IDENTICAL WITH: ENV5291

#### GOVT293 New Strategies in Political and Economic Development

This seminar explores several novel strategies in economic development. In particular, the course assesses the strengths and weaknesses of local-based efforts to alleviate poverty. Micro-finance, property titling efforts, the fair trade movement, and an overall emphasis on sustainability are primary examples of such efforts and will occupy center stage in this course. These strategies receive considerable accolades in the media, but scholars and practitioners understand much less about how well the programs actually alleviate poverty. Furthermore, the political hurdles limiting or preventing implementation of many economic strategies are poorly understood. This seminar fills the gap as we perform in-depth research and analysis to solidify students' understanding of novel strategies in development and the political context in which they exist.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [LAST293 OR EAST293] PREREQ: GOVT157

#### GOVT294 Globalization and the Politics of the Middle East

The seminar explores major questions regarding the evolving role of the state, the nature of citizenship, opposition movements, and state-society relations in

the Middle East within the theoretical framework of globalization. The focus of the course is on the interplay of external influences rooted in the global economy and domestic political systems. Students will grapple with major theoretical debates about globalization as a structural, ideational, and technology-related phenomenon. They will be encouraged to move beyond the dominant Middle Eastern exceptionalism narrative by exploring the impact of globalization at several levels. These include the prevailing development trajectories across the region, the reconfiguration of state-society relations in light of the neoliberal model, social policy and welfare regimes, identity politics, transnational social movements, as well as the new media and the emergence of new forms of political activism. Students will draw theoretical inferences based on the regional literature and critically apply theoretical frameworks from the globalization literature to effectively analyze socioeconomic and political developments in the contemporary Middle East.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT296 Politics in Japan

This course is an introductory course in politics in Japan. It begins with an overview of the Japanese political system: its historical origins, institutional structures, and main actors. The course then moves on to explore specific policy areas: industrial and financial policy, labor and social policy, and foreign policy. The course culminates in student research projects presented in an academic conference format of themed panels.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: EAST296 PREREQ: NONE

#### GOVT297 Politics and Political Development in the People's Republic of China

Despite the collapse of the U.S.S.R. and Eastern European Communist regimes since 1989, the People's Republic of China (P.R.C.) has retained a one-party regime while it continues its economic reforms begun in 1978, before reforms in other communist countries got under way. In contrast to former communist regimes, the P.R.C. is attempting socialist market reforms while retaining the people's democratic dictatorship under the leadership of the Chinese Communist Party. We shall examine the politics of this anomaly, study several public policy areas, and evaluate the potential for China's democratization.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: EAST297 PREREQ: NONE

#### GOVT300 Political Islam

This course will examine the origins, preferences, and organization of both nonviolent and violent Islamist groups, with a particular focus on the Middle East and Central Asia. Students will be exposed to case-specific material, doctrines of political Islam in translation, and broader theories of social movements and state-society relations from the field of comparative politics.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT301 Comparative Political Parties

This course is an introduction to the study of political parties and interest groups in democratic countries. The class examines both party systems (how the parties in a particular country interact) and internal party organization. After acquiring familiarity with the theoretical literature on political parties, we will assess this literature by looking at empirical examples.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT302 Latin American Politics

This course explores democracy, development, and revolution in Latin America, with special attention to Argentina, Brazil, Cuba, and Nicaragua. Questions to be addressed include, Why has Argentina lurched periodically from free-wheeling democracy to murderous military rule? Why is authoritarianism usually less harsh, but democracy often more shallow, in Brazil than in Argentina? How democratic are Latin America's contemporary democracies? What accounts for the success or failure of attempted social revolutions in Latin America? Why did postrevolutionary Cuba wind up with a more centrally-planned economy and a more authoritarian political system than postrevolutionary Nicaragua? How much progress has each of these countries made toward creating a more affluent, educated, healthy, and equitable society?

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: LAST302 PREREQ: NONE

FALL 2012 INSTRUCTOR: MCGUIRE, JAMES W. SECT: 01

#### GOVT303 Seminar on Democratization

This seminar reviews the concepts and approaches currently used by scholars of comparative politics. The course examines the role of the state in the contemporary world, the transition to democracy that has taken place in some countries, and the failure of democracy in others. Through readings and discussion, the seminar will help students understand why politicians create, sustain, and at times even destroy democratic institutions. It will draw upon examples from the 19th century to the present in selected countries from Africa, Asia, Europe, and Latin America.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: GOVT157 OR GOVT155

#### GOVT304 Environmental Politics and Democratization

This course explores the role that environmental movements and organizations play in the development and transformation of democratic politics. It

examines the political role of environmental movements in nondemocracies, transitioning democracies, and advanced democracies.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [EAST304 OR ENV5304] PREREQ: NONE

#### GOVT305 Middle Eastern States in Comparative Perspective

This course will draw upon theories of state-building from the Middle East, early modern Europe, Latin America, and sub-Saharan Africa to understand the development of a variety of Middle Eastern states and their implications for social, political, and economic organization. The course encourages students to question the boundaries of "Middle Eastern exceptionalism" relative to other developing areas while also explaining sources of variation among the states of the region.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT311 United States Foreign Policy

This course provides a survey of the content and formulation of American foreign policy with an emphasis on the period after World War II. It evaluates the sources of American foreign policy including the international system, societal factors, government processes, and individual decision makers. The course begins with a consideration of major trends in United States foreign policy after World War II. With a historical base established, the focus turns to the major institutions and actors in American foreign policy. The course concludes with an examination of the challenges and opportunities that face current United States decision makers. A significant component of the course is the intensive discussion of specific foreign policy decisions.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: FOYLE, DOUGLAS C. SECT: 01-02

#### GOVT314 Public Opinion and Foreign Policy

The relationship between leaders and the public remains a core concern of democratic theorists and political observers. This course examines the nature of public views on foreign policy, the ability of the public to formulate reasoned and interconnected perspectives on the issues of the day, and the public's influence on foreign policy decisions. The main focus is on the United States, although comparative examples are included. The role of the media and international events in shaping public perspectives and public attitudes toward important issues such as internationalism and isolationism, the use of force, and economic issues will be considered. Finally, the public's influence will be examined across a range of specific decisions. This course provides an intensive examination of a very specific area of research. As such, strong interest in learning about public opinion and foreign policy is recommended.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: FOYLE, DOUGLAS C. SECT: 01

#### GOVT315 Understanding Civil Wars: Internal Conflicts and International Responses

For the better part of the 20th century, international security scholars and practitioners focused on the causes and consequences of war and peace between countries, particularly the prospects for conflict among the great powers. Nevertheless, since 1945 the vast majority of conflicts have been within countries rather than between them. This course surveys competing theories about the causes, conduct, and conclusion of the dominant brand of conflict in the world today and examines how the international community deals with these (enduring and often seemingly intractable) conflicts. Topics examined include conflict prevention, conflict mediation, military intervention, peace implementation, peacekeeping and peace enforcement, and refugee crisis management. The course combines theories from international relations and conflict resolution with case studies of recent and ongoing conflicts.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: GOVT388 OR GOVT155

#### GOVT316 The Armed Forces and Society

This course examines the relationship between the civilian population and the military. It will examine at a macrolevel the institution of the military: military culture, race and gender in the military, organization, technology, warfare. The development of modern militaries, the social legitimacy of the military, and the changing nature of warfare will also be covered. At the microlevel, the course will look at how societies conceptualize the use of force and the role of the military in the affairs of the state.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT320 The History and Geopolitics of South Asia

This course examines the contemporary geopolitical issues in South Asia, informing the study of contemporary politics through a comprehensive review of the historical development of the region. The course will focus primarily on the relations between India, Pakistan, and Afghanistan.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT322 Global Environmental Politics

This course examines different perspectives of global environmental politics. Issues covered vary but may include trade-environmental conflicts, environmental justice, climate change, biodiversity, and management of water resources. The course will consider the actors involved in these issues and

the design and use of international institutions for managing international cooperation and conflict on these issues.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT324 Africa in World Politics

This course examines Africa's role in world politics beginning with the continent's first modern contacts with Europeans and subsequent colonization. The dominant focus, however, will be on contemporary patterns of international relations, considering how African political actors relate to each other and to the rest of the world—especially China, Europe, and the United States.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: NELSON, MICHAEL B. SECT: 01

#### GOVT325 Solving the World's Problems: Decision Making and Diplomacy

This course represents a hands-on approach to decision making and diplomacy. It is designed to allow students to take part in diplomatic and decision-making exercises in the context of international political issues and problems. Important historical decisions will be evaluated and reenacted. In addition, more current international problems that face nations today will be analyzed and decisions will be made on prospective solutions. Finally, various modern-day diplomatic initiatives will be scrutinized and renegotiated.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT327 Politics of Terrorism

This course analyzes terrorism as one form of contemporary political violence. It will focus on the causes and consequences of terrorism against the state since the French Revolution. It will also cover state policies. It employs an interdisciplinary, case-study-oriented approach.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: GOVT155 OR GOVT157 OR GOVT159

#### GOVT329 International Political Economy

In this study of the politics of international economic relations, emphasis will be placed on analyzing competing theories of international political economy. Topics include trade, monetary relations, foreign direct investment, North-South relations, technological innovation, and economic reform policies.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: GOVT155  
FALL 2012 INSTRUCTOR: GALLAROTTI, GIULIO SECT: 01

#### GOVT331 International Law

International law plays an increasingly important role in global politics. This course will examine the interaction of law and politics at the international level and how each influences the other. The course will examine the sources of international law; the roles played by international organizations such as the United Nations, the World Trade Organization, and the International Criminal Court; and the roles played by various participants in global governance, including both state and nonstate actors. We will focus on several key issue areas, such as human rights, economic governance, and the use of force, war crimes, and terrorism. Today it is impossible to completely grasp global politics without an understanding of international law. This course is offered to bridge that gap.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: NELSON, MICHAEL B. SECT: 01

#### GOVT333 International Organization

Nations have increasingly attempted to manage their interdependence through the use of international organizations. This course represents a systematic study of these organizations: their structures, impact, success, and failure. Emphasis will be placed on analyzing competing theories of international organization and evaluating current debates over the performance of these organizations in today's most important international issue areas: security, economic efficiency, economic redistribution, human rights, hunger, health, and the environment.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: GOVT155  
SPRING 2013 INSTRUCTOR: GALLAROTTI, GIULIO SECT: 01

#### GOVT334 International Security in a Changing World

The post-Cold War era has seen the end of some threats to international security and the rise of others. This course considers how to define international security and how this process affects our conceptions of international threats. The course considers the prospects for peace and conflict globally and regionally as well as several vexing issues such as terrorism, disease, nuclear proliferation, nationalism and ethnic conflict, economics, and environmental issues.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT337 Virtue and Glory: Classical Political Theory

This course is a survey of premodern political theories, with attention to their major theoretical innovations, historical contexts, and contemporary relevance. Major themes will include the nature of political community and its relation to the cultivation of virtue, the origins of the ideas of law and justice, the relation between knowledge and power and between politics and salvation. Readings will include Plato, Aristotle, Augustine, al-Farabi, Maimonides, Aquinas, and Machiavelli.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: SCHWARTZ, NANCY L. SECT: 01

**GOVT338 Modern Political Theory**

This course surveys major thinkers in political philosophy in Europe from the 17th to 19th centuries. Attention is given to the historical context of thinkers, their influence on one another, and the contemporary relevance of their thought. Topics addressed will include the relation among philosophy, language, and politics; the meaning and foundations of rights; the notion of property; the idea of social contract; the ideas of state sovereignty and individual autonomy; the role of reason in politics; the role of nature and natural law in politics; the concepts of liberty, equality, and justice; the idea of representation; the meaning of liberalism and the relationship between liberalism and democracy; the role of toleration; and the relation among identity, recognition, and politics.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: MOON, J. DONALD SECT: 01

**GOVT339 Contemporary Political Theory**

This course examines a number of important 20th-century theories of politics. Major issues include the role of reason in grounding the basic values and principles of our moral and political lives, the moral and conceptual foundations of liberal and civic republican democracy, and critiques of liberalism from communitarian, critical theory, and postmodern perspectives. This course, together with **GOVT337** and **GOVT338**, provides a survey of major Western political theories; at least two of these courses are recommended for students concentrating in political theory.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

**GOVT340 Global Justice**

This course examines the moral and political issues that arise in the context of international politics. Is the use of violence by states limited by moral rules, and is there such a thing as a just war? Are there human rights that all states must respect? Should violation of those rights be adjudicated in the international courts? Are states justified in enforcing such rights beyond their own borders? Is a system of independent states morally legitimate? What, if any, are the grounds on which states can claim freedom from interference by other states and actors in their internal affairs? Must all legitimate states be democracies? Do states and/or individuals have an obligation to provide assistance to foreign states and citizens? Are there any requirements of international distributive justice?

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

**GOVT342 Forms of Freedom: Anarchism, Socialism, and Communitarianism**

What is freedom, and what political forms might it take? We will examine 19th- to 21st-century anarchist, socialist, and communitarian thought in Europe and America: ideas of communal freedom and individual liberty; the state and civil society; deliberation, choice, and emotion; authority, technology, power, and passion. Am I at liberty to do what I will? Or does social life require “the freedom to bind oneself in the pursuit of one’s ultimate ends to the available means” (Lowith)? Does freedom require reason to understand freedom’s grounds and virtues? We will thus also look at necessity—natural, existential, military, political—to see its effect on freedom.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: SCHWARTZ, NANCY L. SECT: 01

**GOVT343 Political Representation**

Why do we have political representation? Is it inferior to direct democracy? Is a representative supposed to stand and act for the people who elected him, or for the party platform, or the entire constituency, or his or her own conscience about what is right? We will read theoretical and empirical works on America and other countries and study social movements and political parties as key mediating institutions. We’ll ask how representation connects the individual to governing and to sovereignty, citizenship, identity, and community.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

**GOVT344 Religion and Politics**

How has religion affected political institutions and ideologies, and, in turn, been affected by them? Which religious values and institutions are compatible with democracy, and which ones go beyond democracy? Do political movements based on religion change the moral basis of a constitutional state? Can the concepts of law in religion and politics be reconciled? We will explore the relation of three monotheisms—Judaism, Christianity, and Islam—to political life in nation-states and empires through theoretical and empirical readings from ancient, medieval, and modern times.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

**GOVT346 Foundations of Civic Engagement**

IDENTICAL WITH: CSPL201

**GOVT347 Caring, Rights, and Welfare**

This seminar examines the ambivalences and ambiguities of a politics of care as manifested by contemporary welfare states. Ideally, the welfare state is supposed to guarantee the social rights of citizenship, enabling everyone to attain a life of autonomy and dignity. Yet, its core policies—in the areas of income

maintenance, education, medical care, and housing—often have the effect of undermining these values in certain ways while at the same time promoting them in other ways. By focusing on specific problems and cases, we will examine the moral and political principles involved and the dilemmas of policy we face. The types of issues to be considered include the treatment of the mentally ill and the homeless, family policy, including child support and family law, education, welfare dependency, and modes of provision of medical care.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

**GOVT349 Justice**

In this course we will critically examine different ways in which justice figures in political theory and in politics. The course will focus on a critical examination of different conceptions of social justice, with a special emphasis on Rawls’ theory and its critics. A section of the course will examine issues pertaining to international or global distributive justice. We will also take up related issues such as human rights, tolerance, moral pluralism, and the limits of justice.

GRADING: OPT CREDIT: 1 PREREQ: NONE

**GOVT355 Political Theory and Transitional Justice**

Transitional justice refers to the variety of legal, political, and social processes that occur as a society rebuilds after war and includes war crimes trials, truth commissions, and the creation of memorials. Although the term “transitional justice” is a recent one, the philosophical issues contained within it are at the core of political philosophy. What kind of society is best? What is the relationship between political institutions and human nature? What does justice mean? The purpose of this course is to understand the issues of transitional justice from both practical and philosophical perspectives and will include the case studies of World War II, South African apartheid, and the genocide in Rwanda.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**GOVT358 Capstone Thesis Seminar**

This course is for students approved for the thesis honors track. Successful completion of this seminar will require one or two chapters of high quality. Further information about the government honors thesis track is available on the department web site.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**GOVT359 Capstone Seminar in Political Science**

This discussion-based course considers core readings from each of the four political science subfields: political theory, comparative politics, international politics, and American politics. Core questions that cut across each of the subfields (What is the nature of good governance? How should conflict be managed? Who should rule?) will provide the course’s focus.

The course is designed as preparation for taking the honors exam during the Spring semester (the exam is due on the date that theses are due) and is paced accordingly. Students are admitted into the course on a POI basis according to the honors program process described on the government department web site. For more information, see [wesleyan.edu/gov/honors.html](http://wesleyan.edu/gov/honors.html).

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**GOVT360 Tocqueville Then and Now: Theories of Democracy and Revolution**

We will consider the writings of Alexis de Tocqueville, who participated in French politics and wrote an illuminating analysis of American political culture. What did Tocqueville think about the relation of aristocracy to democracy and of social class to political institutions? How are equality, individualism, and political and civil associations related, and what are the possibilities for greatness, revolution, and freedom? How have conditions changed since he wrote, and how might he analyze America today? We’ll also ask about being an intellectual in political life, starting with his personal recollections and involvements and moving on to ours.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

**GOVT366 Empirical Methods for Political Science**

This course is an introduction to the concepts, tools, and methods used in the study of political phenomena, with an emphasis on both the practical and theoretical concerns involved in scientific research. It is designed to get students to think like social scientists and covers topics in research design, hypotheses generation, concept/indicator development, data collection, quantitative and qualitative analysis, and interpretation. Students will become better critical consumers of arguments made in mass media, scholarly journals, and political debates. The course is especially appropriate for juniors who are considering writing a thesis in government.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: GOVT151 OR GOVT155 OR GOVT157 OR GOVT159

FALL 2012 INSTRUCTOR: FOWLER, ERIKA FRANKLIN SECT: 01

**GOVT372 Immigrant Political Incorporation**

Immigration is one of the primary engines driving population growth and ethnic diversity in the United States. As America’s newcomers learn to adapt to and identify with their new country, researchers observe significant differences

in the rates and trajectories of political incorporation across various immigrant groups. These differences raise important questions regarding issues of equality, power, citizenship, pluralism, and racial formation in the United States. Students in this course will compare and contrast the civic and political incorporation patterns of African, Asian, European, and Latino immigrants in the United States since the 19th century. Through an in-depth examination of each group's political incorporation experience (i.e., civic engagement, electoral and nonelectoral participation, partisanship, ideology, descriptive and substantive representation, etc.), students will be able to evaluate the strengths and weaknesses of American democratic institutions, political parties, and candidates, as they attempt to incorporate America's newest arrivals and future citizens.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT373 Congressional Reform

The modern Congress is often criticized for being too partisan, inefficient, and beholden to special interests. This seminar will examine the development of the modern Congress by focusing on the history of congressional reform. We will also evaluate proposals for reforming the modern Congress to remedy potential shortcomings in the lawmaking and ethics process.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

SPRING 2013 INSTRUCTOR: DANCEY, LOGAN MICHAEL SECT: 01

#### GOVT374 Seminar in American Political Economy and Public Policy

This seminar explores key theoretical debates in American political economy and public policy. The seminar will begin with an examination of competing theoretical perspectives (public choice, institutionalism, and class theories). It will turn to a consideration of competing forms of economic governance and the role of the state and public policy in shaping the evolution of governance regimes and the larger political economy. We will then consider some of the unique features of the United States political economy that have long-term consequences for performance and regime stability. Over the course of the semester, we will have the opportunity to examine the role of ideas in the economic policy process, the role of tax expenditures in the United States welfare state, the problem of inequality, the long-term liability crisis, and the factors that shaped the recent financial collapse.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT375 American Political Development

This course introduces students to a scholarship and a method of analysis that melds the historical with the institutional, applied to understanding the evolving state/society relationship in American political life. We will examine the ways in which developing state institutions constrain and enable policy makers; the ways in which ideas and policy-relevant expertise have impacted the development of new policies; the ways in which societal interests have been organized and integrated into the policy process; and the forces that have shaped the evolution of institutions and policies over time. This seminar will provide an opportunity to survey the literature drawn from several theoretical perspectives in the field and to consider competing arguments and hypotheses concerning the development of the American state and its changing role in the economy and society.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

SPRING 2013 INSTRUCTOR: LIM, ELVIN SECT: 01

#### GOVT376 The Conservative Revolution in American Politics and Policy

The past three decades have witnessed a conservative revolution in American politics. Republicans have gained control of the presidency for most of this period and, in the decade following the 1994 midterm elections, controlled the Congress and most of the statehouses. Moreover, a number of conservative policy think tanks have been highly influential in shaping the debates over social and economic policy. This sea change in American politics has had profound implications for a host of public policies (including economic policy, educational reform, welfare reform, and foreign policy). To what extent have Republican victories constituted victories for conservatism? In light of the 2006 midterm elections and the 2008 presidential election, has the conservative movement run its course? Can it accommodate broader changes in American society, culture, and public opinion? It is the core assumption of this course that one cannot understand contemporary politics and the prospects for a resurgent liberalism without understanding the rise of conservatism and the principles underlying the arguments and reforms promoted by its key figures.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT377 Asian American Politics

This course examines the political history and contemporary trends in Asian American politics. Topics will include, but are not limited to, pan-ethnic identity and racial group consciousness; the political status, participation, and representation of Asian Americans in the American political system; interminority conflict and cooperation; the growing number of multiracial Asians and the future of Asian American identity and politics. Although the primary focus of the course is Asian Americans, our examination of Asian American politics will

be situated within the larger literature and context of racial and ethnic politics in the United States. This course will help students develop a broader understanding of Asian American political behavior in the United States.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT378 Popular Sovereignty and Popular Ruler in the United States: An Exploration

This course will explore major ideological and institutional shifts in the ways political elites and citizens view government and the impact this thinking has had on popular rule in the United States. The seminar is intended to afford senior majors the opportunity to meet and discuss issues more fully than is possible in regular department courses, including the justification, in democratic theory, for the administrative state and strong executive leadership, as well as the ways in which a more centralized federal system promotes, or undermines, meaningful citizen participation.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT379 The Politics and Theory of the First Amendment

This course will examine the historical origins, philosophical foundations, and case law of the First Amendment to the United States Constitution.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: GOVT203 OR GOVT250

SPRING 2013 INSTRUCTOR: FINN, JOHN E. SECT: 01

#### GOVT380 Polls, Politics, and Public Opinion

Ordinary American citizens know little about politics and often appear as if they have few consistent opinions; yet elected officials, aspiring candidates, media, and organized interests spend considerable time scrutinizing political polls, which are increasing in number. Can citizens be uninformed and public opinion informative at the same time? If so, what are the implications for democratic representation? And how important is it to differentiate between polling methodologies? This course provides an in-depth examination of both the theoretical and practical issues involved in the measurement, analysis, and solicitation of American public opinion through survey research. In addition to providing a detailed look at developments in the field of public opinion and the politics that shapes opinion change, the class will gain experience with designing, implementing, and analyzing opinion polls. Students will not only become educated consumers of public opinion data, they will also get extensive practice analyzing and writing about quantitative information.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### GOVT381 The Political Economy of Oil

This course examines the strategic, political, and economic aspects of the global oil and gas industry. On one side is the United States as the dominant energy consumer, for whom securing oil supplies has been a major strategic priority since the 1930s. On the other side are a variety of producer countries, for whom oil has brought wealth but also political instability and conflict. Political scientists actively debate the impact of oil on the prospects for democracy and economic development. It is also important to understand the structure of the industry and the goals of the corporations that make it up. Students will complete case studies of individual producer countries and oil companies. The cases selected will cover the whole range—the Middle East (Saudi Arabia, Iran, etc.), Russia and Central Asia, and developing countries (Venezuela, Nigeria, etc.)—not to forget other cases such as Norway and Trinidad. We will also examine the phenomenon of peak oil and the rise of natural gas and other fuels.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

SPRING 2013 INSTRUCTOR: RUTLAND, PETER SECT: 01

#### GOVT383 East Asian and Latin American Development

Since 1960, East Asian countries like South Korea and Taiwan have done better than Latin American countries like Argentina, Brazil, and Mexico in achieving economic growth, equitable income distribution, and better living standards for their populations. To explain this development difference, scholars have focused alternatively on cultural values, market friendliness, industrial policy, human resource investment, natural resource endowment, geopolitical situation, and other factors. This seminar will assess the strengths and weaknesses of these alternative explanations, explore the successes and deficiencies of development in each region, and attempt to derive lessons from the East Asian and Latin American experiences that may be relevant to development in other parts of the world.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [EAST383 OR LAST383] PREREQ: NONE

SPRING 2013 INSTRUCTOR: MCGUIRE, JAMES W. SECT: 01

#### GOVT384 Gender and the Welfare State

This course introduces students to the welfare state and explores how welfare state policies shape gender relations in North America and Western Europe. Through a variety of policies such as parental leave, state-subsidized childcare, equal pay legislation, and worker protection policy, the state influences the choices men and women make about whether and how to be active in both the public and private spheres. The course uses gender as a lens to examine the emergence and historical development of welfare state regimes. We will

investigate different types of welfare regimes and their implications for gender relations and the construction of gendered identities.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS385 PREREQ: NONE

#### **GOVT385 Women and Politics**

In this course we will study a variety of topics related to the theme of women and politics: women's political participation, the gender gap, women in political parties, female leadership, and women's issues. Because women's political engagement is affected by their position in society and in the economy, we will also study topics such as inequality, power, discrimination, and labor force participation. While we will consider these issues in the United States, our approach will be strongly cross-national.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS386 PREREQ: NONE  
FALL 2012 INSTRUCTOR: WILIARTY, SARAH E. SECT: 01

#### **GOVT387 Foreign Policy at the Movies**

Recent research on public opinion has suggested that public attitudes about foreign affairs are informed by many nonnews sources. This course examines the messages and information provided by movies with significant foreign affairs content. The questions considered are, What are the messages about international politics sent by the movies? Are these messages consistent with the understanding of the events and processes within the political science literature? What are the implications of movies and the information they provide for democratic governance? Students will watch the movies outside of class. Class periods will be devoted equally to discussion of the political science concepts and their portrayal in films.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **GOVT388 Theory of World Politics**

This course is an analysis of theories of international politics. It considers general theories such as realism and liberalism as well as explanations of war and of state strategies. It also covers incentives and structures for international cooperation.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **GOVT389 The Global Village: Globalization in the Modern World**

Globalization is considered by many to be the most powerful transformative force in the modern world system. Modernization and technology 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 issues of international relations today: on domestic and international political systems and on social, cultural, and international economic relations. Through analytical, critical, and theoretical approaches, the course attempts to ascertain the nature and impact of globalization and ultimately shed light on the fundamental question: To what extent is globalization a force for good and evil in the modern world system?

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: GOVT155

#### **GOVT390 Presidential Foreign Policy Decision Making**

In the realm of foreign policy, good choices can avoid or win wars, while poor choices can lead to disaster. Although analysts consistently evaluate the quality of United States presidential foreign policy decision making, the fundamental aspects of good and poor judgment remain controversial. With a focus on the United States presidency since World War II, this course starts with a consideration of the effects of both individual character and decision-making processes in determining the quality of foreign policy choices. The majority of the course focuses on these issues through the intensive discussion of case studies written by the students in the course.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **GOVT391 Weber and Marx**

This course presents a comparison of two theorists, Karl Marx and Max Weber, who decisively influenced 20th-century social and political thought. Topics will include their views of history, society, religion, politics, and the state; methods of social inquiry; the nature of power, authority, and rationality; and the possibilities of political action. Readings will include selections from the major works of Marx and Weber as well as Georg Lukacs, who was influenced by both.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **GOVT393 Freedom and Necessity**

Are freedom and necessity opposed or complementary? Am I at liberty to choose to do what I wish? Or does social life require "the freedom to bind

oneself in the pursuit of one's ultimate ends to the available means" (Lowith)? Does freedom require reason to understand freedom's grounds and virtues? What is the relation of freedom to reason, will, and emotion? Are there necessary conditions to social life, such as nature, gender, recognition, war, and death? We will examine the idea of necessity—natural, existential, military, and political—to see whether it affects political freedom.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **GOVT394 Political Thought and Politics of Israel**

Israel was founded as a state of the Jewish people. What political principles and practices are distinctive to it, and what ideas does it share more generally with modern political thought? Are there Israeli ideas of time, space, citizenship, virtue, equality, diversity, liberty, and justice? We will also look at Israel's basic laws, electoral system, political parties, and legislative and judicial decisions to see whether and how they form a political community.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

SPRING 2013 INSTRUCTOR: SCHWARTZ, NANCY L. SECT: 01

#### **GOVT397 Plato and Socrates: Philosophy, Politics, and Desire**

Plato writes political philosophy through dialogues, in which his teacher and friend Socrates is a central figure. What can we learn about politics from these conversations? Who should rule, and how? What is the relation of our desires to more abstract ideas by which we might live together? We will read short and long dialogues from different stages in Plato's life.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **GOVT398 What Is the Good Life?**

Work, political participation, friendship, art, and justice: These are the components that political philosophers have long thought to be components of a life well lived. How do these practices shape our identity and relationships with others? How do they contribute to a thriving society? How have theorists changed our understandings of these core concepts over time? What happens when they come into conflict? This course will use these five categories to understand what the "good life" means from ancient, modern, and postmodern perspectives.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **GOVT401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

#### **GOVT409/410 Senior Thesis Tutorial**

GRADING: OPT

#### **GOVT411/412 Group Tutorial, Undergraduate**

GRADING: OPT

#### **GOVT465/466 Education in the Field, Undergraduate**

GRADING: OPT

#### **GOVT467/468 Independent Study, Undergraduate**

GRADING: OPT

# History

**PROFESSORS:** Richard H. Elphick; Demetrius Eudell; Nathanael Greene; Oliver W. Holmes; Ethan Kleinberg, *College of Letters*; William D. Johnston; Bruce Masters; Laurie Nussdorfer, *College of Letters*; William Pinch; Ronald Schatz; Vera Schwarcz; D. Gary Shaw; Magdalena Teter; Ann M. Wightman, *Chair*

**ASSOCIATE PROFESSORS:** Erik Grimmer-Solem; Cecilia Miller; Jennifer Tucker

**ASSISTANT PROFESSORS:** Javier Castro-Ibaseta, *College of Letters*; Paul Erickson; Courtney Fullilove; Jeffers Lennox; Victoria Smolkin-Rothrock; Leah Wright, *African American Studies*

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:**

Paul Erickson, *Intellectual*; Victoria Smolkin-Rothrock, *Religion and History*; Richard Elphick, *Worlds, Empires, and Encounters*; Nathanael Greene, *Europe*; Ronald Schatz, *United States*; Jennifer Tucker, *Gender and History*

History is not a body of facts to be transferred from the erudition of a professor to the memory of a student. It is a way of understanding the whole of the human condition as it has unfolded in time. Like the other social sciences, it has established methods of investigation and proof, but it differs from them in that it encompasses, potentially, every area of human culture from the beginning of recorded time. Like the other humanities, it uses ordinary language and established modes of telling its stories, but it is constrained by evidence left us from the past. Education in history aims to produce students who can identify and analyze historical problems, interpret difficult bodies of evidence, and write clearly, even eloquently.

Of course, you have to know a lot about some area of the past to be a historian at all. The Department of History has defined six areas (concentrations) in which you may acquire this knowledge. Two are geographically defined: Europe and the United States. The others are thematically conceived and cut across geographical boundaries: intellectual history, religion and history, gender and history, and world empires and encounters. In addition, a student may construct his or her own concentration with the advice and consent of an advisor. The requirements of a concentration are met by taking six history courses that fall under its purview. Breadth is encouraged by the requirement that everyone take at least two courses outside the concentration and one course in the history of the world before the great transformation wrought by industrialization. More intensive work in short periods or special problems is done in at least three seminars, one of which (**HIST362**) is devoted specifically to introducing the varieties of contemporary historiography and the variety of methods and concepts that historians have worked out to understand the past.

Finally, and most important, the department asks everyone to try their hand at real historical research and writing. This may take the form of a senior thesis (required to graduate with honors; typically at least 80 pages long, requiring a two-semester research tutorial), a senior essay (roughly half the length, in a one-semester research tutorial), or a research paper submitted as part of the work of the course.

**Getting started in history.** First-year students have preference in the FYI courses that the department schedules every year. Like all FYI courses, these require vigorous class participation in discussion and are writing-intensive. For 2012–2013 the History Department's FYI courses are:

**FALL 2012**

- **HIST106** Italian Renaissance (Laurie Nussdorfer)
- **HIST122** The Atlantic World (Jeffers Lennox)

**SPRING 2013**

- **HIST141** Theories and Models (Cecilia Miller)
- **HIST144** What is History? (Demetrius Eudell)

First-year students also have preference in enrolling in the gateway courses in European history, which are offered as follows in 2012–2013:

**FALL 2012**

- **HIST103** Empire and Southeast Asia (Tony Day)
- **HIST203** Modern Europe (Nathanael Greene)

**SPRING 2013**

- **HIST201** Medieval Europe (Staff)
- **HIST202** Early Modern Europe (Laurie Nussdorfer)

A sophomore seminar is required for the completion of the history major. These courses require roughly the same kind of commitment as FYI courses, but sophomores are given preference and the courses are more oriented toward history as a discipline. In 2012–2013 the sophomore seminars are:

**FALL 2012**

- **HIST159** War and National (Re)formation (Demetrius Eudell)
- **HIST164** France at War, 1934–1944 (Nathanael Greene)
- **HIST179** Gender and History (Laurie Nussdorfer)
- **HIST190** All the World's a Stage: Theater and Society in the Age of Shakespeare and Calderón (Javier Castro)

**SPRING 2013**

- **HIST152** Body of Evidence: American Material Culture (Courtney Fullilove)
- **HIST 158** Appeasement and the Origins of the Second World War (Nathanael Greene)
- **HIST 171** Exploring Middletown's History (Ronald Schatz)
- **HIST184** Revolution as a Way of Life: The Communist Experience in the 20th Century (Victoria Smolkin-Rothrock)

**Planning a history major.** There is no single path to historical knowledge, nor any prerequisite for admission to the history major. Related and supplementary courses in other disciplines will enlarge and enrich the student's historical understanding. During the first two years of college, students should consider the preparation needed for advanced work, not only the first courses in history and related subjects, but also foreign languages (discussed below), training in theoretical approaches to social and political issues, and perhaps such technical skills of social science as statistics or economic analysis. First- and second-year students are encouraged to discuss their programs with any of the department's major advisors. Students interested in a particular period or area will find historically oriented courses offered in other departments and programs.

Prospective majors may obtain application forms from the department web site: [wesleyan.edu/history/HistoryMajorApplicationform.html](http://wesleyan.edu/history/HistoryMajorApplicationform.html) and apply on line. Any history faculty member may serve as an advisor, by agreement with the student, or a new major may choose the advisor designated for his or her field of concentration. The advising experts for 2012–2013 are Paul Erickson, *Intellectual*; Victoria Smolkin-Rothrock, *Religion and History*; Richard Elphick, *Worlds, Empires, and Encounters*; Nathanael Greene, *Europe*; Ronald Schatz, *United States*; and Jennifer Tucker, *Gender and History*. For admission to the history major, a student must satisfy a departmental advisor of her or his ability to maintain at least a B- average in the major program.

**Foreign languages.** Knowledge of foreign languages is essential to most kinds of historical inquiry and is indispensable to anyone planning graduate study in history. The department strongly advises all history majors to learn at least one foreign language. Students concentrating in European history normally should acquire a reading knowledge of a European language (modern or ancient) by the end of the junior year. Wesleyan sponsors semester-long study programs with language training in several European countries, in Israel, and in Japan and China. There are programs under different auspices for other countries and other continents.

Wesleyan credit for work done away from Wesleyan is assured only when the arrangements for study are made through Wesleyan, for instance, through the Office of International Studies for certain formal exchange programs. In all other cases, a student must petition for transfer of credit before going away to take the course(s). Transfer of credits does not automatically mean the credits will be accepted toward the major; history majors must consult their advisors in advance to be safe.



**HIST101 History and the Humanities**

This two-semester course offers first-year students an opportunity to explore the humanities from a variety of different disciplinary perspectives, traditionally Western as well as global, and to make connections between humanistic learning and history. The course is a small discussion seminar in which primary source materials, or classic texts, are used exclusively. An effort will be made to examine the interrelationship of ideas in the different disciplines and to compare history, literary analysis, philosophy, and theory as modes of inquiry and as ways of thinking about documents and texts. The course thereby aims to provide students with the critical tools by which to analyze texts produced in the remote or recent past. The course also serves a related purpose: to familiarize students with the heritage of Western historical tradition and to impart knowledge of the crucial role of history and the humanities as a component in general education. Students may take **HIST101** without having to take **HIST102**.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**HIST102 History and the Humanities II**

This two-semester course offers first-year students an opportunity to explore the humanities from a variety of different disciplinary perspectives, traditionally Western as well as global, and to make connections between humanistic learning and history. The course is a small discussion seminar in which primary source materials, or classic texts, are used exclusively. An effort will be made to examine the interrelationship of ideas in the different disciplines and to compare history, literary analysis, philosophy, and theory as modes of inquiry and as ways of thinking about documents and texts. The course thereby aims to provide students with the critical tools by which to analyze texts produced in the remote or recent past. The course also serves a related purpose: to familiarize students with the heritage of Western historical tradition and to impart knowledge of the crucial role of history and the humanities as a component in general education. Students may take **HIST102** without having taken **HIST101**.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**HIST103 Empire and Southeast Asia**

In this interdisciplinary seminar for first-year students, we will develop a comparative, world-history approach to studying the concepts, practices, and experiences of empire in Southeast Asia from early times to the present. After learning about the premodern, Indic empire of Angkor and thinking about how it differed from Rome, we will investigate Portuguese, Spanish, Dutch, British, French, Japanese, Chinese, Russian, and American imperial formations and think about how they influenced colonialism, modernization, nationalism, and state formation in the region. We will examine modes of resistance to empire and study visual, literary, musical, theatrical, and cinematic representations of how it felt to exercise, live under, or rebel against imperial rule. In the last part of the course, we will assess the manifestations and persistence of empire in the contemporary world as well as the ways in which Southeast Asians have been trying to deimperialize their societies in today's global, supposedly postimperial age.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: DAY, TONY SECT: 01

**HIST105 Jewish Tradition, Its Texts and Contexts**

This course will explore the historical development of Jewish tradition through its texts and contexts, theory and practice. What is this tradition based on? How has it been shaped? We will examine the values it represents and the mechanisms of transmitting these values from generation to generation. Is it permissible to touch a menstruating woman? Or eat with gentiles? Who is allowed to study the Torah? Why does the prayer Jewish men say in the morning include negative definition of their identity when they thank God for not making them a woman, or a gentile, or a slave? What is the attitude toward war? The above questions are hotly debated by rabbinic authorities. Reading major primary sources on which the Jewish tradition is based—the Hebrew Bible, the Talmud, Rabbinic responsa, Jewish chronicles—will help us to explore questions of identity, religion, and gender; questions of boundaries; and questions of the role of history and memory in fashioning collective identities. Reading these texts, we will also explore the historical context in which they emerged, and how this historical context shaped them, and how the subsequent generations had to wrestle with these established traditions to understand them in their own contexts.

GRADING: CR/U CREDIT: 1 GEN ED: SBS PREREQ: NONE

**HIST107 Laughter and Politics**

IDENTICAL WITH: COL107

**HIST114 Text and Context: Readings in Modern Europe**

This seminar is designed to familiarize students with the use of primary documents as historical sources. We will explore a wide variety of texts (literature, philosophy, art, film) from 20th-century Europe and then contextualize them by placing them in their specific milieu. Case studies could include texts such as a short story from Ian Fleming's *James Bond* series in the context of post-

World War II Europe or Picasso's *Guernica* in the context of the Spanish Civil War. What can such artifacts tell us about the time and place in which they were produced? What can they tell us about the authors who produced them? Do our readings of these texts say more about the time when they were produced or the times in which we read them?

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: COL114 PREREQ: NONE

**HIST116 Education in Society: Universities as Agents of Change, Ivory Towers, or Knowledge Factories**

Universities are among the greatest yet among the most contested human achievements. From their founding to the present, they have raised questions about the role of free speech, the relationship of science to religion, and the role of universities in the application of new knowledge to law, government policies, medical practices, and military uses, to name just a few. Through discussions of readings, presentations by members of the university community, and other sources, this seminar will explore the multiple and changing roles that universities play in society, how they are structured, the ways they reflect and alter the cultures around them, and the reasons why they often become the battlegrounds for new ideas about the purposes of education, the uses of knowledge, and the future directions of society.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST117 PREREQ: NONE

**HIST118 Baroque Rome**

IDENTICAL WITH: COL104

**HIST119 Contemporary Europe**

This FYI course will introduce students to European political and economic structures, examine contemporary society, and analyze intellectual and cultural trends in Europe today. The focus will be on Britain, France, Germany, Italy, and Spain.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**HIST120 Empire, Nationhood, and the Quest for German Unity, 1815–1990**

Was Germany destined to launch two world wars in the 20th century? Were the roots of Germany's deviance from the path of liberal democracy deep or shallow, culturally determined or shaped more by circumstance? This course analyzes these and other questions in the fascinating and turbulent history of modern Germany. We will begin our study by examining the political, social, and economic upheavals ushered in by the Napoleonic conquests, highlighting the territorial, religious, and class divisions pulling at the fabric of German society in the context of revolution, rapid industrialization, and urbanization. We will then analyze the processes that resulted in Bismarck's unification of Germany in 1871 and how Germany's nationalism, growing industrial power, and deep internal divisions contributed to a policy of aggressive imperialism that would challenge both the European and international status quo. The course carefully analyzes the role played by these processes in the outbreak of the First World War and will explore the profound impact of war and defeat on German society. Situating both the Weimar Republic and National Socialism in this context, we will subsequently study the rise of Hitler, the Second World War, and the Holocaust. The course will conclude with the Cold War history of the two German states until the collapse of the Berlin Wall and reunification in 1990. The aims of the course are to provide a firm grounding in the historical processes that have shaped modern Germany, to develop and refine the critical skills of historical analysis, and to familiarize students with the major historical debates over the continuities and discontinuities of German history.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**HIST121 The Italian Renaissance**

IDENTICAL WITH: COL106

**HIST122 Encountering the Atlantic World, 1450–1850**

The early modern Atlantic World was an interconnected place. Some of its citizens, such as Samuel Champlain, made dozens of crossings. For others, including many settlers and many more slaves, the voyage was one way. Yet in a prenational era, it was the Atlantic that linked residents in Europe, Africa, and the Americas. This seminar will explore the nature of the Atlantic World from its beginnings in the 15th century to the dawn of a more "global" age around 1850. Exploration, cultural interaction, trade, concepts of sex and gender, slavery, war, and revolutions were Atlantic phenomena. Ideas, like currents, circulated from one shore to the next. Critical reading of academic articles and primary sources will enable us to explore the Atlantic Ocean as a highway (for administrators), a goldmine (for pirates), a death sentence (for slaves), and much more.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE FALL 2012

**HIST129 The Past on Film**

IDENTICAL WITH: FILM160

**HIST134 Magic and Witchcraft in Early Europe**

This course will examine the development and diversity of forms of magic and witchcraft in Europe before 1600. We shall ask what magic is and how it relates to Christian and "pagan" religion and science. We shall examine how

attitudes toward the magical, including the saintly and the miraculous, constantly shifted in a world consistently committed to the possibility of supernatural and extraordinary powers. The course will examine both documents from the past and some of the fascinating scholarship that historians and others have produced on such things as magic, miracles, relics, witches and witch-hunting, astrology, ghosts, and demonology.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: MDST134 PREREQ: NONE

#### HIST135 American Food

This course investigates topics in the history of food production from the colonial period to the present, with a special emphasis on the American contribution to the development of world food systems and cultures of consumption. Topics addressed include the production of agricultural commodities, development of national markets, mass production of food, industrialization of agriculture, and the recent emergence of organics, slow food, and local movements.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AMST135 OR ENVS135] PREREQ: NONE

#### HIST136 India at War

This seminar will explore India's long experience of and preoccupation with violence and will investigate in particular the ways in which they have shaped Indian religion and society.

India is often regarded as a land of ascetic nonviolence. Yet war is central to Indian history and culture. One of the core texts of Hindu religion and philosophy, for example, is the *Bhagavad Gita*, *The Song Celestial*, that recounts a conversation between Krishna and Arjuna as the latter prepares to enter into a fight to the death against his friends and relatives, an internecine conflict known to the world as the Mahabharata. Another ancient work, the *Arthashastra*, on statecraft and warfare, was authored by the enigmatic Kautilya (a.k.a. Chanakya) in the centuries just after the Buddha walked the earth; moreover, Kautilya was roughly contemporaneous with the emperor Ashoka, famous for his conversion to Buddhism and nonviolence. More recently, the rise of Islam in South Asia is thought to have been occasioned by widespread looting and bloodshed, as *ghazis*—warriors of the faith—forcibly brought the Hindu subcontinent under the “sword of Islam.” Yet this era produced Akbar, the Mughal emperor best known for his policy of tolerance or *sulh-i-kul*, or peace toward all. And fewer episodes in South Asia were more drenched in blood than the Mutiny-Rebellion of 1857, as Indians and Britons killed each other in droves to determine the fate of Britain's Indian Empire. Nevertheless, a mere 11 years after the cessation of that conflict, a boy nicknamed Moniya was born in Gujarat who would grow up to become Mohandas K. Gandhi. And his nonviolent revolution would likewise be scarred by widespread communal violence, mass murder and rape, and national vivisection.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### HIST137 The Time of the Caliphs: A Cultural History of Islam's Golden Age

This class will introduce students to works that are considered to be among the great classics of literature produced in Islam's Golden Age (750–1258). In that era, Baghdad served as one of the world's leading centers for both scientific exploration and artistic production. We will explore the historical and cultural context of some representative works produced by Muslims in that era and discuss to what degree they represent values that are both specific to that culture and universal. Among the questions to be explored are, What makes a work a “classic”? Does the definition of a classic work of fiction vary over time and place? Besides the *Qur'an*, *The Tales of the Arabian Nights* is perhaps the best known literary work of Islamic culture. But in the Arabic-speaking world, it is considered “trash literature.” What accounts for the difference in reception?

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### HIST140 The Long Civil Rights Movement in 20th-Century America

IDENTICAL WITH: AFAM151

#### HIST141 Theories and Models

This class will focus on how theories and models are designed and regarded across the university curriculum—in the humanities, the social sciences, and the sciences. This topic is particularly pertinent to intellectual history, a subject that regularly uses texts from across the modern university curriculum as its primary readings. Given the range of intellectual history, both in terms of chronology and subject matter, intellectual history could be argued to be the subject best positioned to consider the process of making theory.

Questions to be addressed include the following: What are some of the unexpected results of the increased use of mathematics and computers even in the humanities and social sciences, not just in the sciences, and how has this changed the relationship of theory and models for each of these disciplines? To what extent does the debate about the refutability, the falsifiability—or truth status—of models indicate an ongoing need for theory? The specific modern academic subjects to be examined will be philosophy, economics, and

physics. Thomas Kuhn's *The Structure of Scientific Revolutions* (1962) will serve as a starting point for this study; however, most of the readings during the semester will be much more recent.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: MILLER, CECILIA SEC: 01

#### HIST142 Poverty in the United States

This seminar will address the history of poverty and of poor people, focusing primarily on the production, consumption, and availability of food. We will take as our assumption that food, hunger, and nutrition are political issues that are vital to how states, corporations, and citizens understand their ethical obligations to, and power over, others. Placing events in the United States (such as the food stamp program developed in the 1960s) in a comparative global context, we will think about how different states and societies interact over, negotiate about, and imagine solutions to the problem of feeding their people.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST142 PREREQ: NONE

#### HIST143 Interpreting Life on Mars: Scientific Data and Popular Knowledge

IDENTICAL WITH: SISP143

#### HIST144 What Is History?

IDENTICAL WITH: AFAM119

#### HIST152 Bodies of Evidence: American Material Culture

This methodological sophomore seminar introduces students to the use of physical objects and artifacts as sources in the study of history. It bridges the disciplines of art history, archaeology, and anthropology, offering alternatives to documentary traditions that predominate in the study of history. The course will involve significant independent study, including a semester-long, student-designed project focused on an individual object of the student's choosing.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST227 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: FULLILOVE, COURTNEY SEC: 01

#### HIST153 Sophomore Seminar: Enlightenment Concept of the Self

This course explores several Enlightenment thinkers who grappled to understand the paradoxes of the self at a time when traditional religious and metaphysical systems were disintegrating. As we explore these issues, readings will be drawn from primary texts in philosophy and literature.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### HIST156 Sophomore Seminar: East European Jewish Experience

Our concept of the life of East European Jews has been dominated by the Hollywood and Broadway blockbuster *Fiddler On The Roof*. The shtetl has been the paradigm of East European Jewish experience. But the powerful imagery of the shtetl is largely a creation of 19th-century writers. This course will take us beyond the shtetl and will look at the history of the Jews in Eastern Europe from the initial settlement of the Jews there until the eve of modernity. We will examine how historians and writers have shaped our understanding of Jewish history in that region and the context in which the persisting imagery of Eastern European Jews was created. Why were certain stories told? What can different historical sources show us about Jewish life in Eastern Europe? We will discuss how Jewish history in Eastern Europe was studied by historians and couple the narratives created by scholars with historical sources: privilege charters, crime records, rabbinic response, anti-Jewish literature, and others. We will try to probe the relation between history, historical sources, and historical writings.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [RELI234 OR REES156] PREREQ: NONE

#### HIST157 From Clay Tablet to the iPad: History of the Book in Intercultural Perspective

We are living through what some have dubbed “an information revolution”; technological advances have provided new ways in which we can communicate. However, the information revolution through electronic media has been seen as a threat to the book and newspaper/journal industry. As this course will show, the book as we know it is a historical artifact that changed over long centuries in format and content. Technological advancements and local contexts have influenced the way information was preserved and accessed, from stone to clay tablets, to papyrus, to parchment, to paper, to print, and, now, to ebook. This course will look at the historical changes in the way knowledge was transmitted and ask questions about how culture and technology influence each other. We will look at the book as an object and examine the influence of the material aspect of the book for the transmission and access to information. We will look at the historical process of invention of the author and examine the question of audiences and readers in a cross-cultural perspective by focusing on Christian and Jewish books and their readers.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### HIST158 Sophomore Seminar: Appeasement and the Origins of the Second World War

In this study of Europe's crisis, 1933–1939, from Hitler's appointment as chancellor of Germany to the outbreak of the Second World War, attention will focus upon the reassertion of German power and its effects upon the diplomacy and politics of Great Britain and France. Specific topics will include Hitler's aims and actions; critical events concerning the Rhineland,

Spain, Czechoslovakia, and Poland; pacifism and the French Left; Neville Chamberlain and British conservatism; and the debate over the immediate origins of the war in 1939. Readings will include memoirs and contemporary diplomatic documents, newspapers, and journals.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
 FALL 2012 INSTRUCTOR: EUDELL, DEMETRIUS L. SECT: 01

#### **HIST159 Sophomore Seminar: War and National (Re)Formation**

As a sophomore seminar, this course examines both conceptual and methodological issues related to the practice of history as a discipline. For this seminar, four of the major military conflicts defining the United States after its founding will be the thematic focus: the 1776 war against the British empire, the War of 1812, the Mexican American War (1846–1868), and the U.S. Civil War (1861–1865). Primary sources, including manuscript and archival sources, government documents, as well as journalistic and visual sources will be utilized to carry out this investigation. The course seeks to examine the role of national formation and reformation in the United States, a country born out of a war and one whose subsequent wars had tremendous global consequences.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
 FALL 2012 INSTRUCTOR: EUDELL, DEMETRIUS L. SECT: 01

#### **HIST160 Sophomore Seminar: The Spanish Civil War, 1936–1939**

The Spanish Civil War erupted during a decade in Europe marked by ideological tensions, economic and social crises, the weakness of democracies contrasted to the dynamism of dictatorial regimes, and an international climate that culminated in the outbreak of the Second World War. The ideological character of the civil war in Spain, which appeared to pit left versus right, or democracy against fascism, or nation and religious faith against communism and revolution, captured the imagination of Europeans and spurred their involvement in the war. All of Europe's dangers seemed to have exploded in Spain, whatever the specifically Spanish factors that unleashed and defined the struggle. This seminar will examine the events in Spain and Europe's response to them through contemporary writings, such as journalistic and participants' accounts, diplomatic documents, memoirs, films, biographies, and general and specific studies from the 1930s to the present.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: IBST273 PREREQ: NONE

#### **HIST163 Sophomore Seminar: The Origins of Global Capitalism—Economic History Since 1600**

This sophomore seminar explores how the modern market economy came into being in Europe and why this system expanded outward to bring the rest of the world into its orbit. It seeks to provide answers for why China's economy, perhaps the most sophisticated in the world before 1600, fell into relative stagnation and why Britain was the first country to develop mechanized industry and break out of a poverty trap that had restricted prosperity for millennia. Likewise, it will explore how once "backward" economies in the 19th century (Germany, the United States, and Japan) were able to surge forward rapidly to become industrial leaders in the 20th century. We will begin by studying the profound transformation of Europe's overwhelmingly rural and agricultural economy into the most dynamic urban industrial region in the world, looking closely at entrepreneurs, technology, and trade during various phases of this process. Following this, we will consider the economic impact of technological transfer, great power rivalry, war, protectionism, and depression, highlighting the complex relationship between economic and political power. We will conclude by discussing reconstruction after the Second World War, the rise of high-technology industries, and global economic integration in the late 20th century. The course aims to be accessible, broad, and comparative; we will draw insights from many fields to consider the geographical, cultural, institutional, and political factors shaping the economic changes that have created modern capitalism. In addition to providing a firm grounding in the processes that have shaped the world economy since the 17th century, the seminar aims to develop and refine the critical and analytical skills needed for historical research.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **HIST164 Sophomore Seminar: France at War, 1934–1944**

Beginning with a Parisian riot widely understood to be a fascist insurrection in 1934, followed immediately by massive popular protests from the Left, France entered a decade in which it was at war with itself, often characterized as a Franco-French civil war. These were years of uncommon political engagement, disappointments, struggle, and multiple disasters. A divided France encountered the menace of another European war, concluding with its astonishing defeat in 1940 by Nazi Germany. This seminar explores the ideological antagonisms that shaped French life during the Popular Front, a broad alliance of the Left, 1934–1938, and during the German occupation, 1940–1944, when French authorities collaborated with the occupier. We will

consider interpretation and memory of these dark years and draw upon documents, films, memoirs, and journalistic accounts.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
 FALL 2012 INSTRUCTOR: GREENE, NATHANAEAL SECT: 01

#### **HIST165 Sophomore Seminar: The United States and the Middle East—From the Shores of Tripoli to Baghdad**

The U.S. has had a complicated relationship with the countries of the Middle East over the last two centuries. One of the first nations to recognize the young American Republic was the Sultanate of Morocco, and the first international crisis the young republic faced was with the pirate states of North Africa. The 19th century witnessed the growth of United States missionary and philanthropic enterprises in the region and the beginnings of an American cultural presence. With the 20th century, the relationship grew more complicated with a burgeoning United States dependence on Mideast oil; popular support in the United States for Zionism and, later, the state of Israel; and Cold War concerns about nationalism in both Iran and the Arab world all jostling for attention from foreign policy planners. With the establishment of the Islamic Revolution in Iran, strategic interests changed once again, and political Islam entered into the American consciousness. That was only heightened by the tragedy of September 11th and the war on terrorism. This course will examine some of the issues of United States' involvement in the region through primary historical sources from the birth of the republic through the second Iraq War.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **HIST166 Sophomore Seminar: Kings, Queens, and the Foundations of European Society**

This course examines the origins and development of monarchy, one of medieval Europe's most important institutional innovations and one of the bases for the formation of large-scale nations, government, and the state. The course will survey ideas of monarchy, its ethical dimensions, and the role of individual monarchs from the 5th century until the 17th century. While special attention will be paid to the monarchies of Britain, the course will cover the entire European situation and comparison will be encouraged. Issues to be examined will include the significance of gender and the possibilities of queenship, the relation of monarchy to ideology and religion and dissent, and the ethical and practical qualities that made a good or effective king or queen. As a history sophomore seminar, the course promises to introduce students to historical questions and the methods for historical research both in the library, online, and in archival and special collections. Students will undertake a major research project into a monarch or a problem in monarchy's history.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: MDST166 PREREQ: NONE

#### **HIST167 Sophomore Seminar: The Reformation in Britain**

This sophomore seminar will attempt to introduce students to the thinking about historical problems and historical documents by examining one of the most intriguing and volatile of developments, the Protestant Reformation in England and Scotland. Attention will be paid to the relationship of church and state, the struggle of individual Christians in choosing and defending their religious practices and faith, and the way that religious crises developed national identities. Considerable attention will be paid to chronicle and documentary sources as well as biographical studies of kings, queens, nobles, and commoners, whether reformers or Catholics.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **HIST171 Sophomore Seminar: Exploring Middletown's History**

In most courses students read books by eminent authors and then offer their own opinions. This course is different. In this seminar students will learn about the history of Middletown and then select one facet of that history to explore in depth. Participants will devote most of the semester to research, write an essay based on their own digging, and present their findings to others outside the seminar. In the process they will develop skills at research, writing, and oral presentation that could serve them well in future research essays, senior theses, and other projects.

Although members of the Wesleyan community may be unaware of it, many of the significant themes in America's past can be seen during the course of Middletown's 360-year-long history—among them encounters between the colonists and indigenous peoples, the emergence and elaboration of the slave trade, the imprisonment of Americans loyal to King George, the social and cultural transformations wrought by industrialization and immigration, trade with China, shifting relations among ethnic and religious group, labor history, business history, church history, the impact of wars on the home front, the Civil Rights Movement, the effects of urban renewal and urban sprawl, and the history of public and private schools and colleges.

Despite its history, and the documentary materials readily available at Olin and other libraries and archives, Middletown has attracted relatively little attention from historians. Consequently, students in this seminar can make a

genuine contribution to deepening knowledge of this area in which they spend their college years.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: SCHATZ, RONALD W. SECT: 01

#### **HIST175 Sophomore Seminar: American Utopias in the 19th Century**

This sophomore seminar will examine expressions, both religious and secular, of the utopian impulse in American culture. Communitarian experiments launched by Shakers, Mormons, transcendentalists, perfectionists, and feminists will be studied as manifestations of social and religious turmoil and will be compared with their literary analogues.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST231 PREREQ: NONE

#### **HIST176 Science in the Making: Thinking Historically About Science**

This course introduces students to a range of perspectives—drawn from history, sociology, anthropology, geography, media studies, and literary studies, among others—on how to write about the history of science. Throughout, the emphasis is on understanding the relationship between the histories of science we can tell and the materials that our histories draw upon, from publications and archival documents to oral histories, material culture, and film. In addition to reading academic literature, students will gain practical experience working with historical sources and conducting original research. Topics covered include scientific instruments and technology; the significance of the place where science is done (from laboratories to outer space); scientific “popularization”; science, visual culture, and cinema; gender, race, and science.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: SISP276 PREREQ: NONE

#### **HIST179 Gender and History (FGSS Gateway)**

IDENTICAL WITH: FGSS269

#### **HIST181 Sophomore Seminar: Gandhi and His Precursors**

This course examines the life and work of Mohandas K. Gandhi and explores the intellectual and ideological influences that shaped his career in politics and social activism. Popularly known as Mahatma, or Great Soul, Gandhi stands out above all other characters in the story of India’s independence. His visionary leadership of a national nonviolent movement against the British empire is often portrayed as an achievement of singular charisma and unprecedented political methods. Yet Gandhi’s undeniable originality in thought and action was informed by an eclectic assembly of writers, politicians, mystics, and social reformers who preceded him. Far from being a lone genius, Gandhi’s greatest skill was marshaling the best human and intellectual resources he could find toward his goal of releasing India from the material and psychological bonds of empire. Through a close study of figures such as Leo Tolstoy, Henry David Thoreau, John Ruskin, Annie Besant, Swami Vivekananda, Gopal Krishna Gokhale, Bankim Chandra Chattopadhyay, and Rabindranath Tagore, our course will investigate how Gandhi drew on existing ideas as he helped forge a new future for India and the world.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **HIST184 Sophomore Seminar: The Communist Experience in the 20th Century**

Twenty years have passed since the collapse of Communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the Communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of Communism’s answer to capitalist modernity from the 1917 revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of Communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of Communism, primarily within the Soviet Union, but also beyond it (in Eastern Europe and Asia). In the global conflict between capitalism and Communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these ideological transformations? What killed Communism: bombs and diplomacy, or refrigerators and Finnish shoes?

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: REES184 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: SMOLKIN-ROTHROCK, VICTORIA SECT: 01

#### **HIST188 Sophomore Seminar: Subject Peoples**

This course will discuss the techniques and sources used by historians in their studies of subject peoples when the bulk of written evidence consists of reports, observations, and commentary by foreign conquerors or ruling elites. Topics include the contributions of archaeological and anthropological studies, the importance of myth and oral tradition, the various types of available documents, and the nature and reliability of the written evidence. Our goal is to develop the expertise that will allow us to recover the stories of people who have been written out of official histories and national narratives.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: LAST188 PREREQ: NONE

#### **HIST190 All the World’s a Stage: Theater and Society in the Age of Shakespeare and Calderón**

IDENTICAL WITH: COL223

#### **HIST193 20th-Century Black Conservatism**

This course examines the emergence and development of modern black conservatism in 20th-century America. Within this seminar, we will explore the roots, ideologies, and constructions of black conservative thought and action. What did it mean to be a black conservative in the post-Reconstruction era? How and why did it emerge? Did black conservatives consider themselves part of the larger black freedom struggle? How has black conservatism shifted, transformed, and evolved over the course of American social and political development? What is the significance of 20th-century black conservatism in America?

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AFAM214 PREREQ: NONE

#### **HIST194 The End of the Cold War, 1979–1991**

In the late 1970s and early 1980s, the relative stability that had prevailed between the United States and Soviet Union since the end of the Cuban missile crisis (and, more fundamentally, since the East and West German governments were formed in 1949) broke down. By 1983 well-informed figures in both Washington and Moscow feared nuclear war.

Yet, within six years the Cold War ended and a new mode of cooperation between the Soviet and U.S. leaders emerged. How and why did this extraordinary change occur, and what is the significance for modern world history? This seminar will address those questions by exploring the changing personnel, thinking, and policies of both the U.S. and Soviet governments. In the process we will also consider developments in Poland, other parts of Eastern Europe, Afghanistan, Nicaragua, Angola, and other countries where the superpowers or their allies confronted each other.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: REES194 PREREQ: NONE

#### **HIST201 Medieval Europe**

This course focuses on the political, cultural, and social development of Europe from the fall of the Roman empire until the eve of the Reformation. This introductory course includes a sweeping look at one thousand years of tumult, compromise, and development and will address some very complex issues in European history. Topics include state formation in the sub-Roman world, economic expansion during the Commercial Revolution of 1000–1300, the political and cultural transitions of the 13th and 14th centuries, and the emergence of the early modern world. Each class will be comprised of lecture and discussion. Discussion will be based on primary sources (print and online) and the textbook.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: MDST204 PREREQ: NONE SPRING 2013

#### **HIST202 Early Modern Europe**

This introductory course surveys the history of Europe during the formative period of the modern era from 1500 to 1800. It focuses on the crucial episodes of religious and political conflict in these centuries, while also highlighting key intellectual, cultural, and economic developments: the Protestant Reformation and Catholic Reformation, the rise of capitalism and plantation slavery, the scientific revolution, the English civil war, court culture, the Enlightenment, and the French Revolution. Required for the European history concentration, this course also provides essential historical grounding for any student interested in study abroad or in modern culture and politics.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: NUSSDORFER, LAURIE SECT: 01

#### **HIST203 Modern Europe**

This course surveys the history of Europe in the 19th and 20th centuries, from the French Revolutionary and Napoleonic era to the present, and is intended primarily for first-year students and sophomores. Attention will be devoted to major political, social, economic, and cultural developments, beginning with the many dimensions of the political and industrial revolutions of the 19th century; continuing with the emergence of nation-states and nationalism, working-class movements, the consequences of imperialism and war, and Communism and Fascism; and concluding with study of the Second World War, the reassertion of Europe, and the collapse of the Soviet system.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: GREENE, NATHANAEL SECT: 01

#### **HIST204 Greek History**

IDENTICAL WITH: CCIV231

#### **HIST205 Roman History**

IDENTICAL WITH: CCIV232

#### **HIST206 Classic Christian Texts**

This course is designed to provide students, most of whom will have no background in this subject, with a solid grounding in some of the most influential texts of the Christian tradition, both Catholic and Protestant. This training is intended to make the students better readers in Western humanities and social sciences.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**HIST208 Rome Through the Ages**

This course surveys the history of Europe's most resonant urban symbol, the city of Rome, from antiquity to the baroque era (1600s). It focuses both on Rome's own urban, political, and cultural history and on the city's changing context as a symbol over 2000 years. This is a lecture and discussion course that emphasizes reading and viewing primary sources, both literary texts and visual images.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [COL208 OR MDST208] PREREQ: NONE

**HIST209 Europe in the Age of Violence, 1914–1945**

This course studies the history of Europe during a period of unprecedented conflict and nearly uninterrupted turmoil. Two world wars, revolutions, social and national antagonisms, ideological combat, racial hatreds, and extraordinary political leaders such as Lenin, Stalin, Mussolini, Hitler, Churchill, and de Gaulle determined the lives and destinies of Europeans during these three intense and dangerous decades. Very close attention will be given to the origins, conduct, and consequences of both world wars; Communism, Fascism and Nazism; and the crises of democracy in Britain, France, and Spain.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**HIST210 American Jewish History, 1492–2001**

This course will explore the history of Jews in the United States, reaching back to the colonial period but emphasizing the 19th and 20th centuries. We will discuss a wide variety of issues including immigration; business; living conditions; popular culture; religious practices; intergroup relations and prejudices; politics; marriage with non-Jews; life in the South; the impact of developments in Germany, Russia, and the Middle East on American Jews; and their connections with Jews in other parts of the world.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST223 PREREQ: NONE  
FALL 2012 INSTRUCTOR: SCHATZ, RONALD W. SECT: 01

**HIST211 The Making of Britain, 400–1763**

This course of lectures will focus on the emergence of Britain by examining a series of formative moments and crises that blended Britons into a political, religious, and ethnic community but also differentiated them from outsiders. The course is therefore as much about the cultural creation of the English and the British as it is about the political events and military crises that occurred. The course begins in the 5th century at the moment that the Romanized Celts in England and Scotland first felt the effects of the Germanic English invaders and concludes in the 18th century when England, Wales, Scotland, and Ireland had been united under one Protestant monarch. It is a story guided by conquest, religion, and ethnicity.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: MDST205 PREREQ: NONE

**HIST212 Jewish Art and Rituals in Context**

IDENTICAL WITH: ARHA212

**HIST213 The Culture of *Convivencia*: Muslims, Jews, and Christians in Medieval Iberia**

IDENTICAL WITH: ARHA310

**HIST214 The Modern and the Postmodern**

In this course we shall examine how the idea of “the modern” develops at the end of the 18th century and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last two hundred years. Our readings shall be drawn from a variety of areas—philosophy, the novel, music, painting, and photography—and we shall be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today, and whether it makes sense to go beyond the modern to the postmodern.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [COL214 OR CHUM214] PREREQ: NONE  
FALL 2012 INSTRUCTOR: ROTH, MICHAEL S. SECT: 01

**HIST215 European Intellectual History to the Renaissance**

This class will examine some of the major texts in Western thought from ancient Greece to the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: MDST225 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: MILLER, CECILIA SECT: 01

**HIST216 European Intellectual History Since the Renaissance**

This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: COL332 PREREQ: NONE  
FALL 2012 INSTRUCTOR: MILLER, CECILIA SECT: 01

**HIST217 History of Tropical Africa**

This introduction to the history of tropical (sub-Saharan) Africa begins about 1000 CE and examines two major themes, the growth of centralized governments and participation in international trade. In addition, the course will analyze cultural developments and political, social, and religious changes over time. The 19th and 20th centuries (to about 1960) will be emphasized, including the impact of and African responses to colonial rule.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE SPRING 2013

**HIST218 Russian History to 1881**

This course will survey central issues in Russian history from the origins of Kievan Rus to the Great Reforms of Alexander II, ending with his assassination in 1881. It will trace the political, cultural, and religious traditions that shaped the historical experience of Russian lands and peoples. We will examine Russia's understanding of its place in the world (geographically, politically, and culturally) and the ways in which this self-conception changed over time and influenced the course of events. We will consider early sources of Russian political and cultural identity, focusing on several themes: the influence of religion; imperial ambitions, expansion, and the peculiarity of the empire that evolved; recurring “times of troubles” and problems of governance; and the role of imagination and culture in Russia's political and social life.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: REES218 PREREQ: NONE

**HIST219 Russian and Soviet History, 1881 to the Present**

Reversals of fortune have defined Russian history perhaps more so than for any other nation. Though the Russian Empire began the 19th century as an emerging European superpower that defeated Napoleon, it ended that same century as a backward state plagued by political, economic, and social strife that ultimately brought the Romanov dynasty to a revolutionary collapse. A similar trajectory describes the “short” Soviet 20th century that began with the promise of a qualitatively new political order that sought to transform social relations and human nature and concluded with a spectacular implosion that some heralded as the end of history itself.

This course will follow the story of how the Soviet Union emerged from the ruins of the Russian imperial order to become the world's first socialist society, the most serious challenge to imperialism, liberalism, and capitalism, and, arguably, modernity's greatest political experiment. We will cover the following topics: the emergence and fate of Russian national identity; the origins and dynamics of Russia's revolutions; the political, economic, and cultural challenges of the Soviet project; the role of the party and ideology in politics and everyday life; the nationalities question and the challenges of governing a socialist empire; Soviet victory in the Great Patriotic War and the rebirth of the nation (and nationalism); the emergence of the Soviet Union as a Cold War superpower; the country's historic attempts to reform (and the frequent failure of these attempts); and the dynamics of the system's collapse.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: REES219 PREREQ: NONE  
FALL 2012 INSTRUCTOR: SMOLKIN-ROTHROCK, VICTORIA SECT: 01

**HIST220 France Since 1870**

This course studies France under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870–1871 and concluding with apparent political and social stability and European partnership in the first years of the 21st century. It will survey the history of 140 years, emphasizing political forms, ideologies and movements, social change, the economy, and cultural developments. Particular consideration will be given to revolutionary ideas and activities, working-class organizations, conservative thought and action, the city of Paris, rural life, the experiences of three wars against Germany, imperialism and decolonization, and styles of leadership. Times of emergency and crisis will also command attention, specifically the Paris Commune of 1871; the Dreyfus Affair of the 1890s; the Great War of 1914–1918; the Popular Front of the 1930s; the military defeat of 1940; the drama of collaboration or resistance, 1940–1944; and the early years of the Fifth Republic, 1958–1969.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FRST212 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: GREENE, NATHANAEAL SECT: 01

**HIST221 History of Ecology**

This course surveys the history of the science of ecology, from Linnaeus's natural history and Darwin's theory of evolution to the origins of ecosystems ecology and population ecology in the 20th century. Simultaneously, it touches on topics such as the role of ecological knowledge in imperial expansion, the conservation movement, the establishment of parks and nature preserves, controversies over fallout and DDT, and the growth of international environmental agreements. As a result, students will learn to interpret ecology in light of the social, cultural, and political contexts of its development, from European imperialism to the Cold War, and from the rise of the welfare state to the era of free-market globalization.

GRADING: A–F CREDIT: 1 IDENTICAL WITH: SIS221 PREREQ: NONE  
FALL 2012 INSTRUCTOR: ERICKSON, PAUL HILDING SECT: 01

**HIST223 History of Traditional China**

This survey course explores the origins and developments of classical Chinese traditions from ancient times to the Ming Dynasty (1368–1644). The goal is not comprehensive coverage of the vast number of events that shaped the evolution of the imperial state. Rather, students are exposed to key ideas and social practices that defined the historical consciousness of the Chinese people and that continue to give Chinese culture its unique values today. Confucius (551–479 BC) was the first of many Chinese thinkers to place historical con-

sciousness at the heart of individual and cultural identity. Speaking in the first person (a rare event), he said in the *Analec*s: “I was not born knowing the past. I love the ancients and seek earnestly to know their way.” The humility and the ambition of this statement will guide our inquiries in this survey class as we examine closely key texts and major thinkers who sought, quite literally, to live in the light of the past. Love of ancients is not a common theme in progress-oriented Western historiography. Students will, therefore, be challenged to examine their own cultural assumptions as we delve more deeply into Chinese history. Here, truth is not something to be scorned, theorized away, or assumed to coincide with current social practice. Confucius’ aim of seeking earnestly for historical truth is a goal for students in this class as well.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: EAST223 PREREQ: NONE

#### **HIST224 Modern China: States, Transnations, Individuals, and Worlds**

This course explores the forces that have shaped the meanings of “China” and “Chinese” in the 20th and early 21st centuries. Our examination of modern China will focus on state formation in its republican and communist forms, individual experience, popular culture, Chinese imperialism in Tibet, the Chinese diaspora in Southeast Asia, China’s economic development, and the looming environmental crisis. We will read historical documents, memoirs, scholarly monographs, novels, and short stories, as well as watch documentaries (e.g., PBS *China from the Inside*) and films directed by Hou Hsiao-Hsien and others.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: EAST224 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: SCHWARZ, VERA SECT: 01

#### **HIST225 Histories of/History and the U.S.-Mexican Border**

IDENTICAL WITH: LAST304

#### **HIST226 Native American History: Pre-Columbian Era to 1890**

IDENTICAL WITH: AMST248

#### **HIST227 Confidence and Panic in 19th-Century U.S. Economic Life**

The American age of go-ahead was also the age of panics, hard times, and depression. In this course we will study seven major panics between 1797 and 1929 and consider the conditions that contributed to the pattern of boom and bust in 19th-century American economy and society. We will devote special attention to how boosters and critics of American capitalism characterized its successes and failures, revisiting the popular tropes of Yankee entrepreneurialism, confidence games, and self-made men.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST250 PREREQ: NONE

#### **HIST228 The Rise and Fall of the Ottoman Empire, 1280–1922**

This course is a historical survey of Islam’s most successful empire. At its height in the 16th century, the empire stretched from Budapest to Baghdad and was one of the world’s superpowers. Founded in the 14th century, it survived until World War I. The Ottoman Empire provides a model for a strong, centralized Islamic state, and the role of Islam in its political, social, and economic institutions will be discussed. Special emphasis will be placed on the Empire’s final century and the rise of nationalism in the region.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **HIST229 African History and Art**

IDENTICAL WITH: ARHA299

#### **HIST230 History of Southern Africa**

This introduction to the history of Southern Africa examines precolonial African societies, the growth of white settlement, and the struggle for dominance in the region. The second half of the course covers industrialization, segregation, and apartheid and examines the ways blacks and whites, men and women, have shaped, and have been shaped by, these processes. Particular emphasis is placed on the role of religion in shaping the social and political history of the region.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: ELPHICK, RICHARD H. SECT: 01

#### **HIST231 Islamic Civilization: The Classical Age**

This course surveys the historical development of Islamic civilization from the time of the Prophet Muhammad to the rise of the “gunpowder empires” of the 16th century. Special emphasis will be placed on the unique cultural forms this civilization developed and the emergence of Islam as a world religion. This course primarily deals with the political, intellectual, and social history of the Muslim peoples of the Middle East and only secondarily with Islam as a system of religious belief.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [RELI253 OR MDST251] PREREQ: NONE

#### **HIST232 Iberian Expansion and the “Discovery” of Africa in Travel Narratives and Art, 1420–1640**

IDENTICAL WITH: AFAM310

#### **HIST234 The Middle East in the 20th Century**

This course surveys the history, culture, and religion of the contemporary Middle East. Emphasis is on the historical roots of current problems. These include the Arab-Israeli conflict, Westernization versus Islam, U.S. involvement in the region, democratization in the Arab World, and the Sunni-Shia divide

within Islam. In addition, issues of social change and cultural production in times of trouble will be discussed.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: MASTERS, BRUCE A. SECT: 01

#### **HIST235 Religion and National Culture in the United States**

IDENTICAL WITH: AMST236

#### **HIST237 Early North America to 1763**

From the arrival of the earliest fishing ships off the coast of Newfoundland to the fall of New France at the close of the Seven Years War, North America was the site of entangled encounters. Overlapping imperial claims and the construction of new societies took place on a continent long inhabited by powerful indigenous groups. This course will examine North America as a contested and negotiated territory in which imperial plans were subjected to local contexts and contingencies. Using primary and secondary sources, we will examine major events (explorations, encounters, and wars), the rise and fall of imperial powers (French, British, Dutch, and Spanish), and the daily realities that shaped experiences in North America (trade, religion, sex, forced migrations, and disease).

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST284 PREREQ: NONE  
SPRING 2013

#### **HIST239 The Long 19th Century in the United States**

This course will introduce students to important themes in the history of the United States during the “long” 19th century, from the early Republic to the World War I. These include continental expansion and U.S. imperialism, the creation of new markets, the development of agriculture and industry, the failure of slavery, and new currents of immigration. We will examine how enslaved and free people of many geographic origins contested the scope and significance of democracy, community, and nationhood through diverse expressions of support and dissent, protest, and reform.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: FULLILOVE, COURTNEY SECT: 01

#### **HIST240 The 20th-Century United States**

This course addresses the changing shape of American political culture over the course of the 20th century. Central to our discussions will be the values and convictions—social, political, religious—that have moved citizens, political parties, and policy agendas over time. Under what conditions can citizens and politicians alter history? Under what conditions does history itself seem to have a profound influence over political decision making? How do different political groups attempt to harness the state—or eliminate government participation in their lives—to solve pressing social problems?

Though this class will cover the entire scope of American history since 1912, we’ll focus our attention on three vitally important periods of change: the Great Depression of the 1930s, when the economic liberalism of the New Deal fundamentally transformed the nation; the social upheavals of the 1960s, when Americans became increasingly polarized over issues such as the Civil Rights Movement, the Vietnam War, and social changes; and the modern resurgence of conservatism since the 1970s in a broad range of American life.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST230 PREREQ: NONE

#### **HIST241 African American History, 1444–1877**

IDENTICAL WITH: AFAM203

#### **HIST242 Introduction to Modern African American History**

IDENTICAL WITH: AFAM204

#### **HIST243 History of Taiwan: From Origins to the Present**

Taiwan’s island location and ethnic identities have determined its destiny. The island is part of an archipelago formation that runs from the Philippines through Japan. The Taiwan Strait separates the island from China by 90 miles. The Strait is churned by two colliding currents, by shallow seabeds of less than 50 meters, and by monsoons that pushed and sucked boats into a watery grave. This combination of distance and a threatening strait have buffered Taiwan from being completely absorbed by premodern colonial empires. With its natural resources, it has made Taiwan a major entrepot in international trade.

Taiwan has harbored immigrants and nourished multiple settlements of refugees, traders, merchants, and pirates. Since the end of World War II, Taiwan’s population has grown from 8 million to 23 million. Economically, it is one of the so-called “Tigers of Asia,” with exports exceeding \$308 billion per year. And it is renowned for making a smooth transition from its authoritarian and martial law past to its current thriving democracy within 50 years of its modern existence. The Taiwanese diaspora is an important part of this narrative to Taiwan’s history of trade, settlement, colonial rule, and current struggles regarding identity and issues of sovereignty.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: EAST243 PREREQ: NONE  
FALL 2012 INSTRUCTOR: KAGAN, RICHARD CLARK SECT: 01

#### **HIST245 Survey of Latin American History**

This course presents a broad survey of Latin American history in the post-independence period. After a brief overview of the colonial era and the wars of independence, the course explores the abolition era, neocolonialism, de-

velopment of social and cultural pluralism, 20th-century political movements, and contemporary events. The required readings introduce students to major theoretical approaches to the history of the region; primary documents, maps, video clips, and drawings will be discussed in class.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: LAST245 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: WIGHTMAN, ANN M. SECT: 01

#### **HIST247 Jewish History: From Biblical Israel to Diaspora Jews**

The course will explore the history of Jews from biblical times to the 16th century, a period during which Judaism, Christianity, and Islam formed, shaping the foundation of attitudes among these groups for centuries to come. The course will examine transformations of identity from biblical Israelites to Jews living among Christians and Muslims. We will discuss stereotypes and presuppositions of Jewish life and history, including what the historian Salo W. Baron dubbed the "lachrymose concept of Jewish history"—Jewish history as history of suffering. The course will illuminate the experience of Jews whose lives, and deaths, demonstrate that they were active actors rather than just passive victims of historical events. The readings will consist mostly of historical sources on Jewish culture, politics, economic activities, social and legal status, and the Jews' relations with non-Jews: Christians and Muslims.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [RELI261 or MDST247] PREREQ: NONE

#### **HIST248 Jewish History: From Spanish Expulsion to Jon Stewart**

This course explores Jewish history from the 16th century through to the modern era, reaching toward modern American and Israeli history and culture. The modern Jewish experience has often been characterized as an era of increasing participation of Jews in the civil society and was juxtaposed to the premodern era of the ghettos. This course will challenge these dichotomous stereotypes and introduce students to the complexity of the Jews' experience, their active involvement in the political and cultural processes that were taking place in the non-Jewish environment during both premodern and modern periods. As in HIST247, we will see Jews as a part of the social and cultural fabric rather than an "alienated minority" whose history is separate from that of their surroundings. We'll explore the transformations from what some called a traditional society defined by religious identities into a modern society of complex religious, ethnic, cultural, and political identities. We'll look at the acceptance of and resistance to the new ideas brought by the Enlightenment and explore the consequences of secularization of the society, including the rise of modern anti-Semitism; Jewish and non-Jewish nationalism; Zionism; questions of women, gender, and sexuality; migrations; and Jewish-Arab relations before and after the establishment of the State of Israel, and modern Jewish culture in America.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: RELI262 PREREQ: NONE

#### **HIST249 Roman Urban Life**

IDENTICAL WITH: CCV328

#### **HIST250 Romans and Christians: The World of Late Antiquity**

IDENTICAL WITH: CCV275

#### **HIST251 World History: A Psychohistory of the Modern World**

We will examine the often neglected psychological dimension of modern history. First, we will explore major works on the relationship of psyche, society, and culture and how they change in modern times. Then, using a variety of materials, including memoirs, fiction, and film, we will examine how peoples in widely differing cultures and with very different levels of wealth and power adapted to modernization. Several variants of psychoanalysis will be critically examined and applied to a range of topics, among them, the impact of global economic change; the adoption of new cultural forms and accompanying changes of psychology and identity; racism and anti-Semitism; the impact of European imperialism and cultural exportation; the effects of world wars, civil wars, and revolutions; Nazism, Stalinism, and Maoism; Gandhi and Satyagraha; postcolonialism; the United States as a psychological laboratory; the women's movement, gender revolution, and the emergence of postmodern, protean psyches.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: PSYC298 PREREQ: NONE

#### **HIST252 Industrializations**

Industrialization is a global process with diverse consequences for the societies and environments it incorporates. This course will investigate the development and application of systematic knowledge to agriculture and manufacturing in 18th- to 21st-century societies. Although special attention will be devoted to the British and American examples, the course will be organized by commodity rather than nationality, focusing on traffic in materials used in production of food, clothing, and medicines; for example, cotton, rubber, guano, wheat, bananas, and quinine.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ENV5252 PREREQ: NONE

#### **HIST253 History of Modern Mexico**

IDENTICAL WITH: LAST243

#### **HIST254 Science in Western Culture, 1650–1900**

Between the mid-17th century and the start of the 20th century, Western science and technology underwent dramatic change. Beginning as a rarefied activity carried out by cultural elites from largely agrarian societies, science by the end of the 19th century was rapidly becoming a massive, institutionalized undertaking lying at the heart of industrial, technological, and economic development. In sum, during this period, the scientific enterprise evolved from something that looks quite foreign to us today into a close approximation of its modern and familiar form. This course traces this evolution, exploring in particular the shifting relationships between science and technology, between scientific and religious authority, and between science and its social, economic, and political environment, from courtly life in the 17th and 18th centuries and imperial expansion to the Industrial Revolution. Students will learn about and engage current intellectual debates in the historical study of science and acquire techniques for using a variety of different types of historical sources to approach the past.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: SISP254 PREREQ: NONE

SPRING 2013 INSTRUCTOR: ERICKSON, PAUL HILDING SECT: 01

#### **HIST255 History of Spain: From the Middle Ages to the Present**

This course is an introduction to the history of Spain from the Middle Ages to the 21st century. We will cover the Islamic period, the Christian expansion, the imperial age, the liberal and republican regimes, the 20th-century dictatorships, and the late democratic period. Through the analysis of historical sources, literature and poetry, art and film, students will learn not only about the past, but also about the way in which history affects and has affected the collective identities of the Spaniards, and therefore the way in which the past shapes the future.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [COL250 or IBST233] PREREQ: NONE

SPRING 2013 INSTRUCTOR: CASTRO-IBASETA, JAVIER SECT: 01

#### **HIST258 Mughal India**

This course examines the history of South Asia in the early modern era, from the origins of Mughal (or Timurid) rule in early 16th-century Kabul to the final demise of the empire in Delhi in 1858. We will examine the life of Akbar (r. 1556–1605) in particular detail, as well as the development of (and strains upon) the religiously hybrid Mughal political and military system under Akbar's successors in the 17th/18th centuries. The causes of 18th-century Mughal decentralization and decline will also be discussed, alongside the rising power of European trading companies. We will conclude with the trial of the Mughal emperor by the British in 1858.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **HIST259 20th-Century Intellectual History**

This is a course in the reading and analysis of literary and philosophical texts central to the understanding of 20th-century intellectual and cultural experience. We will focus on several key thinkers and their relationship to the milieu in which they lived, as well as the migration of their ideas across national borders. We will also explore the ramifications of those ideas over time and space (for example, the relation between intellectual production and European decolonization). The goal of this course is thus to explore the cultural production of specific individuals and to demonstrate how the ideas produced by those individuals in science, literature, religion, art, philosophy, political theory, drama, or poetry interact with social realities over time.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: COL258 PREREQ: NONE

#### **HIST260 From Archipelago to Nation State: An Introduction to Japanese History and Culture**

How did a string of islands on the eastern edge of the Eurasian landmass become today's Japan, an economic and cultural superpower? Starting with prehistoric times, this course looks at how the early cultures and peoples on the Japanese archipelago coalesce to become "Japan" for the first time in the late 7th century and how those cultures and peoples adopt new identities, systems of power relations, and economies up to the present. This course reveals the big picture, but to understand it, the factual pixels that constitute it are examined in some detail. Students are expected to think of the course as comprehensive in the same way as a mathematics or language course.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: EAST260 PREREQ: NONE

#### **HIST261 Protestantism: From the Reformation to the Religious Right**

This course studies the impact Protestant theology and piety have had on society, culture, politics, and the economy of Western nations. After an introduction to the major strands of the Reformation in Europe (Lutheran, Calvinist, Anabaptist, and Anglican), the course will focus on the English-speaking world, the United States in particular. Topics will include religion in Wesleyan's history, African American Protestantism, liberal Protestantism in the early 20th century, and the rise of fundamentalism, evangelicalism, and Pentecostalism in the late 20th century. The last part of the course will focus on the United States as a nation both highly secularized and highly religious.

Particular emphasis will be given to issues of church-state relations, the culture wars, and the political influence of the Religious Right.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [RELI257 OR AMST261] PREREQ: NONE

#### HIST262 Gender and Technology

IDENTICAL WITH: FGSS212

#### HIST263 Inside Nazi Germany, 1933–1945

This survey course seeks to give a firm historical grounding in the processes that led to Hitler's rise to power, the nature of the National Socialist regime, and the origins and implementation of policies of aggression and genocide. The basic premise of this course is that National Socialism was from the outset driven by a belligerent and genocidal logic. The course will therefore critically analyze the racial, eugenic, and geopolitical ideology of National Socialism and the policies of discrimination, conquest, economic exploitation, and extermination that followed from it. At the same time, the role of structural factors in explaining these outcomes will also be explored in great depth. We will analyze how German society was shaped by Nazism, considering conformity and opposition in the lives of ordinary people in both peacetime and war. The course seeks to impart an awareness of the complex factors that produced a regime of unprecedented destructiveness and horror, and it aims to develop a critical understanding of the ongoing problems of interpretation that accompany its history. As important, we will consider the continued relevance of the legacy of National Socialism and the Holocaust to our evaluation of national and international affairs in the 21st century.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### HIST265 Global Christianity

Christianity is now the religion of 1.6 billion people, stronger in southern countries than in its long-time homeland of Europe. This course investigates the ways Christianity shaped, and was shaped by, contact with different world cultures and the ways the globalization of Christianity interacted with other global phenomena like imperialism, nationalism, and modernization. The focus will be on Catholicism and Protestantism in Asia and Africa, but students interested in other branches of Christianity, or other areas of the world, will be encouraged to write papers on the area of their interest.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: RELI333 PREREQ: NONE

#### HIST266 American Labor History from 1776 to Recent Times

In this course we will explore wage and slave labor in the U.S. from the American Revolution until recent times and put that subject in a world context. We will consider how the nature of work has changed during that era and the different kinds of people who have labored in this country, including native-born Americans, slaves, and immigrants from around the globe. We will look for changes and continuities in the American labor movement and discuss how employers, government, and middle-class reformers have viewed workers, unions, and strikes. We will analyze the influence of ethnicity, religion, and gender in American labor history.

We also will compare standards of living between American workers and those in other countries over time. And we will consider why socialist movements and labor parties have been much weaker in the U.S. than elsewhere, even though American workers have often been more militant in confronting employers. In addition, we will see how intellectuals have interpreted American labor history.

The organizing theme will be an idea advanced by the political scientist Aristide Zolberg a quarter century ago, that “the most distinctive feature” of American labor history in the 19th century and even later was “the orientation of workers qua citizens overwhelmingly toward the political mainstream.”

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: SCHATZ, RONALD W. SECT: 01

#### HIST267 Out of the Shtetl: Jews in Eastern Europe

This course offers a view of Jewish history in Eastern Europe that takes us beyond the (legendary) shtetl and into a complex, more textured world of Jews living among Christians from the beginnings of Jewish settlement in the 13th century to the contemporary period and Poland's small Jewish community, trying to reinvent Jewish life in Poland in the aftermath of the Holocaust and the 1968 forced migrations.

Descendants of East European Jews are now the largest demographic group among Jews in the United States. Until the Second World War, Jews in Eastern Europe were the largest Jewish community in the world. From the 16th century, their impact on Jewish culture and society has been tremendous, from shaping one of the most important codes of Jewish law, the *Shulhan Arukh*, in the 16th/17th centuries, to shaping the ideology of the Zionist movement at the turn of the 20th century. Yet, the history of this important Jewish community has been vastly misunderstood, largely due to the devastating legacy of the Holocaust and the persistence of imagery of the shtetl

created by 19th-century writers of Yiddish fiction, later popularized through Broadway plays and films such as *Fiddler On The Roof*.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: REES267 PREREQ: NONE

#### HIST268 The Origins of Global Capitalism: Economic History, 1400–1800

This lecture/discussion course explores how the modern market economy came into being in Europe and why this system expanded outward to bring the rest of the world into its orbit by 1800. Among other things, it seeks to provide answers for why China's economy—perhaps the most sophisticated in the world before 1500—fell into relative stagnation and why Europe was the first region to develop mechanized industry and break out of a poverty trap that had restricted prosperity for millennia. The course begins by exploring late medieval European agriculture, market systems, institutions, and technology to reveal how the paths of economic development taken in Europe began to diverge fundamentally from those taken by societies in Africa, Asia, and the Americas. It will explore the role of the spice trade in the expansion of European influence abroad, the significance of new food and cash crops in the development of plantation systems and long-haul trade, the impact of organized coercion in the development of monopolies and monopoly companies, and the role of proto-industrial methods of production and colonial economies in the birth of the Industrial Revolution. The course aims to be accessible, broad, and comparative, drawing insights from many fields to consider the environmental, geographical, cultural, institutional, and political factors shaping the economic changes that have created modern capitalism.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

SPRING 2013 INSTRUCTOR: GRIMMER-SOLEM, ERIK SECT: 01

#### HIST269 Modern Britain: Society, Culture and Politics, 1780–Present

*‘America: It’s like Britain, only with buttons.’*—Ringo Starr

Since the 1960s, the study of British history has gone from focusing primarily on the ancient institutions of “little England” to being a much broader program that studies Britain as a crucible of the modern world. In this course we will explore the many facets of Britain from 1714 to today. We will investigate the history of Britain's political institutions and processes, from industrialization, class formation, social reform, urbanization, war, and imperialism to the role of gender and race ideologies in society, the rise of mass culture, and the changing nature of work and leisure, at home and in the empire. Each week, we will analyze large-scale historical processes in conjunction with historical materials (letters, newspapers, political documents, census records, oral histories, legal records, and photographs, etc.) that provide a window on the nature and meaning of experiences of individual men, women, and children whose lives intersected with these developments. The course will introduce students to classic works on the history of modern Britain as well as recent histories and new objects of historical study. This term we will focus especially on the role of film, for example, asking how films represent the past and how they themselves are products of particular historical moments. The course is especially appropriate for prospective history majors, though all students interested in studying British history and its contemporary international legacies are welcome.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

SPRING 2013 INSTRUCTOR: TUCKER, JENNIFER SECT: 01

#### HIST270 Prisons, Sports, and Ghettos: The Black Urban Experience of the 20th Century

IDENTICAL WITH: AFAM304

#### HIST271 Japan and the Atomic Bomb in Historical Perspective

The dropping of the atomic bombs on Hiroshima and Nagasaki in August 1945 was a pivotal moment in the 20th century. This course examines how Japanese history and the history of science and technology came to intersect at this time. It begins by examining the emergence of Japanese imperialism in the 19th century and how that led to Japan's war with the United States. Separately, it also examines the development of nuclear physics and the technology that created the bombs. It then looks at the political and cultural dimensions of these bombings, raising the question to what degree the bombs led to Japan's surrender and the impact the bombs had on both the Japanese and American peoples.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [EAST270 OR SIS271] PREREQ: NONE

#### HIST272 The Long Civil Rights Movement in 20th-Century America

IDENTICAL WITH: AFAM215

#### HIST273 Time Is Money: Capitalism and Temporality

IDENTICAL WITH: CHUM322

#### HIST275 Histories of Race: Rethinking the Human in an Era of Enlightenment

IDENTICAL WITH: FRST275

#### HIST276 Constructing Hinduism and Islam

IDENTICAL WITH: RELI297

#### HIST277 Duty, Power, Pleasure, Release: Key Themes in Classical Indian Thought

IDENTICAL WITH: ARHA291



**HIST280 The Industrial Revolution in Global Context: Economic History Since 1800**

With the development of mechanized industry in the late 18th century, a productivity revolution was unleashed that would soon spread from Britain to continental Europe, North America, and Japan. By the early 21st century, three successive industrial revolutions had profoundly transformed these societies as well as the rapidly developing economies of East and South Asia. This lecture/discussion course analyzes the historical forces driving this process. It begins by studying the transformation of Europe's overwhelmingly rural and agricultural economy into a predominantly urban and industrial one, looking closely at entrepreneurs, technology, and changing trading patterns during various phases of this process. Focus will be on Britain, Germany, the United States, and Japan, considering not only industrial development but also its broader implications, including colonial empire, great power rivalry, protectionism, economic depressions, and warfare, to highlight the complex relationship between economic and political power. The course will also analyze how industrial capitalism survived the disasters of the 20th century to drive a process of regional and global economic integration in the late 20th century. It will conclude by considering the opportunities and challenges posed to the mature industrial economies by the newly emerging industrial powers China and India.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**HIST282 Medicine and Health in Antiquity**

IDENTICAL WITH: CCV225

**HIST285 India and the West: South Asia's World History**

This course will trace the history of India's long engagement with Europe and the Americas and will draw on a rich and diverse—and global—literary outpouring across centuries, as well as popular and parallel (or “art”) cinematic representation from the past six decades created in both South Asia and the West. Contemporary literary accounts, including much period fiction, will be paired with scholarly investigations of the social, military, economic, political, and religious themes that marked the five centuries of India's world history.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**HIST287 Modern Southeast Asia**

Southeast Asia is one of the most populous, culturally diverse, and problematic “regions” of the world. It embraces the nation-states of Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar (Burma), the Philippines, Singapore, Thailand, Timor Leste, and Vietnam. Southeast Asia has been the destination of imperialists, tourists, and migrants, a battlefield during the Cold War, and a frontline in the war against terror. It has always been home to dynamic groups of people who seek to build strong, independent, and culturally distinctive societies in the modern world. This course is an introduction to the history of Southeast Asia in the 19th and 20th centuries. We will examine political, social, cultural, and economic transformations, with particular attention to the effects of modernization, decolonization, and globalization. Topics of special interest will include the nature and legacies of imperialism in the region, the formation of nations and states, religious belief and political action, the role of Chinese settlers, gender and identity, the nature of the “region” as such and its relations to the rest of the world. We will study the modern history of Southeast Asia through scholarly writings, literature, and films.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [ANTH271 OR EAST284] PREREQ: NONE FALL 2012 INSTRUCTOR: DAY, TONY SECT: 01

**HIST288 Feminism After 1968: France, the United States, and in Between**

Feminisms are usually taught in discrete national contexts when, in fact, the intellectual trajectory of feminism has been international. This course aims to demonstrate the mutual influence and different perspectives generated among Anglophone and Francophone feminist intellectuals and activists after the events of 1968. We will focus on some of feminism's central questions—sexuality, violence, race, and postcoloniality—with an eye to intersectional, as well as divergent, articulations within each tradition.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [FGS5288 OR COL289] PREREQ: NONE

**HIST290 Roman Law**

IDENTICAL WITH: CCIV221

**HIST292 Native Americans as Slaves and Slaveholders**

IDENTICAL WITH: AMST315

**HIST294 Political Fiction**

Attitudes toward politics, economics, society, and history will be examined from works of fiction that directly criticize an existing society or that present an alternative, sometimes fantastic, reality. This will be a lecture/discussion class.

Section 1 of this class is designed for service learning. Students in Section 1 will go to a local senior center to discuss the readings with older people there. Sections 1 and 2 will have different weekly writing assignments, but otherwise, both sections will have the same class requirements.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE FALL 2012 INSTRUCTOR: MILLER, CECILIA SECT: 01-02

**HIST295 History, Memory, and Tradition in Global Contemporary Art**

IDENTICAL WITH: ARHA354

**HIST296 Colonial Latin America**

This lecture course begins with the history of three major indigenous societies—the Maya, the Aztecs, the Incas—and continues through the formation of the Spanish and Portuguese empires. Topics include the initial contact in and conquest of the Caribbean, Meso-America, and the Andes; the imposition of imperial rule and the survival of precontact cultures; the transformation of production; the impact of and resistance to slavery; the structure of colonial communities; the role of gender, religion, ethnicity, and race in the creation of colonial identities; and the independence movements and the end of formal colonial rule. The required readings introduce students to major theoretical approaches to the history of the region; primary documents, maps, drawings, and other texts will be discussed in class.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: LAST296 PREREQ: NONE

FALL 2012 INSTRUCTOR: WIGHTMAN, ANN M. SECT: 01

**HIST297 Death and the Limits of Representation**

IDENTICAL WITH: COL232

**HIST299 Portuguese Expansion to Africa and the Atlantic World, 1440–1640**

IDENTICAL WITH: AFAM210

**HIST301 Jews Under Christianity and Islam: Borders, Boundaries, and Coexistence**

This course will focus on the relationship between legal, religious, and real-life interaction among different religious groups. We will explore how mutual attitudes of Jews, Christians, and Muslims have been shaped throughout centuries, from the rise of these religious groups through the premodern period. We will examine how each religious tradition constructed the “other” and sought to create boundaries to prevent intermixing and religious corruption while at the same time dealing with real-life issues of daily contact. We will try to find answers to the following questions: What was the Jews' attitude toward non-Jews? How did Jews fare in Christian and Muslim traditions? We will also discuss the relationship between religious ideals present in sacred texts and prescriptive literature of each tradition and historical reality of everyday life: Were all the laws applied to daily intercourse? Students will be exposed to a wide range of primary sources. Secondary sources will be used to illustrate current scholarly debates on the topics relevant to the course. We will read considerable sections of the Hebrew Bible, New Testament, the *Qur'an*, the Talmud, the Church fathers, and later works, including rabbinic responsa, polemical works, and legal documents.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [RELI290 OR MDST301] PREREQ: NONE

**HIST304 Disease and Epidemics in Historical Perspective**

This seminar examines how concepts of diseases have changed over time in both the West and in some non-Western cultures and how several diseases in particular have reached epidemic proportions from ancient times to the present. These diseases will tentatively include smallpox, plague, cholera, tuberculosis, syphilis, and AIDS, among others. It will provide students with the conceptual tools necessary for the study of diseases and epidemics in history, drawing from modern medical science and epidemiology, as well as from a broad range of historical sources.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: SISP304 PREREQ: NONE

**HIST306 Freedom and Slavery in Early America**

This course explores major themes in early American history through the lens of freedom and slavery (and the many shades in between). Topics include Native American slavery, enslaved Africans and Atlantic Creoles, the development of gender and racial hierarchies, popular protest, and the radicalism of the American Revolution. Course work and discussion will focus on the interpretation of primary source material (diaries, manifestos, petitions, paintings, newspaper articles, advertisements) and the frameworks offered by various historians.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST310 PREREQ: NONE

**HIST307 The Economy of Nature and Nations**

On many of the key environmental problems of the 21st century, from climate change to biodiversity conservation, the perspectives of ecology and economics often seem poles apart. Ecology is typically associated with a skeptical stance toward economic growth and human intervention in the environment, while economics focuses on understanding (and often, celebrating) human activities of production, consumption, and growth. At the same time, ecology and economics share a common etymology: both words spring from the Greek *oikos*, or household. They also share much common history. This course thus explores the parallel histories of economics and ecology from the 18th century to the present, focusing on changing conceptions of the *oikos* over this period, from cameralism's vision of the household as a princely estate or kingdom, continuing through the emergence of ideas about national or imperial economic development, and culminating in the dominant 20th-century recasting of economics as being centrally concerned with prob-

lems of resource allocation. Simultaneously, it explores connections between changes in economics and the emergence of ecological science over this period, from enlightenment natural history and early musings on the “economy of nature,” to the design of markets for carbon credits today.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: SISP307 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: ERICKSON, PAUL HILDING SECT: 01

#### **HIST308 The Jewish Experience in China: From Kaifeng in the Song Dynasty to Shanghai During the Holocaust**

A historical and analytical overview of the Jewish presence in China from the silk road trade through the Holocaust, as well as the rebirth of Jewish identity among the Chinese Jews in Kaifeng today. Students will be encouraged to do comparative readings on Jewish survival and assimilation in different cultural contexts ranging from India to Europe.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: EAST308 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: SCHWARZ, VERA SECT: 01

#### **HIST309 Black Political Thought**

This course examines the emergence and development of various strains of black political thought in 20th-century America. Within this seminar, we will explore the roots, ideologies, and constructions of various forms of black political thought and action in relation to notions of black freedom and citizenship. Students will cover topics such as black nationalism, pan-Africanism, black radicalism, black conservatism, black liberalism, black feminism, black theology, critical race theory, and legal studies.

How and why did these various ideologies and ideas emerge? What did it mean to engage in black protest thought in the post-Reconstruction era? How has black political ideology shifted, transformed, clashed, competed, and evolved over the course of American social and political history? What is the significance and influence of 20th-century black political thought to modern African American and United States history?

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: JAFAM309 OR AMST309 PREREQ: NONE

#### **HIST311 Ethnicity, Religion, and Class in the Middle East and the Balkans**

The dissolution of empires, Ottoman and Soviet, produced dramatic changes in the economic and social structure of the Middle East and the Balkans, leading to the emergence of new, competing social identities. This course will examine issues of nationalism versus religious identities, class struggle versus anti-Western struggle, and the changing role of the minorities, both religious and ethnic, in the larger society in the 19th- and 20th-century Middle East and Balkans.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: RELI311 PREREQ: HIST234 OR HIST228  
 SPRING 2013 INSTRUCTOR: MASTERS, BRUCE A. SECT: 01

#### **HIST313 Performing Jewish Studies: History, Methods, and Models**

IDENTICAL WITH: RELI396

#### **HIST315 Tracing Transcendence: Emmanuel Levinas’s Talmudic Lectures**

This advanced seminar will focus on the intellectual history of Levinas’s Talmudic Lectures in Paris from roughly 1960 to 1990.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL315 OR RELI308 PREREQ: NONE

#### **HIST316 Advanced Seminar in African History**

This advanced seminar considers controversial issues in the history of Africa. The syllabus for the first half of the course will be set by the instructor after determining prospective students’ interests during the preregistration period. The readings in the second half will be set by the students in consultation with the professor. Topics might include Bantu speakers’ expansion into southern Africa, the assessment of oral traditions, the material basis of African empires, alleged African origins of the slave trade, the origins of independent African churches, the experiences of women under colonialism, the roots of African poverty, Africans and their ecology, the demographic history of Africa, and the intellectual construction of Africa and of African culture.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **HIST318 Postmodern Theory with a Historical Intent**

This seminar will examine the possibility of employing recent advances in postmodern philosophy in the service of rigorous historical investigation. Can postmodern theory be used historically, or are these two terms antithetical? We will explore the origins of postmodernism and its various incarnations (in poststructuralism, postcolonialism, gender studies, and feminist theory) and then look to apply these methodologies in specific historical case studies.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL218 PREREQ: NONE

#### **HIST319 Crisis, Creativity, and Modernity in the Weimar Republic, 1918–1933**

Born in defeat and national bankruptcy, beset by disastrous inflation, unemployment, and frequent changes of government, and nearly toppled by coup attempts, the Weimar Republic (1918–1933) produced some of the most influential and enduring examples of modernism. Whether in music, theater, film, painting, photography, design, or architecture, the Weimar years marked an extraordinary explosion of artistic creativity. New approaches were likewise taken in the humanities, social sciences, psychology, medicine, science,

and technology, and new ideas about sexuality, the body, and the role of women were introduced. Nevertheless, Weimar modernism was controversial and generated a backlash that caused forces on the political right to mobilize to ultimately bring down the republic. This advanced seminar explores these developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: GRIMMER-SOLEM, ERIK SECT: 01

#### **HIST320 Power and Resistance in Latin America**

IDENTICAL WITH: LAST300

#### **HIST322 Reason Against Itself**

Medieval thought and invention, encapsulated in writing, reading, and material creation, stand at the beginning of most European developments. This course will expose students both to the variety and intensity of medieval thinking and the institutions of education and technology that the Middle Ages initiated and sustained. Among the topics to be discussed are the nature of medieval memory and literacy, the medieval university, and schools, but the focus will generally be on key texts and their contexts, preeminently their authors. Thus we shall read Augustine, Abelard, Anselm and Aquinas, Hildegard, Catherine of Siena, and Christine de Pisan. Stress will be given to the social and power aspects of intellectual life.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **HIST323 Religion and History**

Religion and history share a great deal. Both seek to make human actions and events over time comprehensible. Both attempt to construct total cosmologies that connect past, present, and future; the profane and the sacred; the immanent and the transcendent. And both use narrative strategies to build arguments about the meaning of historical change. One of the most dominant narratives of modernity has been the narrative of secularization—the conviction that as the world became modern, religion would die out as a force of public, and perhaps even private, life. The contemporary return of religion as a global force has brought into question many of the foundational assumptions of modernity—namely, that modernization and secularization are twin processes that rationalize and disenchant the world and create the modern (secular) subject. This course will examine scholarship in the social sciences in general, and history in particular, with the goal of deepening students’ appreciation of the difficulties of studying religion in a scholarly way. We will analyze the assumptions that guided the secularization narrative and examine how the relationship between the religious and the secular has shaped the history of modernity. Readings will range in topics and approaches but will all engage the question of what history can bring to our understanding of religion.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: RELI298 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: SMOLKIN-ROTHROCK, VICTORIA SECT: 01

#### **HIST324 The Problem of Truth in Modern China**

This seminar challenges students to wrestle with the old but ever-urgent problem of truth. In the past few decades, historians as well as the public at large moved away from a focused concern with this issue, assuming that varieties of discourse account for varying versions of reality. Now, in the wake of the momentous traumas and deceits of the 20th century, it may be possible to return to the question of truth with a new sense of urgency and clarity. Chinese culture and historians are part of this worldwide current of concern with veracity. The seminar will use voices from the Chinese past to sharpen and contextualize the question we ask about the role of truth seeking and the craft of history. Zhu Guanqian (1897–1987), for example, was a philosopher and survivor of the Cultural Revolution who wrote passionately about the importance of historical truth: Water flows and history moves on. History brings the present into the past. The past is never fully gone; just like fruits that grow from seed, the future is embedded in previous times. The present moment is significant because it includes both past and future. Confucius said that he did not regret dying in the evening, provided he had come to know the truth in the morning. The most important thing is to know the truth.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: EAST324 PREREQ: NONE

#### **HIST328 The Immigrant City in the United States, 1880–1924**

The formation, in the wake of massive immigration, of ethnic cultural enclaves in U.S. cities played a decisive role in shaping both literal and figurative cityscapes in the years that American culture made the transition to modernity. This seminar examines both the adaptation of immigrant cultures to the urban context and the collision of these cultures with the dominant WASP ideology shared by reformers, politicians, literati, and nativists alike. Particular attention will be paid to the ways ethnic and religious differences modulated

class and gender systems. Paintings, photographs, architecture, and film will supplement written sources.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AMST328 OR FGSS328] PREREQ: NONE

### HIST329 Talking About the Other: Jewish-Christian-Muslim Religious Polemic

Relations among Jews, Christians, and Muslims have been seen historically as adversarial, with mutual attitudes of animosity shaped by religious beliefs and polemic. This course will examine closely how Jews, Christians, and Muslims talked about each other in their religious and polemical works. Though these works are evidence of conflict, a close reading of these works will reveal a level of knowledge and understanding of the culture and beliefs of the other.

We will read works written by Jews, Christians, and Muslims, looking at their foundational texts, as well as explicit works of polemic. But the course will also examine other ways in which religious groups mark boundaries and engage in a dialogue: rituals, poetry, and art.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: RELI266 PREREQ: NONE

### HIST332 Atlantic Africa

This seminar examines Africa and Africans as active participants of the history of the modern Atlantic world, encompassing Africa, the Americas, and Europe. Africans shaped modern history not only as slaves, but as traders, revolutionaries, missionaries, and intellectuals. After looking at scholarly definitions of the Atlantic world, we will examine several case studies including revolutionary Haiti; late-18th-century London; 19th-century South Africa and the U.S. South; 19th- and 20th-century Brazil and West Africa; and interwar Paris. Many of our examples involve movement around an Atlantic world and different source materials, sometimes in the words of Africans and people of African descent themselves. How are African women and men and their descendants represented in histories that incorporate multiple locations and nations? How do they identify themselves, and how do their identities shift over time?

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

### HIST333 Modernity and the Work of History

This course examines the origins and implications of historicism, the modern practice of the writing of history as that of recounting the actual past. We shall begin with an investigation of the late-Renaissance lay humanist revolution that made historical thinking possible with a shift from a purely theocentric interpretation of the social reality (where being was supernatural and timeless) to a secular (being within time) understanding of reality (if only partial). Related to this new narrative of history would be a representation of European society existing in a direct line of descent from Troy, what Richard Waswo has argued constitutes the “founding myth of Western civilization.” The course will examine the transformations of the Enlightenment in which our modern understanding of history would be born, central to which would be the concept of objectivity as its *raison d'être*. We shall also examine the transference of historicism to the U.S. context in the 19th century, which remained an indispensable element in the nation-building process. Moreover, in this respect, the role of the ideology of race will also be investigated to further elucidate the intellectual foundations of the historical enterprise.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: AFAM333 PREREQ: NONE

### HIST335 United States Political History Since 1945: Citizens, Institutions, and the State

The postwar era in the United States introduced a period of significant challenge and change throughout the nation. This course will introduce students to some of these major events, charting transformations, themes, and issues in American political history since 1945. Over the course of the semester, we will explore a wide range of primary and secondary source materials while covering topics such as the Cold War, domestic disorder, the Great Society, the Civil Rights Movement, American liberalism and conservatism, Vietnam, the imperial presidency, the Reagan Revolution, and the War on Terror.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST335 PREREQ: NONE

### HIST336 Science and the State

Over the past two centuries, states have been among the most prodigious producers and consumers of scientific information. Broad areas of scientific inquiry such as demography, economics, geography, and ecology substantially developed in response to the need of states to manage their populations, their economies, and their natural resources. State-directed scientific and technological innovation has also played a critical role in the pursuit of national security and infrastructural development, most notably through the development of nuclear weapons, missiles, and an array of military technologies. Finally, states have turned to scientific experts to enhance the credibility and legitimacy of policy decisions. This course introduces students to literature in the history of science that explores the connections between systems of knowledge and state power. Themes developed include the tensions among expertise and democracy, secrecy, and scientific openness; the relationship between political culture

and scientific and technological development; and the role of quantification, standardization, and classification in producing political order.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [SISP336 OR AMST347] PREREQ: NONE FALL 2012 INSTRUCTOR: ERICKSON, PAUL HILDING SEC: 01

### HIST337 Mystical Traditions in Islam

Muslim scholars in the 20th century often condemn the mystical traditions of Sufism as being un-Islamic. But for almost a thousand years, mysticism provided an alternative voice to Muslim believers. This course will explore the origins and development of Sufism and its extraordinary impact on the cultural life of Muslims in art, music, poetry, and philosophy.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: RELI355 PREREQ: NONE

### HIST342 The Rise of the Conservative Movement in the United States Since 1950

“So inevitable, yet so unexpected,” Alexis de Tocqueville declared, referring to the French Revolution of 1789. The same is true of the conservative movement that developed in the United States, driving the second half of the 20th century, a powerful movement with worldwide significance that caught the shrewdest intellectuals by surprise. What is the nature of modern American conservatism? How and why did it emerge? How do latter-20th-century American conservatives compare to modern American liberals and to political conservatives in Europe? How has conservatism evolved over time? What are its social bases? What is its historical significance? These are among the questions considered in this seminar. Reading will be substantial.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE FALL 2012 INSTRUCTOR: SCHATZ, RONALD W. SEC: 01

### HIST343 Law and Culture: The Elgin Marbles to Napster

This seminar introduces students to some of the rapidly evolving legal debates about art and cultural property—display, repatriation, theft, wartime destruction—as well as intellectual property: copyright, the Internet, and so on. How have museums, Interpol, and UNESCO navigated the murky (and often dangerous) waters of art and cultural property law? How have legal scholars, publishers, newspapers, authors, and media empires such as Google struggled to define the terms by which “information” reaches audiences? Readings will include case studies, legal theory, and a wide range of polemical treatises.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

### HIST347 The Social Question and the Rise of the Welfare State in Germany, 1780–1914

Germany was one of the first countries to define a “social question” and develop a modern welfare state. While German welfare provisions later became models for similar programs in most industrial countries, many enduring attributes of the welfare state owe much to the peculiar German context out of which it arose and the unlikely set of forces that helped to shape it. This advanced seminar explores this history by analyzing the development of the German social question, social research, and social policy from the late 18th century until the First World War. Drawing on a wealth of primary and secondary sources, the course begins by investigating the poor relief and agricultural reform policies of the Old Regime, the Stein-Hardenberg reforms in Prussia, and the problem of pauperism before and during the 1848 Revolution. Most of the seminar analyzes the transformation of the social question between 1850 and 1900 through rapid agricultural change, industrial growth, urbanization, and the rise of Social Democracy, exploring the impact of these processes on workers, the middle classes, public opinion, political parties, academics, and government officials. We will focus especially on the passage of Bismarck’s social insurance legislation in the 1880s, allowing a critical assessment of the conditions, opinions, and interests that enabled the creation of the first welfare state. Finally, we will assess the social question and welfare state as they are relevant to evaluating Germany’s “special path” of historical development in the 20th century by drawing the German welfare state into comparative perspective.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

### HIST349 Intimate Histories: Topics in the History of Sex, Gender, and the Body

This upper-level seminar addresses the history of the body, as well as the regimes of power and normality that produce ideas of health, sexuality, and gender in time and space. It is intended to support students who wish to do interdisciplinary or historical research and writing in queer, trans, feminist, disability, and/or sexuality studies. Themes we will address include the role of formal and popular science in producing new identities, the political uses of gender and sexuality, methods of assigning gender and ability, the transformative power of pain, and the role of stigma in articulating similar bodies differently.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AMST345 OR FGSS349] PREREQ: NONE

### HIST350 Modern Social Thought

This course is a study of the major European thinkers of the 19th and 20th centuries who made attempts to apply their theories as systematic forms to-

ward explaining and understanding the historical process and the interrelationship of individuals, theorists, and literary figures of the period.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

### HIST351 Topics in the Philosophy of History

This research seminar will examine topics at the intersection of intellectual history and the theory of history. Areas of inquiry to include history and memory; trauma and history; psychoanalysis and critical theory; postmodern critique of history; photography, film, and historical representation.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [PHIL352 OR COL351] PREREQ: NONE

### HIST354 Augustine's *Confessions*

This course will focus on Augustine's *Confessions*, which is not only one of the first autobiographies, it is also a strong religious statement, as well as a major philosophical work. This course will complement the other offerings in intellectual history by giving students a chance to work in great detail on one of the masterpieces of European thought before the Renaissance. This rigorous study of Augustine's *Confessions* will give students many insights—to give one example, an understanding of how academic work has evolved over the centuries.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

### HIST356 From Chinese Chan to Japanese Zen: Dōgen and Buddhism's Place in the World

Dōgen (1200–1253), the founder of the Japanese Sōtō sect of Zen Buddhism, has been recognized not only as a key figure in Japanese Zen, but as one of the greatest thinkers of all time. His ideas continue to influence the practice of Zen Buddhism for monastic and lay practitioners alike. This course will give students a brief background in Buddhism and then examine the evolution of Chan Buddhism in China and how Dōgen changed it to become Japanese Zen. Through a number of secondary and primary sources, we will pay particular attention to the lines between monastic and lay practitioners and to issues of domesticity for both. We also will examine the religious and philosophical implications of his ideas in these respects.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [EAST356 OR REL356] PREREQ: NONE

### HIST357 Toward an Archaeology of the U.S. Prison System

IDENTICAL WITH: AFAM349

### HIST362 Issues in Contemporary Historiography

This course is designed to introduce history majors to a range of problems, debates, and critical practices in the discipline of history. Part I will explore varieties of evidence and problems of interpretation; Part II will provide a close examination of a historical problem using primary sources; and Part III will consider methods of and models in the construction of historical explanation.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

FALL 2012 INSTRUCTOR: TUCKER, JENNIFER SECT: 01

INSTRUCTOR: HOLMES, OLIVER W. SECT: 02

INSTRUCTOR: CASTRO-IBASETA, JAVIER SECT: 03

### HIST369 Writing About War

This course offers students the chance to read—and think—about war in various and often opposing ways, from the medical to the philosophical, the literary to the historical. Some of what we'll be reading makes for very tough reading. At times, no doubt, the questions we ask of certain books will seem outrageous, irrelevant, disrespectful. Still, we should be prepared to ask some of those “big” questions, if only to keep us from succumbing totally to outrage and horror: How do people understand and write about war? Do women, men, and children share identical experiences, or has war affected each differently over time? What, if anything, do all wars share in common? What, if anything, do the “prosecutors” of war share with war's “victims”? Is there a difference between prosecutors and victims, combatants and noncombatants? Can you study early modern wars, such as the American Revolution, in the same way that you might study, say, World War I or Vietnam? In ranging widely across time and somewhat widely across space, the course readings should provoke at least as many questions as they do answers. Such a scatter-shot approach may seem unorthodox at best, perhaps moronic at worst. But there's a point. Too often scholars isolate themselves from one another; they divide themselves into specialties (and subspecialties within subspecialties). And when they do, they become purveyors of a dangerous assumption: that nothing is consistent across time and space. We want to wrestle with that assumption and to grapple with how war transforms lives. Above all, we want to deepen our sense of human frailty and to expand our empathic powers, even as we train a discerning eye on the very sources that provoke in us the most distressing emotions.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

### HIST370 Marine/Maritime World History

IDENTICAL WITH: ENV370

### HIST371 Fascism

This course is a comparative analysis of European fascist movements and ideologies in the first half of the 20th century, with specific attention to Italy,

Germany, Spain, and France. Materials for the seminar will include documentary sources, including films, interpretive studies, and biographies.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

### HIST372 Women and Gender in Renaissance Italy

This course examines Renaissance notions of woman in the context of new ideas about Renaissance man and gender relations in Renaissance Italy. On the basis of works written by modern historians as well as reading primary sources, students will explore such issues as whether women had a Renaissance; how women, men, and gender relations were affected by new theories and practices of marriage, by new conceptions of science and sexuality, by the development of premodern capitalism, and by the emergence of new forms of learning and artistic expression.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FG5372 PREREQ: NONE

### HIST376 The Holocaust

Is it possible to make sense of the horror that was the Holocaust? Can this history ever be normalized or analyzed impartially, and, if so, is such objectivity desirable, given the poignant moral claims of this history and its enmeshment with politics? This advanced seminar explores these and other questions in the ongoing challenge of coming to terms with National Socialism and the Holocaust. The course is intended for history majors and advanced students in related fields who already possess a good working knowledge of German, Jewish, and/or European history. Rather than treating the Holocaust in isolation, this course will situate it within the history of Nazi Germany by making use of the latest interpretive tools and methods and an extensive collection of primary sources from this field to explore the unique set of problems Holocaust history poses and the means that historians have developed to address them. Most of the course will be devoted to the development of a research project that will culminate in a substantial research paper of 15-20 pages. The aims of the seminar are to impart a good grasp of the main outlines of the Holocaust, develop and refine the skills of historical research, and cultivate a critical awareness of the possibilities and limits of history as a tool of analysis.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: HIST203

### HIST377 Comparative French Revolutions

This course makes a systematic, comparative analysis of the causes, patterns, and consequences of revolutionary activities in France, examining the revolutions of 1789, 1830, 1848, and 1870. The course will emphasize revolutionary movement organizations, political and social goals, ideology, and industrialization.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FRST297 PREREQ: NONE

### HIST378 Science and Technology Policy

Science and technology intersect with myriad areas of policy and politics. Recall the regulatory failures behind patient deaths from Vioxx; the emergence of funding for embryonic stem cell research as a major political issue; high-profile instances of scientific fraud; the debate over the reality and extent of climate change; and the widespread public perception of eroding American research and development competitiveness in a globalizing world. Discussion of these issues often revolves around a common set of questions about the relationship between science and policy. Is scientific and technological development a force beyond human control, or can it be governed? Is more and better science necessary for better public decision making? Can only scientists judge the value of scientific research programs or the validity of scientific results? Is the furtherance of scientific understanding always socially benign, and who decides? This course examines such questions by surveying the variety of interactions among science, technology, and policy, focusing primarily on the American context, but also including comparative perspectives. The approach is multidisciplinary, drawing upon literature in a wide range including history, law, and science and technology studies. A background in science is not required.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [SISP378 OR AMST370] PREREQ: NONE

### HIST380 Making History: Practices and Theory

This research seminar will examine historiography as a practice, an art, and, finally, as an object of theoretical reflection. It hopes to reveal history writing's own history to reveal the values, moral aesthetic, and politics that have dominated the desire of people around the world to commemorate events, repeat them, and consciously build the present out of renewed confrontation with or celebration of their pasts. It will consider the relationship of social status and virtues. It will analyze the power of history to articulate political and moral options. Throughout the course we will focus on the rhetorical means by which historians present their views, the philosophical premises that undergird them, and the passions and interests that might have motivated

them. This will require due attention to both the context and the text's production and to reading, and to the text's words themselves.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **HIST381 Japan and the Atomic Bomb**

The atomic bombings of Hiroshima and Nagasaki in 1945 are central to the history of the 20th century. This course examines the scientific, cultural, and political origins of the bombs; their use in the context of aerial bombings and related issues in military history; the decisions to use them; the human cost to those on whom they were dropped; and their place in history, culture, and identity politics to the present. Sources will include works on the history of science; military, political, and cultural history; literary and other artistic interpretations; and a large number of primary source documents, mostly regarding U.S. policy questions. This is an extremely demanding course.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [SISP381 OR EAST384] PREREQ: NONE

#### **HIST382 The Treason of the Intellectuals: Power, Ethics, and Cultural Production**

In his 1928 essay Julien Benda railed against the "treason" of the European intellectual establishment who abandoned disinterested intellectual activity in favor of political and nationalist engagement. In this course we will explore the relation of intellectuals to politics and the ethical ramifications thereof. Beginning with the Dreyfus Affair, the course will emphasize political involvement in France and Germany and focus on the relationship between political action and intellectual and cultural production. Figures to be considered are Emile Zola, Julian Benda, Maurice Blanchot, Robert Brasillach, Albert Camus, Jean-Paul Sartre, Simone de Beauvoir, Maurice Merleau-Ponty, and Raymond Aron.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: COL291 PREREQ: NONE

#### **HIST383 French Existentialism and Marxism**

This course is a study of French thinkers of the 20th century who challenged and reevaluated the principles upon which Western society was based, with an emphasis on the problems and theories concerning the standards of moral action, the nature of political knowledge, ethical relativity, free will, and determination.

GRADING: A-F CREDIT: 1 PREREQ: NONE

FALL 2012 INSTRUCTOR: HOLMES, OLIVER W. SECT: 01

#### **HIST385 Romanticism and Political Fiction**

To assess the problems and concepts that taken together are considered to demarcate Romanticism, this seminar will focus on a small number of novels from before, during, and after the traditional Romantic period. This course will test the premise that the theory of this time often lagged behind the literature in terms of the development of abstract political and economic ideas. In addition, the particular texts for consideration in this class, from six countries and five languages, offer intriguing test cases of the frustrations and rewards of studying texts and translations.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **HIST389 Models of Imperialism and Globalization**

This course investigates the ways in which scholars have attempted to construct thematic understandings of world history, with particular emphasis on accounts of Western imperialism and Western domination of the non-West. The course will focus first on Marxist writers and their critics but will move on to consider views of neoconservatives, liberals, world historians, postmodernists, postcolonialists, and globalization theorists.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **HIST391 The Spanish Empire in the Early Global Age: 15th–17th Centuries**

IDENTICAL WITH: COL391

#### **HIST393 *Materia Medica*: Drugs and Medicines in America**

This course investigates the identification, preparation, and application of drugs and medicines in the United States, emphasizing the period before the 20th-century institutionalization of corporate research and development. Topics include colonial bioprospecting for medicinal plants, the development of the international drug trade, and the formation of national pharmaceutical markets. Participants will explore the production of medical knowledge through local practice, public and private institutions, trade and commerce, and regulation.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AMST393 OR SISP393] PREREQ: NONE

#### **HIST396 Mapping Metropolis: The Urban Novel as Artifact**

IDENTICAL WITH: AMST386

#### **HIST401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

#### **HIST409/410 Senior Thesis Tutorial**

GRADING: OPT

#### **HIST411/412 Group Tutorial, Undergraduate**

GRADING: OPT

#### **HIST465/466 Education in the Field, Undergraduate**

GRADING: OPT

#### **HIST467/468 Independent Study, Undergraduate**

GRADING: OPT

# Latin American Studies Program

**PROFESSORS:** James McGuire, *Government*; Ann M. Wightman, *History*

**ASSOCIATE PROFESSORS:** Robert Conn, *Romance Languages and Literatures*; Fernando Degiovanni, *Romance Languages and Literatures*; *Chair*

**ASSISTANT PROFESSORS:** Melanie Khamis, *Economics*; Maria Ospina, *Romance Languages and Literatures*

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Fernando Degiovanni; Robert Conn

Latin American studies (**LAST**) is an interdisciplinary program designed to provide an integrated view of Mesoamerica, South America, and the Caribbean. This interdisciplinary approach is complemented by concentration in a specific department. A student who completes the program will receive a degree in Latin American studies with concentration in a particular department. A double major in the department of concentration is an option for Latin American studies majors.

**Major program.** Twelve semester courses are required to complete the **LAST** major, (1) six in **LAST** and at least six in a department of concentration; or (2) seven in **LAST** and five in a department concentration. The five or six courses in the concentration need not be cross-listed with **LAST**. Acceptable departments of concentration are those with an affiliated **LAST** faculty member, currently economics, earth and environmental sciences, government, history, music, religion, sociology, Spanish, and theater. With the approval of the chair, students may concentrate in other departments that have faculty members with substantial knowledge of and interest in Latin America and/or the Caribbean. **LAST** majors may not concentrate in another program (e.g., **AMST**) or in a college (e.g., **CSS**).

**Mandatory LAST courses at Wesleyan.** Of the twelve courses required to complete the **LAST** major, at least eight must be taken at Wesleyan. On petition to the chair, an exception may be made for (1) students who transferred to Wesleyan and who seek **LAST** major credit for courses taken at their previous institution(s), or (2) students participating in the Twelve-College Exchange Program who seek **LAST** major credit for courses taken at one of the other participating colleges.

Of the 12 courses required to complete the **LAST** major, three are mandatory: **LAST200** (Colonialism and Its Consequences in the Americas), **LAST226** (Spanish American Literature and Civilization), and **LAST245** (Survey of Latin American History). Each of these mandatory courses must be taken at Wesleyan.

One additional **LAST**-cross-listed social science course is also mandatory. It, too, must be taken at Wesleyan.

**Additional requirements for the major.** Majors must also complete the **LAST** research requirement by writing a paper at least 20 pages in length that is centrally concerned with Latin America, that is on a topic of the major's own choosing, and that receives a grade of B- or better. For additional details concerning the research requirements, see the departmental web site ([wesleyan.edu/last](http://wesleyan.edu/last)). Departmental honors are awarded to majors who complete a senior thesis of exceptional quality and who have a distinguish record of course work in the program. For additional details concerning the honors program, see the departmental web site.

**LAST majors must also complete Stage II of the General Education Expectations.**

To graduate as a **LAST** major, students must maintain an average of B- or better in all courses taken at Wesleyan that are cross-listed in the **LAST** major, whether or not the student elects to place these courses on the senior concentration form.

**Non-LAST courses at Wesleyan that may count toward the LAST major.** In exceptional circumstances, Wesleyan courses that have significant Latin American content but are not cross-listed with **LAST** may count toward the major. Students must petition the **LAST** chair to obtain **LAST** major credit for such courses.

**Courses at Wesleyan that may NOT count toward the LAST major.**

- No Spanish language courses may count toward the **LAST** major—only Spanish literature courses. **SPAN221** counts. No 100-level Spanish courses will be accepted for credit toward the **LAST** major.
- No more than one music course involving primarily or exclusively performance may count toward the **LAST** major.
- No student forum courses may count toward the **LAST** major. Also, **LAST** does not sponsor student forum courses.
- No more than one introductory (100-level) course in a student's department of concentration may count toward the **LAST** major.
- No more than one thesis tutorial credit may count toward the **LAST** major.

**Courses taken at other institutions in the United States.** No course taken at another institution in United States may count toward the **LAST** major, whether taken during the summer or during the academic year. On petition to the chair, an exception may be made (1) for students who transferred to Wesleyan and who seek **LAST** major credit for courses taken at their previous institution(s), or (2) for students participating in the Twelve-College Exchange Program who seek **LAST** major credit for courses taken at one of the other participating colleges.

## **LAST188 Sophomore Seminar: Subject Peoples**

IDENTICAL WITH: HIST188

## **LAST200 Colonialism and Its Consequences in the Americas**

IDENTICAL WITH: AMST200

## **LAST219 Latin American Economic Development**

IDENTICAL WITH: ECON261

## **LAST220 20th-Century Franco-Caribbean Literature and the Search for Identity**

IDENTICAL WITH: FREN225

## **LAST226 Spanish American Literature and Civilization**

IDENTICAL WITH: SPAN226

## **LAST232 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America**

IDENTICAL WITH: SPAN232

## **LAST243 History of Modern Mexico**

This survey of modern Mexican history (1810–2010) employs as its unifying theme Mexico's bicentennial celebrations of the Wars of Independence (1810) and the Mexican Revolution (1910). Focusing on the history, memory, myth, and popular celebration of these upheavals and their major protagonists from the 19th century to the present day, students will survey modern Mexican history and cultural history approaches to its study.

GRADING: A–F CREDIT: 1 GEN ED: **SBS** IDENTICAL WITH: HIST253 PREREQ: NONE

## **LAST245 Survey of Latin American History**

IDENTICAL WITH: HIST245

## **LAST247 Caribbean Literature**

IDENTICAL WITH: ENGL243

## **LAST250 Performing "Africa" in Brazil**

This course explores the construction, performance, and consumption of blackness in Brazil through embodied cultural practices. African descendants in Brazil went from being considered an obstacle to the country's progress to being celebrated as "the essence" of a unique, welcoming, exotic culture.

This course examines the construction of Brazilian identity through the Afro-diasporic traditions of samba, *capoeira*, and *candomblé* in the early 20th century. Focusing on the state of Bahia, the "Afro-Brazilian capital," this course will also cover late 20th century Afro-centric practices such as blocos-Afro and their relationship to the global tourism industry. We will consider debates of origins, tradition, and authenticity surrounding Afro-diasporic practices in Brazil.

GRADING: A–F CREDIT: 1 GEN ED: **SBS** IDENTICAL WITH: [AFAM250 OR DANC252]

PREREQ: NONE

FALL 2012 INSTRUCTOR: HOFLING, ANA PAULA SECT: 01

## **LAST254 Tales of Resistance:**

### **Modernity and the Latin American Short Story**

IDENTICAL WITH: SPAN284

## **LAST256 Nomadic Islanders:**

### **Contemporary Caribbean Diasporas and Identities**

IDENTICAL WITH: COL305

## **LAST258 Simón Bolívar: The Politics of Monument Building**

IDENTICAL WITH: SPAN286

## **LAST260 The Uses of the Past: Literature and History in Latin America**

IDENTICAL WITH: SPAN270

## **LAST261 Intellectuals and Cultural Politics in Latin America**

IDENTICAL WITH: SPAN271

## **LAST264 African Presences II: Music in the Americas**

IDENTICAL WITH: MUSC266

## **LAST265 Nation and Narration in Latin America**

IDENTICAL WITH: SPAN272

## **LAST268 Anthropology of Black Religions in the Americas**

IDENTICAL WITH: RELI268

## **LAST271 Political Economy of Developing Countries**

IDENTICAL WITH: GOVT271

## **LAST273 The Idea of Latin America**

IDENTICAL WITH: SPAN273

## **LAST275 Subject, Modernity, and Nation in Latin America**

IDENTICAL WITH: SPAN274

**LAST276 Body Fictions: Latin American Visual Culture and the 20th Century**

IDENTICAL WITH: SPAN276

**LAST277 Minor Tales: Youth and Childhood in Latin American Culture**

IDENTICAL WITH: SPAN277

**LAST278 Dangerous Plots: Fictions of the Latin American Jungle**

IDENTICAL WITH: SPAN278

**LAST283 Pathological Citizens: The Politics and Poetics of Disease in Latin American Literature**

IDENTICAL WITH: SPAN281

**LAST284 Jorge Luis Borges**

IDENTICAL WITH: SPAN275

**LAST285 Narratives of Crisis: Violence and Representation in Contemporary Latin American Culture**

IDENTICAL WITH: SPAN282

**LAST287 Contemporary Latin American Fiction: Writing After the Boom**

IDENTICAL WITH: SPAN289

**LAST288 Cultures in Conflict: Latin American Novels of the 20th and 21st Centuries**

IDENTICAL WITH: SPAN288

**LAST292 Sociology of Economic Change: Latin American Responses to Global Capitalism**

IDENTICAL WITH: SOC292

**LAST293 New Strategies in Political and Economic Development**

IDENTICAL WITH: GOVT293

**LAST296 Colonial Latin America**

IDENTICAL WITH: HIST296

**LAST300 Power and Resistance in Latin America**

This interdisciplinary seminar focuses on political structures and resistance movements and incorporates the discourses of literature and history. Beginning with the Mexican Revolution, the course will examine other moments in contemporary Latin American history that have been characterized by overt and covert struggles over power: the Cuban Revolution, the bureaucratic-authoritarian regimes in Argentina and Peru during the civil war. In each unit, students will read a historical monograph, an essay or testimony, and a novel.

GRADING: A-F CREDIT: 1

IDENTICAL WITH: HIST320 PREREQ: [HIST245 OR LAST245] OR [AMST200 OR LAST200]

**LAST302 Latin American Politics**

IDENTICAL WITH: GOVT302

**LAST304 Histories of/History and the U.S.-Mexican Border**

This seminar examines the history of the U.S.-Mexico border region from the colonial era to the present as a zone of contact between peoples of different cultures and as a transnational space with a distinct regional culture. In doing so, students will analyze the diverse methodological approaches scholars have employed in examining the history of the region, from popular history to environmental history, oral history, and gender history, among others.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [HIST225 OR AMST304] PREREQ: NONE

**LAST306 Liberation Theology and Pentecostalism in the Americas and Africa**

IDENTICAL WITH: RELI279

**LAST340 Performing Brazil: The Postdictatorship Generation**

IDENTICAL WITH: THEA340

**LAST362 Authenticity in the Americas: Constructions and Contestations of Identity**

This seminar course will examine identity and the construction of authenticity in the Western Hemisphere. It will pay particular attention to how groups construct and debate criteria for inclusion and exclusion on the basis of race, gender, class, ethnicity, sex, and nationality. Students will explore how these processes change over time and how they relate to the possession of political and economic power.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST362 PREREQ: NONE

**LAST383 East Asian and Latin American Development**

IDENTICAL WITH: GOVT383

**LAST401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**LAST409/410 Senior Thesis Tutorial**

GRADING: OPT

**LAST411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**LAST465/466 Education in the Field, Undergraduate**

GRADING: OPT

**LAST467/468 Independent Study, Undergraduate**

GRADING: OPT

# Less Commonly Taught Languages

**LANGUAGE EXPERT:** Antonio González, *Portuguese*

Instruction in the less commonly taught languages is offered at Wesleyan through course work and through the Self-Instructional Language Program (SILP) that allows students to work independently with the assistance of a native speaker and use of texts and technological resources.

Courses in languages such as American Sign Language, Korean, and Portuguese are offered periodically when student academic interests and/or when courses in various departments support the study of such languages. Such courses are offered under the **LANG** (Language) designation, are usually yearlong courses, and may be used as preparation for focused study abroad, in support of academic interests, or to fulfill more personal goals.

Through the Self-Instructional Language Program (SILP), students can petition to continue the study of a language offered through the Less Commonly Taught Language Program. If relevant to their academic endeavors, students can petition to study a language not in the curriculum. The application process is competitive and priority is given to SILPs that are continuations of languages already offered at Wesleyan.

## LANG153 Elementary Korean I

Elementary Korean is offered as a yearlong course that will introduce students to written and spoken Korean. Taught by a native-speaker instructor, the course is useful to students who may have spoken Korean at home as well as to those students who have no previous experience with this language.

GRADING: **A-F** CREDIT: **1** IDENTICAL WITH: **[ALIT153 OR EAST153]** PREREQ: **NONE**  
**FALL 2012** INSTRUCTOR: **BACK, HYEJOO** SECT: **01**

## LANG154 Elementary Korean II

Elementary Korean II is the second part of the elementary course in Korean. Students will develop communicative skills in speaking and listening, but increased attention will be given to reading and writing.

GRADING: **A-F** CREDIT: **1**  
 IDENTICAL WITH: **[ALIT154 OR EAST154]** PREREQ: **[LANG153 OR ALIT153 OR EAST153]**  
**SPRING 2013** INSTRUCTOR: **STAFF**

## LANG155 Portuguese (Romance Language Speakers) I

This course offers students who have a strong working knowledge of Spanish or another Romance language the opportunity to study Brazilian Portuguese in an accelerated format. This course is conducted entirely in Portuguese. Completion of both semesters is required for study abroad in Brazil.

GRADING: **A-F** CREDIT: **1** GEN ED: **HA** PREREQ: **FREN112 OR ITAL112 OR SPAN112**  
**FALL 2012** INSTRUCTOR: **JACKSON, ELIZABETH ANNE** SECT: **01**

## LANG156 Portuguese (Romance Language Speakers) II

This course is the continuation of a yearlong course in intensive Portuguese. The second semester will concentrate on mastery of grammar points, with increasing attention to readings, writing, and cultural topics. Music, poetry, short stories, Internet resources, video, and journalism are integrated with the textbook.

GRADING: **A-F** CREDIT: **1** GEN ED: **HA** PREREQ: **LANG155**  
**SPRING 2013** INSTRUCTOR: **STAFF**

## LANG165 Elementary Hindi I

With more than 330 million speakers in India alone, Hindi is one of the most widely spoken languages in the world. The course will focus on the acquisition of grammar and vocabulary with an emphasis on communication skills and cultural understanding.

GRADING: **A-F** CREDIT: **1** PREREQ: **NONE**

## LANG166 Elementary Hindi II

With more than 330 million speakers in India alone, Hindi is one of the most widely spoken languages in the world. The course will focus on the acquisition of grammar and vocabulary with an emphasis on communication skills and cultural understanding.

GRADING: **A-F** CREDIT: **1** PREREQ: **LANG165**

## LANG190 American Sign Language I

This course introduces students to the fundamentals of American Sign Language (ASL), the principal system of manual communication among the American deaf. Not to be confused with Signed English (to which a certain amount of comparative attention is given) or with other artificially developed systems, ASL is a conceptual language and not merely encoded or finger-spelled English. As such, while to some extent influenced by English, depending on the individual signer, it presents its own grammar and structure, involving such elements as topicalization, spatial indexing, directionality, classification, syntactic body language, etc. By the end of the semester, students should have learned between 700 and 800 conceptual signs and their use. They will also have been introduced to aspects of American deaf culture—sociology, psychology, education, theater, etc.—through a variety of readings and discussions.

GRADING: **A-F** CREDIT: **1** PREREQ: **NONE**  
**FALL 2012** INSTRUCTOR: **MULLEN, SHEILA M.** SECT: **01-02**

## LANG191 Beginning American Sign Language II

Beginning American Sign Language II will provide a continuation of the work done in **LANG190**. The course will cover grammatical and linguistic material in some depth, as well as teach additional vocabulary. There will also be a focus on students' use of the language in class to improve their conversational abilities. The course will also introduce students to deaf culture and the signing community and will include ethnographic and analytical readings related to culture, linguistics, and interpretation.

GRADING: **A-F** CREDIT: **1** PREREQ: **LANG190**  
**SPRING 2013** INSTRUCTOR: **MULLEN, SHEILA M.** SECT: **01-02**

## LANG290 American Sign Language and Current Issues

During this third semester of American Sign Language (ASL) study, students will continue to focus on language acquisition while also examining the related ethics and controversies surrounding ASL, deaf culture, and disability issues in America. Several key questions will be considered: How are advances in genetic testing impacting the deaf community? What is the cause of a recent emergence of ASL in popular culture and the huge increase in university course offerings and enrollments? What is the "least restrictive environment" according to the Americans with Disabilities Act compared to day-to-day reality? Is the deaf community a cultural-linguistic minority group or a disabled population? Are cochlear implants a miracle cure, or are they a tool that is misrepresented in the media and/or an attempt at a form of cultural genocide? Why are many parents of deaf children forced to choose a faction of the ongoing oral vs. signing debate, often made to feel guilty by the advocates of the differing methods of education? Guest lectures and discussions will be conducted in a variety of modalities, such as spoken English, ASL, or simultaneous/total communication.

GRADING: **A-F** CREDIT: **1** GEN ED: **HA** PREREQ: **LANG191 OR LANG241 OR LANG242**  
**FALL 2012** INSTRUCTOR: **MULLEN, SHEILA M.** SECT: **01**

## LANG291 American Sign Language and Literacy Skills

Through this service-learning course, students will continue their language training in American Sign Language (ASL) while focusing on research and applications primarily outside of the deaf community. Combining the works of Oliver Sacks (cognitive changes from sign language acquisition), Howard Gardner (multiple intelligence theory), and Marilyn Daniels (signing for hearing children's literacy), students will participate in adding this visual and kinesthetic modality to elementary school language arts programming. The use of sign language for children with a variety of learning disabilities will also be examined and applied through the course service component.

GRADING: **A-F** CREDIT: **1** GEN ED: **HA** PREREQ: **LANG290 OR LANG242**  
**SPRING 2013** INSTRUCTOR: **STAFF**

## LANG401/402 Individual Tutorial, Undergraduate

GRADING: **OPT**

## LANG411/412 Group Tutorial, Undergraduate

GRADING: **OPT**

## LANG465/466 Education in the Field, Undergraduate

GRADING: **OPT**

## LANG467/468 Independent Study, Undergraduate

GRADING: **OPT**



# Mathematics and Computer Science

**PROFESSORS OF MATHEMATICS:** Petra Bonfert-Taylor; Wai Kiu Chan; Karen Collins; Adam Fieldsteel; Mark Hovey, *Chair*; Michael S. Keane; Philip H. Scowcroft; Edward Taylor; Carol Wood

**ASSOCIATE PROFESSOR:** David J. Pollack

**ASSISTANT PROFESSORS:** Ilesanmi Adeboye; David Constantine; Constance Leidy; Christopher Rasmussen

**PROFESSOR OF COMPUTER SCIENCE:** Daniel Krizanc

**ASSOCIATE PROFESSORS:** Norman Danner; James Lipton, *Vice-Chair*

**ASSISTANT PROFESSOR:** Eric Aaron

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** TBD

**Major programs.** The Department of Mathematics and Computer Science offers a major in mathematics and a major in computer science. With the Department of Economics, we offer a mathematics-economics major and participate in the Informatics and Modeling Certificate Program, described below.

Each student's course of study is designed to provide an introduction to the basic areas of mathematics or computer science and to provide the technical tools that will be useful later in the student's career. The course of study is planned in consultation with the department's advisory committees or the student's faculty advisor.

**Graduate study.** Interested students should inquire about the combined BA/MA program. Advanced undergraduates may enroll in graduate (500-level) courses.

**Honors program.** An undergraduate may achieve the BA with honors in mathematics or honors in computer science via one of several routes:

- The honors thesis, written under the supervision of a faculty member under conditions monitored by the University Committee on Honors.
- (Mathematics only) A strong performance in a suitable sequence of courses, normally including some graduate courses, selected in consultation with a member of the department's advisory committee. The candidate also is expected to prepare a public lecture on a topic chosen together with a faculty advisor.
- (Mathematics only) The comprehensive examination, offered by the department and/or by visiting consultants to select students nominated by the faculty.

**Lectures.** The departmental colloquium series presents lectures on recent research by invited mathematicians and computer scientists from other institutions. Advanced undergraduates are encouraged to attend these colloquia and to participate in graduate seminars. The undergraduate Math Club hosts informal talks in mathematics, accessible to students at all levels.

## MATHEMATICS MAJOR PROGRAM

**Requirements for the mathematics major:**

- A year of differential and integral calculus (typically **MATH121** and **MATH122**)
- Vectors and Matrices (**MATH221**) or Linear Algebra (**MATH223**)
- Multivariable Calculus (**MATH222**)
- An elementary knowledge of mathematical algorithms and computer programming, as demonstrated by **COMP112** or **COMP211**
- Abstract Algebra: Groups, Rings, and Fields (**MATH261**) and Fundamentals of Analysis: An Introduction to Real Analysis (**MATH225**)
- A coherent selection of at least four additional courses in advanced mathematics, 200-level or above, chosen in consultation with an advisor from the department.

**Notes:** Students who have completed a year of calculus in high school may place out of one or both of **MATH121** and **MATH122**. An AP score of 4 or 5 on the AB calculus exam indicates the student should begin in **MATH122**. An AP score of 4 or 5 on the BC calculus exam indicates the student should consider beginning in any of **MATH221**, **MATH222**, or **MATH223**. Students may not earn credit for both **MATH221** and **MATH223**. Students must complete either **MATH228** or **MATH261** by the end of their junior year.

With advance approval from the Departmental Advisory Committee, mild adjustments are allowed. For example, a Wesleyan course with substantial mathematical content but that is not listed in **MATH** may be used toward the four-electives requirement. Please note, however, that both **MATH225** and **MATH261** must be taken at Wesleyan to complete the major, and substitutions for these courses will not be approved.

Undergraduate majors in mathematics are encouraged to study languages while at Wesleyan; majors who are considering graduate study in mathematics should note that graduate programs often require a reading knowledge of French, German, and/or Russian.

## COMPUTER SCIENCE MAJOR

**Requirements for the computer science major:**

- Computer science (**COMP**): **211**, **212**, **231**, **301**, **312**, **321**, and two additional electives
- Mathematics (**MATH**): **221** or **223**, and **228**

**Notes:** The mathematics courses and the computer science courses **COMP211**, **212**, and **231** should be completed by the end of the sophomore year. Any **COMP** course at the 300+ level except **COMP409-410** (Senior Thesis Tutorials) can be used as an elective for the major. At most one individual or group tutorial may be used as an elective unless prior approval is given. Only courses taken A-F may be used to satisfy major requirements.

**Informatics and Modeling Certificate.** The department is an active participant in the Informatics and Modeling Certificate ([wesleyan.edu/imcp](http://wesleyan.edu/imcp)). The certificate provides a framework to guide students in developing analytical skills based on the following two pathways:

- Computational Science and Quantitative World Modeling (CSM—[wesleyan.edu/imcp/csm.html](http://wesleyan.edu/imcp/csm.html))
- Integrative Genomic Sciences (IGS—[wesleyan.edu/imcp/igs.html](http://wesleyan.edu/imcp/igs.html))

The CSM pathway introduces students to modeling techniques and provides students with a foundation in the quantitative simulation, evaluation, and prediction of natural and social phenomena. The IGS pathway introduces students to the interdisciplinary field of bioinformatics and its relationships to molecular genomics, evolution, structural biology, and bioethics. The department offers courses that support both pathways such as **COMP211** and **COMP212** and also offers special interdisciplinary courses for the IGS pathway such as **COMP327** and **COMP350**. The certificate requirements are described in the links for the two pathways.

## Graduate Program

The department's graduate programs include a PhD program in mathematics and MA programs in mathematics and in computer science. The research emphasis at Wesleyan at the doctoral level is in pure mathematics and theoretical computer science. One of the distinctive features of our department is the close interaction between the computer science faculty and the mathematics faculty, particularly those in logic and discrete mathematics.

Among possible fields of specialization for PhD candidates are algebraic geometry, algebraic topology, analysis of algorithms, arithmetic geometry, categorical algebra, combinatorics, complex analysis, computational logic, data mining, elliptic curves, fundamental groups, Galois theory, ergodic theory, geometric analysis, graph theory, homological algebra, Kleinian groups and discrete groups, knot theory, logic programming, mathematical physics, model theory, model-theoretic algebra, number theory, operator algebras, probability theory, proof theory, topological dynamics, and topological groups.

Graduate students at Wesleyan enjoy small, friendly classes and close interactions with faculty and fellow graduate students. Graduate students normally register for three classes a semester and are expected to attend departmental colloquia and at least one regular seminar. The number of graduate students ranges from 18 to 22, with an entering class of three to six each year. There have always been both male and female students, graduates of small colleges and large universities, and United States and international students, including, in recent years, students from Bulgaria, Chile, China, Germany, India, Iran, and Sri Lanka. All of the department's recent PhD recipients have obtained faculty positions. Some of these have subsequently moved to mathematical careers in industry and government.

**Requirements for the degree of doctor of philosophy.** The doctor of philosophy degree demands breadth of knowledge, an intense specialization in one field, a substantial original contribution to the field of specialization, and a high degree of expository skill. The formal PhD requirements consist of the following:

- **Courses.** At least 16 one-semester courses are required for the PhD degree. Several of the courses are to be in the student's field of specialization, but at least three one-semester courses are to be taken in each of the three areas: algebra, analysis, and topology. First-year students are expected to take the three two-semester sequences in these areas. However, students interested in computer science may replace course work in one of these areas with course work in computer science, with the permission of the departmental Graduate Education Committee. One of the 16 courses must be in the area of logic or discrete mathematics, as construed by the departmental Graduate Education Committee.
- **General preliminary examinations.** The general preliminary examinations occur in the summer after the candidate's first year of graduate study and cover algebra, analysis, and topology (or computer science, in the case of students including this option among their three first-year subjects).
- **Special preliminary examination.** For a graduate student to become an official PhD candidate as recognized by the department he/she has to pass the Special Preliminary Examination, an oral examination that must be passed by the end of the student's third year of graduate work. The student's Examination Committee determines the subject matter content of the Special Preliminary Examination. This committee is chaired by the student's dissertation advisor and must include at least two additional faculty members of the department. The Special Preliminary Examination will be based primarily, but perhaps not exclusively, on the student's field or specialization. Specific details of the form and content of the examination shall be determined by the Examination Committee at the time the subject matter content is discussed.
- **Language examinations.** Students must pass reading examinations in any one of the languages French, German, or Russian. It is strongly recommended that PhD candidates have or acquire a knowledge of French, German, and Russian sufficient for reading the mathematical literature in all three of these languages. Knowledge of one of these three languages is required.
- **Selection of dissertation advisor.** A graduate student should select a dissertation advisor by the end of the student's second year of graduate work.
- **Dissertation.** The dissertation, to be written by the PhD candidate under the counsel and encouragement of the thesis advisor, must contain a substantial original contribution to the field of specialization of the candidate and must meet standards of quality as exemplified by the current research journals in mathematics.
- **Defense of dissertation.** The final examination is an oral presentation of the dissertation in which the candidate is to exhibit an expert command of the thesis and related topics and a high degree of expository skill.

Five years are usually needed to complete all requirements for the PhD degree, and two years of residence are required. It is not necessary to obtain the MA degree en route to the PhD degree. Students may choose to obtain the MA in computer science and the PhD in mathematics. Any program leading to the PhD degree must be planned in consultation with the departmental Graduate Education Committee.

**Requirements for the degree master of arts.** The requirements for the master of arts degree are designed to ensure a basic knowledge and the capacity for sustained, independent, scholarly study. The formal MA requirements consist of the following:

- **Courses.** Six one-semester graduate courses in addition to the research units **MATH591** and **592** or **COMP591** and **592** are required for the MA degree. The choice of courses will be made in consultation with the departmental Graduate Education Committee.
- **Thesis.** The thesis is a written report of a topic requiring an independent search and study of the mathematical literature. Performance is judged largely on scholarly organization of existing knowledge and on expository skill, but some indications of original insight are expected.
- **Final examination.** In the final examination, an oral presentation of the MA thesis, the candidate is to exhibit an expert command of the chosen specialty and a high degree of expository skill. The oral presentation may include an oral exam on the material in the first-year courses. A faculty committee evaluates the candidate's performance. Three semesters of full-time study beyond an undergraduate degree are usually needed to complete all requirements for the MA degree. Any program leading to the MA degree must be planned in consultation with the departmental Graduate Education Committee.

## COMPUTER SCIENCE

### COMP112 Introduction to Programming

The course will provide an introduction to a modern high-level programming language including a discussion of input/output, basic control structures, types, functions, and classes. The lectures will also discuss a variety of algorithms as well as program design issues.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
 FALL 2012 INSTRUCTOR: KRIZANC, DANIEL D. SECT: 01  
 SPRING 2013 INSTRUCTOR: RICE, MICHAEL D. SECT: 01  
 INSTRUCTOR: LIPTON, JAMES SECT: 02

### COMP131 Logic and Computation

This First-Year Initiative course introduces some of the basic ideas in logic and computation and the connections between the two fields. The first part of the course discusses the formalization of mathematical reasoning. The second part presents the elements of computation motivated by the question: What is programming language? The final part of the course integrates the preceding two lines of thought.

GRADING: OPT CREDIT: 1 GEN ED: NSM PREREQ: NONE

### COMP133 Cryptography

This course will discuss historical, mathematical, programming, and public policy issues related to codemaking and codebreaking. Emphasis will vary according to the interests of the instructor.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

### COMP134 Human and Machine Inference

This course will explore how people and computers perform inference, the process of reaching conclusions based on premises, with investigation of computational, philosophical, and psychological perspectives. Discussions of puzzles and brainteasers will help expose and illuminate intricacies of inference.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: AARON, ERIC SECT: 01

### COMP211 Computer Science I

This is the first course in a two-course sequence (**COMP211-212**) that is the gateway to the computer science major. It provides an introduction to the fundamental ideas of object-oriented programming in particular and computer science in general. Part of the course will focus on an intensive study

of one particular programming language, and the remainder on associated mathematical concepts and formalisms.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
 FALL 2012 INSTRUCTOR: LIPTON, JAMES SECT: 01-02  
 SPRING 2013 INSTRUCTOR: STAFF SECT: 01-02

### COMP212 Data Structures

This is a second course in a two-course sequence (**COMP 211-212**) that is the gateway to the computer science major. This course provides an introduction to fundamental algorithms and data structures; topics covered will include abstract data types, stacks, queues, trees, hashing, and sets, addressed from both programming and mathematical standpoints.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: COMP211  
 SPRING 2013 INSTRUCTOR: DANNER, NORMAN SECT: 01

### COMP231 Computer Structure and Organization

The purpose of the course is to introduce and discuss the structure and operation of digital computers. Topics will include the logic of circuits, micro-architectures, microprogramming, conventional machine architectures, and an introduction to software/hardware interface issues. Assembly language programming will be used to demonstrate some of the basic concepts.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: COMP531 PREREQ: COMP211  
 SPRING 2013 INSTRUCTOR: RICE, MICHAEL D. SECT: 01

### COMP252 Topics in Artificial Intelligence

Artificial intelligence, or AI, is rapidly becoming part of our everyday lives. Whether we are searching the Web, using online tools to plan a trip by airplane, or playing a video game, we can find ourselves working with AI technology, whether we know it or not. This course will introduce some of the basic concepts and techniques that go into modern AI. While no programming experience is required or expected, by the end of the course, students will be able to write a simple AI program that can learn to play a video game.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

### COMP260 Topics in Computer Science

This course will introduce students to the basic concepts in computer science and computer programming in particular. Students will get hands-on experience writing a number of computer programs in the Java programming language and building some interactive web pages. Themes taken from both

artificial intelligence and from the modern skeptical movement will thread together the examples and assignments in this course.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

#### COMP265 Bioinformatics Programming

IDENTICAL WITH: BIOL265

#### COMP301 Automata Theory and Formal Languages

This course is an introduction to formalisms studied in computer science and mathematical models of computing machines. The language formalisms discussed will include regular, context-free, recursive, and recursively enumerable languages. The machine models discussed include finite-state automata, push-down automata, and Turing machines.

GRADING: A-F CREDIT: 1 GEN ED: NSM

IDENTICAL WITH: COMP500 PREREQ: COMP211 AND MATH228

SPRING 2013 INSTRUCTOR: LIPTON, JAMES SECT: 01

#### COMP312 Algorithms and Complexity

The course will cover the design and analysis of efficient algorithms. Basic topics will include greedy algorithms, divide-and-conquer algorithms, dynamic programming, and graph algorithms. Some advanced topics in algorithms may be selected from other areas of computer science.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: COMP510

PREREQ: COMP212 AND MATH228

FALL 2012 INSTRUCTOR: AARON, ERIC SECT: 01

#### COMP321 Design of Programming Languages

This course is an introduction to concepts in programming languages. Topics include parameter passing, type checking and inference, control mechanisms, data abstraction, module systems, and concurrency. Basic ideas in functional, object-oriented, and logic programming languages will be discussed.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: COMP521 PREREQ: COMP212

SPRING 2013 INSTRUCTOR: DANNER, NORMAN SECT: 01

#### COMP327 Evolutionary and Ecological Bioinformatics

IDENTICAL WITH: BIOL327

#### COMP350 Bioinformatics and Functional Genomics

IDENTICAL WITH: BIOL350

#### COMP351 Cryptography and Network Security

Soon after the development of written communication came the need for secret writing, i.e., cryptography. With the advent of electronic communication came the need for network security. This course examines the many ways in which people have tried to hide information and secure communication in the past and how security is achieved in today's networks. The emphasis will be on the technical means of achieving secrecy.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: COMP551 PREREQ: COMP212

#### COMP352 Topics in Artificial Intelligence

This upper-level course in artificial intelligence for computer science majors will focus on multiagent systems.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: COMP552 PREREQ: MATH228 AND COMP212

#### COMP354 Principles of Databases

This course provides an introduction to the design and implementation of relational databases. Topics will include an introduction to relational algebra and SQL, relational database design, database management systems, and transaction processing.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: COMP554 PREREQ: COMP212 AND MATH228

#### COMP356 Computer Graphics

This course covers fundamental algorithms in two- and three-dimensional graphics. The theory and application of the algorithms will be studied, and implementation of the algorithms or applications of them will be an integral part of the course. According to the tastes of the instructor, additional topics such as elementary animation or more advanced techniques may be covered.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: COMP212

#### COMP360 Special Topics in Computer Science

Topics vary by offering; recent topics have included information theory, advanced algorithms, and logic programming.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: COMP212

FALL 2012 INSTRUCTOR: KRIZANC, DANIEL SECT: 01

#### COMP401/402 Individual Tutorial, Undergraduate

GRADING: OPT

#### COMP409/410 Senior Thesis Tutorial

GRADING: OPT

#### COMP411/412 Group Tutorial, Undergraduate

GRADING: OPT

#### COMP465/466 Education in the Field, Undergraduate

GRADING: OPT

#### COMP467/468 Independent Study, Undergraduate

GRADING: OPT

#### COMP500 Automata Theory and Formal Languages

IDENTICAL WITH: COMP301

#### COMP501/502 Individual Tutorial, Graduate

GRADING: OPT

#### COMP503/504 Selected Topics, Graduate Science

GRADING: OPT

#### COMP510 Algorithms and Complexity

IDENTICAL WITH: COMP312

#### COMP511/512 Group Tutorial, Graduate

GRADING: OPT

#### COMP521 Design of Programming Languages

IDENTICAL WITH: COMP321

#### COMP527 Evolutionary and Ecological Bioinformatics

IDENTICAL WITH: BIOL327

#### COMP531 Computer Structure and Organization

IDENTICAL WITH: COMP231

#### COMP550 Bioinformatics and Functional Genomics

IDENTICAL WITH: BIOL350

#### COMP551 Cryptography and Network Security

IDENTICAL WITH: COMP351

#### COMP552 Topics in Artificial Intelligence

IDENTICAL WITH: COMP352

#### COMP554 Principles of Databases

IDENTICAL WITH: COMP354

#### COMP561/562 Graduate Field Research

GRADING: OPT

#### COMP571 Special Topics in Computer Science

Supervised reading course of varying length. This course may be repeated for credit.

GRADING: A-F CREDIT: 1 PREREQ: NONE

#### COMP572 Special Topics in Computer Science

Supervised reading course of varying length. This course may be repeated for credit.

GRADING: OPT CREDIT: 1 PREREQ: NONE

SPRING 2013 INSTRUCTOR: AARON, ERIC SECT: 01

## MATHEMATICS

#### MATH107 Review of Algebra and Graphing and Precalculus

Designed primarily for students interested in improving their precalculus skills, this course begins with a review of algebra and proceeds to a study of elementary functions (including the trigonometric functions) and techniques of graphing.

GRADING: A-F CREDIT: 1 PREREQ: NONE

FALL 2012 INSTRUCTOR: TOWNSEND, BRETT JERAULD SECT: 01

#### MATH111 Introduction to Mathematical Thought: From the Discrete to the Continuous

In this course we seek to illustrate several major themes. One of the most important is the fact that mathematics is a living, coherent discipline, a creation of the human mind, with a beauty and integrity of its own that transcends, but, of course, includes, the applications to which it is put. We will try to provide a somewhat seamless fusion of the discrete and the continuous through the investigation of various natural questions as the course develops. We try to break down the basically artificial distinctions between such things as algebra, geometry, precalculus, calculus, etc. The topics will be elementary, particularly as they are taken up, but will be developed to the point of some sophistication. One challenge to the students will be to assimilate their previous experience in mathematics into this context. In this way we hope and expect that some of the beauty will show through.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE SPRING 2013

#### MATH113 Mathematical Views: A Cultural Sampler

This course is designed to provide students with a sampling of mathematical delicacies, interesting and unusual thoughts that have been developed over tens of centuries. We shall follow the work of mathematicians, beginning with the ancient Greeks, who attempted to come to terms with the concept of infinity. We shall address mathematical questions about how large things are, how many, how fast, how often, as well as the amazing discovery that such questions do not always make sense. Paradoxes will be discussed, both in apparent forms and in irrefutable guises. We shall play mathematical games that will require us to learn something of probabilities and that, in turn, will require us to learn when to count and when not to count. We shall also discuss the personalities and motivations of great mathematicians through their biographies and autobiographies. The course aims to sharpen students' intellect by challenging them with problems in which the recognition of ideas is central. Students' imagination will be stimulated, and they will be encouraged to ask questions in areas about which we know little or nothing. Above all, students will marvel at the wonderfully surprising world of mathematical thought.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

FALL 2012 INSTRUCTOR: KEANE, MICHAEL S. SECT: 01

#### MATH117 Introductory Calculus

This course is designed to introduce basic ideas and techniques of differential calculus. Students should enter with sound precalculus skills but with very limited or no prior study of calculus. Topics to be considered include differential calculus of algebraic, exponential, and logarithmic functions. (Integral calculus will be introduced in MATH118.)

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

FALL 2012 INSTRUCTOR: KARKER, MARY LEAH SECT: 01

INSTRUCTOR: HEENEHAN, MEGAN ELIZABETH SECT: 02

INSTRUCTOR: VIGLIOTTA, SARAH SECT: 03

INSTRUCTOR: COLLINS, KAREN L. SECT: 04

**MATH118 Introductory Calculus II: Integration and Its Applications**

This course continues **MATH117**. It is designed to introduce basic ideas and techniques of calculus. Students should enter **MATH118** with sound precalculus skills and with very limited or no prior study of integral calculus. Topics to be considered include differential and integral calculus of algebraic, exponential, and logarithmic functions.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE SPRING 2013

**MATH121 Calculus I, Part I**

**MATH121** is designed for students who have completed a high school calculus course and who might pursue study in an area for which calculus is an essential tool but who are not prepared to place out of calculus. This course is a deeper and broader study of calculus than **MATH117**; theoretical aspects are not the main focus but will not be avoided. The course will, together with **MATH122**, treat limits, derivatives, and integrals; the calculus of exponential, logarithmic, trigonometric, and inverse trigonometric functions; techniques of integration; plane analytic geometry; various applications of calculus; sequences and series, including power series and intervals of convergence.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE FALL 2012 INSTRUCTOR: HOVEY, MARK A. SECT: 01

**MATH122 Calculus I, Part II**

The continuation of **MATH121**. Topics covered include techniques and applications of integration and an introduction to sequences and series.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE FALL 2012 INSTRUCTOR: FIELDSTEEL, ADAM SECT: 01 SPRING 2013 INSTRUCTOR: ADEBOYE, ILESANMI SECT: 01 INSTRUCTOR: KEANE, MICHAEL S. SECT: 02

**MATH132 Elementary Statistics**

Topics included in this course are organizing data, central measures, measures of variation, distributions, sampling, estimation, conditional probability (Bayes' theorem), hypothesis testing, simple regression and correlation, and analysis of variation.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE FALL 2012/SPRING 2013 INSTRUCTOR: KRAMER, RICHARD ALLEN SECT: 01

**MATH163 An Invitation to Mathematics**

This course is intended for students who enjoy both mathematics and reading. The student will be introduced to a sampling of mathematical ideas and techniques, from such areas as number theory, logic, probability, statistics, and game theory. The class will move back and forth between lectures/problem sets and reading/discussion. Readings will include print media and mathematical blogs, survey articles for the mathematically literate public, and fiction about mathematics and mathematicians.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**MATH211 Problem Solving for the Putnam**

This course will explore the problems and problem-solving techniques of the annual William Lowell Putnam mathematical competition. Particular emphasis will be placed on learning to write clear and complete solutions to problems. The competition is open to all undergraduate students.

GRADING: CR/U CREDIT: .25 GEN ED: NSM PREREQ: NONE FALL 2012 INSTRUCTOR: COLLINS, KAREN L. SECT: 01

**MATH221 Vectors and Matrices**

This is a course in the algebra of matrices and Euclidean spaces that emphasizes the concrete and geometric. Topics to be developed include solving systems of linear equations; matrix addition, scalar multiplication, and multiplication; properties of invertible matrices; determinants; elements of the theory of abstract finite dimensional real vector spaces; dimension of vector spaces; and the rank of a matrix. These ideas are used to develop basic ideas of Euclidean geometry and to illustrate the behavior of linear systems. We conclude with a discussion of eigenvalues and the diagonalization of matrices.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE FALL 2012 INSTRUCTOR: SCOWCROFT, PHILIP H. SECT: 01 SPRING 2013 INSTRUCTOR: CONSTANTINE, DAVID A. SECT: 01

**MATH222 Multivariable Calculus**

This course treats the basic aspects of differential and integral calculus of functions of several real variables, with emphasis on the development of calculational skills. The areas covered include scalar- and vector-valued functions of several variables, their derivatives, and their integrals; the nature of extremal values of such functions and methods for calculating these values; and the theorems of Green and Stokes.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE FALL 2012 INSTRUCTOR: STANKIEWICZ, JAMES SECT: 01 INSTRUCTOR: ADEBOYE, ILESANMI SECT: 02 SPRING 2013 INSTRUCTOR: FIELDSTEEL, ADAM SECT: 01 INSTRUCTOR: LEIDY, CONSTANCE SECT: 02

**MATH223 Linear Algebra**

An alternative to **MATH221**, this course will cover vector spaces, inner-product spaces, dimension theory, linear transformations and matrices, determinants, eigenvalues and eigenvectors, Hermitian and unitary transformations, and elementary spectral theory. It will present applications to analytic geometry,

quadratic forms, and differential equations as time permits. The approach here is more abstract than that in **MATH221**, though many topics appear in both.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE SPRING 2013 INSTRUCTOR: SCOWCROFT, PHILIP H. SECT: 01 INSTRUCTOR: BONFERT-TAYLOR, PETRA SECT: 02

**MATH225 Fundamentals of Analysis: An Introduction to Real Analysis**

In this rigorous treatment of calculus, topics will include, but are not limited to, real numbers, limits, sequences and series, continuity and uniform continuity, differentiation, the Riemann integral, sequences and series of functions, pointwise and uniform convergence of functions, and interchange of limiting processes. **MATH228** or comparable experience in writing mathematical proofs is strongly recommended for success in this course.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: (MATH222 AND MATH221) OR (MATH222 AND MATH223) SPRING 2013 INSTRUCTOR: CONSTANTINE, DAVID A. SECT: 01 INSTRUCTOR: BONFERT-TAYLOR, PETRA SECT: 02

**MATH226 Complex Analysis**

We will present the basic properties of complex analytic functions. We begin with the complex numbers themselves and elementary functions and their mapping properties, then discuss Cauchy's integral theorem and Cauchy's integral formula and applications. Then we discuss Taylor and Laurent series, zeros and poles and residue theorems, the argument principle, and Rouché's theorem. In addition to a rigorous introduction to complex analysis, students will gain experience in communicating mathematical ideas and proofs effectively.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: (MATH222 AND MATH221) OR (MATH222 AND MATH223) FALL 2012 INSTRUCTOR: CHAN, WAI KIU SECT: 01

**MATH228 Discrete Mathematics**

This course is an introduction to discrete mathematical processes. Topics will include proof techniques (such as proof by induction, proof by contradiction, etc.), logic, set theory, counting, number theory and algebra, among others.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE FALL 2012 INSTRUCTOR: BONFERT-TAYLOR, PETRA SECT: 01 SPRING 2013 INSTRUCTOR: RASMUSSEN, CHRISTOPHER SECT: 01

**MATH229 Differential Equations**

This course is an introduction to the theory of ordinary differential equations. Many aspects of mathematics and computer science are important in this discipline, and a broad view will be presented, in agreement with modern theory and practice. The only prerequisites for the course are multivariable calculus; all other necessary tools will be developed as the course proceeds.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: MATH222 FALL 2012 INSTRUCTOR: KEANE, MICHAEL S. SECT: 01

**MATH231 An Introduction to Probability**

In this course you will learn the basic theory of probability. Although the notions are simple and the mathematics involved only requires a basic knowledge of the ideas of differential and integral calculus, a certain degree of mathematical maturity is necessary. The fundamental concepts to be studied are probability spaces and random variables, the most important ideas being conditional probability and independence. The main theorems we shall study are the law of large numbers and the central limit theorem. Understanding the ideas is emphasized, and computational proficiency will be less important, although correct answers to problems and clarity of explanation are expected.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**MATH232 An Introduction to Mathematical Statistics**

After a brief but intensive study of the basic notions of estimation, hypothesis testing, regression, and analysis of variance, the remainder of this course will be devoted to the study of stochastic processes. The discrete time processes studied will include independent processes, Markov chains, and random walks; the continuous time processes that are important are Poisson processes and Brownian motion. Emphasis will be placed on understanding the concepts and communicating that understanding to others, rather than on correctness of answers and calculation.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: MATH231

**MATH233 Linear Programming**

Linear programming develops practical techniques for optimizing linear functions on sets defined by systems of linear inequalities. Because many mathematical models in the physical and social sciences are expressed by such systems, the techniques developed in linear programming are very useful. This course will present the mathematics behind linear programming and related subjects. Topics covered may include the following: the simplex method, duality in linear programming, interior-point methods, two-person games, some integer-programming problems, Wolfe's method in quadratic programming, the Kuhn-Tucker conditions, and geometric programming.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**MATH241 Set Theory**

Ordinal and cardinal numbers, cardinal arithmetic, theorems of Cantor and Schroeder-Bernstein, introduction to Zermelo-Fraenkel set theory, Axiom of Choice, and some infinity combinatorics.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**MATH242 Topology**

This course is an introduction to topology, the study of space in a general sense. We will approach topology through knot theory, the study of embeddings of a circle in a 3-dimensional space.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**MATH243 Mathematical Logic**

An introduction to mathematical logic, including first-order logic and model theory, axiomatic set theory, and Goedel's incompleteness theorem as time permits.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
SPRING 2013 INSTRUCTOR: SCOWCROFT, PHILIP H. SECT: 01

**MATH244 Topology: Point Set**

This is an introduction to general topology, the study of topological spaces. We will begin with the most natural examples, metric spaces, and then move on to more general spaces. This subject, fundamental to mathematics, enables us to discuss notions of continuity and approximation in their broadest sense. We will illustrate its power by seeing important applications to other areas of mathematics.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**MATH252 Differential Forms**

This class will be an introduction to differential forms, a central tool in modern topology, geometry, and physics. The course begins where **MATH222** ends, with Green's theorem, the divergence theorem, and Stokes' theorem. All of these theorems are special cases of one theorem, known as the general Stokes' theorem, about integration of differential forms. The objective of the first part of the course will be to understand and prove this theorem. We will then discuss manifolds and what can be learned about them using differential forms, concentrating on de Rham cohomology.

GRADING: A-F CREDIT: 1 GEN ED: NSM  
PREREQ: (MATH221 AND MATH222) OR (MATH222 AND MATH223)

**MATH261 Abstract Algebra: Groups, Rings, and Fields**

An introduction to abstract algebra, a core area of mathematics. The study of the basic properties of structures, with emphasis on fundamental results about groups and rings.

**MATH228** or comparable experience in writing proofs and in abstract reasoning is strongly recommended.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: MATH221 OR MATH223  
FALL 2012 INSTRUCTOR: WOOD, CAROL S. SECT: 01-02

**MATH262 Abstract Algebra**

This continuation of **MATH261** will discuss fields and Galois theory. Additional topics will be covered as time permits.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
SPRING 2013 INSTRUCTOR: RASMUSSEN, CHRISTOPHER SECT: 01

**MATH264 Algebraic Geometry**

This course is an introduction to algebraic geometry, the study of the geometric structure of solutions to systems of polynomial equations.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: MATH261

**MATH271 Error-Correcting Codes**

Nowadays messages are sent electronically through different kinds of communication channels. Most of these channels are not perfect and errors are created during the transmission. The object of an error-correcting code is to encode the data so that the message can be recovered if not too many errors have occurred. The goal of this course is to introduce the basic mathematical ideas behind the design of error-correcting codes. It makes use of algebraic techniques involving vector spaces, finite fields, and polynomial rings. These techniques will be developed in this course so that prior knowledge is not necessary.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: MATH221 OR MATH223

**MATH272 Elementary Number Theory**

This is a course in the elements of the theory of numbers. Topics covered include divisibility, congruences, quadratic reciprocity, Diophantine equations, and a brief introduction to algebraic numbers.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**MATH273 Combinatorics**

This course will present a broad, comprehensive survey of combinatorics. Topics may include partitions, the topic of inclusion-exclusion, generating functions, recurrence relations, partially ordered sets, trees, graphs, and min-max theorems.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: MATH228  
SPRING 2013 INSTRUCTOR: COLLINS, KAREN L. SECT: 01

**MATH274 Graph Theory**

A graph is a set  $V$  of elements called vertices and a set  $E$  of pairs of elements of  $V$  called edges. From this simple definition many elegant models have been developed. This course will be a survey course of topics in graph theory with an emphasis on the role of planar graphs. Graph connectivity, vertex and edge coloring, graph embedding, and descriptions of snarks (2-edge-connected 3-regular graphs that are not 3 colorable) will be covered.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**MATH283 Differential Geometry**

This course is an introduction to the classical differential geometry of curves and surfaces in Euclidean 3-space. Topics from global differential geometry and extensions to higher dimensions will be considered as time and the background of the students permit.

GRADING: A-F CREDIT: 1 GEN ED: NSM  
PREREQ: (MATH222 AND MATH221) OR (MATH222 AND MATH223)  
FALL 2012 INSTRUCTOR: CONSTANTINE, DAVID A. SECT: 01

**MATH401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**MATH409/410 Senior Thesis Tutorial**

GRADING: OPT

**MATH411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**MATH465/466 Education in the Field, Undergraduate**

GRADING: OPT

**MATH467/468 Independent Study, Undergraduate**

GRADING: OPT

**MATH500 Graduate Pedagogy**

IDENTICAL WITH: ASTR500

**MATH501/502 Individual Tutorial, Graduate**

GRADING: OPT

**MATH503/504 Selected Topics, Graduate Science**

GRADING: OPT

**MATH507 Topics in Combinatorics**

Each year the topic will change.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**MATH509 Model Theory**

This course will emphasize model theoretic algebra. We will consider the model theory of fields, including algebraically closed, real-closed, and  $p$ -adically closed fields, algebraically closed valued fields, and also general questions of definability in fields. As time permits we will consider more recent applications of model theory in number theory and arithmetic geometry. Ideally, the student should be understand what it means to be first-order definable and should have the equivalent of a year's study of abstract algebra. To study various applications, it will be necessary to assume certain results from the areas of application, i.e., without proving them *ab initio*.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**MATH511/512 Group Tutorial, Graduate**

GRADING: OPT

**MATH513 Analysis I**

**MATH513** and **MATH514** constitute the first-year graduate course in real and complex analysis. One semester will be devoted to real analysis, covering such topics as Lebesgue measure and integration on the line, abstract measure spaces and integrals, product measures, decomposition and differentiation of measures, and elementary functional analysis. One semester will be devoted to complex analysis, covering such topics as analytic functions, power series, Mobius transformations, Cauchy's integral theorem and formula in its general form, classification of singularities, residues, argument principle, maximum modulus principle, Schwarz's lemma, and the Riemann mapping theorem.

GRADING: A-F CREDIT: 1 PREREQ: NONE

FALL 2012 INSTRUCTOR: BONFERT-TAYLOR, PETRA SECT: 01

SPRING 2013 INSTRUCTOR: FIELDSTEEL, ADAM SECT: 01

**MATH515 Analysis II**

This is a topics course in analysis and varies from year to year. It may be repeated for credit.

In Fall 2012, the topic is Riemannian geometry. We will be given an introduction to Riemannian geometry, beginning with the basics of smooth manifolds, then move on to connections, geodesics, and curvature. As time permits, we will cover further topics.

GRADING: A-F CREDIT: 1 PREREQ: NONE

FALL 2012 INSTRUCTOR: CONSTANTINE, DAVID A. SECT: 01

SPRING 2013 INSTRUCTOR: KEANE, MICHAEL S. SECT: 01

**MATH523 Topology I**

Introduction to topological spaces and the fundamental group; topological spaces, continuous maps, metric spaces; product and quotient spaces; compactness, connectedness, and separation axioms; and introduction to homotopy and the fundamental group.

GRADING: A-F CREDIT: 1 PREREQ: NONE

FALL 2012 INSTRUCTOR: COLLINS, KAREN L. SECT: 01

**MATH524 Topology I**

A continuation of **MATH523**, this course will be an introduction to algebraic topology, concentrating on the fundamental group and homology.

GRADING: A-F CREDIT: 1 PREREQ: NONE

SPRING 2013 INSTRUCTOR: ADEBOYE, ILESANMI SECT: 01

**MATH525 Topology II—Topics in Topology**

This course will be an introduction to Lie groups. A Lie group is one that is also a differentiable manifold so that the two structures are compatible.

The necessary concepts from differential geometry and group theory, as well as the formal definition of a Lie group and first examples, will be pre-

sented in the first week. For the remainder of the course, the main objects of study will be the classical Lie groups, which can all be represented as groups of invertible matrices over the real numbers. The class will conclude with a few surveys on the relationship of Lie groups to other branches of mathematics.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: ADEBOYE, ILESANMI SECT: 01

#### **MATH526 Topology II**

This is a topics course in topology that varies from year to year. It may be repeated for credit.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: LEIDY, CONSTANCE SECT: 01

#### **MATH543 Algebra I**

Group theory including Sylow theorems, basic ring and module theory, including structure of finitely generated modules over principal-ideal domains.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: SCOWCROFT, PHILIP H. SECT: 01  
SPRING 2013 INSTRUCTOR: HOVEY, MARK A. SECT: 01

#### **MATH545 Algebra II: Topics in Algebra**

This is a topics course in algebra that varies from year to year. This course may be repeated for credit.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: CHAN, WAI KIU SECT: 01

#### **MATH546 Algebra II**

This is a topics course in algebra that varies from year to year. It may be repeated for credit.

In 2012–2013, the course will cover homological algebra, including the Tor and Ext functors, and applications to classical algebra, including Serre's theorem characterizing regular local rings.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: STANKEWICZ, JAMES SECT: 01

#### **MATH561/562 Graduate Field Research**

GRADING: OPT

#### **MATH572 Special Topics in Mathematics**

Supervised reading course on advanced topics in number theory. This course may be repeated for credit.

GRADING: A-F CREDIT: 1 PREREQ: NONE

## Mathematics-Economics (DISCONTINUED WITH THE CLASS OF 2015)

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**INTERDEPARTMENTAL PROGRAM COMMITTEE (IPC):** John Bonin, *Economics*; David Pollack, *Mathematics*; Gary Yohe, *Economics*

**Program description.** The interdepartmental Mathematics-Economics Program (**MECO**) provides interdisciplinary work for students whose interest may be in economics with a strong mathematical approach or in mathematics applied to business and economic topics. Majors are expected to comply with the general education expectations. Students who complete this program will be well prepared for graduate study at quantitatively oriented business schools and graduate economics programs.

**Entry requirements.**

- **MATH121** and **MATH122** or the equivalent, e.g., any **200**-level mathematics course
- Completion of **ECON110**
- Completion of or current enrollment in **ECON300**

**Required courses.** The concentration program requires at least 12 advanced (**200**-level or higher) courses selected from the offerings of the Economics and Mathematics departments. In addition to satisfying the entry requirements, students must complete

- **MATH221** or **223** and **MATH222**
- **ECON300**, **ECON301** and **ECON302**
- **ECON380** and **ECON385**
- Two additional courses in economics numbered **201** or above, at least one of which must be numbered **305** or above
- Three additional courses in mathematics or computer science. Mathematics courses must be numbered **200** or above. Students may elect **COMP301** and/or **COMP312**, and may elect other **COMP** courses subject to permission from their major advisor.

A student cannot double major in **MECO** and computer science, or **MECO** and mathematics, or **MECO** and economics. Students may, however, double major in economics and mathematics.

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# Medieval Studies Program

**PROFESSORS:** Clark Maines, *Art and Art History*; Laurie Nussdorfer, *History and College of Letters*; Jeff Rider, *Romance Languages and Literatures*, *Chair*; Michael J. Roberts, *Classical Studies*; D. Gary Shaw, *History*; Magdalena Teter, *History*

**ASSOCIATE PROFESSORS:** Jane Alden, *Music*; Michael Armstrong-Roche, *Romance Languages and Literatures*; Ruth Nisse, *English*

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Jane Alden; Clark Maines; Jeff Rider; Michael Roberts; Gary Shaw

The Medieval Studies Program provides an interdisciplinary context for students who wish to study the European Middle Ages. Students normally concentrate on one of three fields: art history and archaeology, history and culture, or language and literature. They are also expected to do course work in the other fields. In certain cases the program may also provide a framework for students wishing to cross the somewhat arbitrary temporal, topical, and geographical boundaries of medieval studies to consider such problems as the relationship between classical and medieval literature or art or the broader history of the preindustrial European societies.

Students have a number of opportunities to experience medieval materials firsthand, including working with rare manuscripts in Special Collections, singing in the Collegium Musicum, or participating on an archaeological dig. The Medieval Studies Department brings distinguished visitors to campus each year to give public talks and to work one-on-one with students. Field trips to places such as the Cloisters Museum in New York City and to concerts in the nearby area foster a sense of community as well as providing access to materials.

Of Wesleyan’s 15 peer institutions, only five offer a medieval studies major. The skills typically acquired by medieval studies students—knowledge of European history, ability to analyze “foreign” texts, experience handling artifacts and manuscripts, and familiarity with Latin—provide good preparation for advanced degrees, whether in the humanities, law, or other professional schools.

**Major requirements.** Each student concentrating in medieval studies will be guided by a principal advisor within the field of specialization and two other faculty members from other fields of medieval studies. In some cases a consulting faculty member may be chosen from a field that is not an integral part of medieval studies but that is closely related to the student’s main area of interest (e.g., classics, linguistics). At the beginning of the fifth semester, each student is expected to submit for approval by his or her advisor a tentative schedule of courses to be taken to fulfill the requirements of the major. Subsequent changes in this schedule may be made only with the approval of the advisor.

**Courses.** Medieval studies majors take classes in a broad range of fields, including art history, archaeology, history, languages and literature, music history, manuscript studies, and religious studies. They are required to take 10 upper-level courses that will normally conform to the following:

- \* Four courses in the student’s chosen field of specialization
- \* Two courses in a second field of medieval studies
- \* One course in a third distinct field of medieval studies
- \* Three additional courses in any area of medieval studies, or in an outside field deemed, in consultation with the advisor, to be closely related to the student’s work, in subject matter or method. For example, a student specializing in medieval history may count toward the major a course in ancient history or historical method, while a student specializing in medieval literature may include a course in classical literature or in the theory of literary criticism.

A student may take more than four courses in his/her primary area of specialization, but only four will be counted toward the major.

At least one of the courses in the primary area of specialization should be a seminar, as should at least one of the courses in either the second or third fields.

**Extended paper.** Students in the program are normally expected to complete at least one long paper that may be a senior thesis, a senior essay, or a seminar paper.

**Languages.** All medieval studies majors are expected to have, at the latest by the beginning of their senior year, reading knowledge of at least one European foreign language. Latin is also strongly recommended. Ways of satisfying the language requirement can be determined by the advising committee of each student.

**Foreign study.** Students in the program are encouraged to spend at least one semester of study abroad and will be provided with assistance in planning their work abroad and in securing financial support for foreign study. Programs of study must be approved in advance by the student’s advising committee.

**Program honors.** Honors and high honors are awarded by vote of the medieval studies faculty to students whose course work is judged to be of sufficiently high quality and who have done outstanding work on one or more of the following writing projects: a senior thesis, a senior essay, or a seminar paper nominated for honors or high honors by the instructor in the seminar. All writing projects will be evaluated by the individual advising committee before a recommendation for program honors is made. Students must file a statement of intent with the Honors Program and with the program chair before October 15th of the senior year. By vote of the medieval studies faculty, those who have been recommended for high honors in the program may be nominated for University honors.

**MDST123 Escaping Purgatory: Music and Devotion in Medieval Europe**  
IDENTICAL WITH: MUSC123

**MDST134 Magic and Witchcraft in Early Europe**  
IDENTICAL WITH: HIST134

**MDST151 European Architecture to 1750**  
IDENTICAL WITH: ARHA151

**MDST166 Sophomore Seminar: Kings, Queens, and the Foundations of European Society**  
IDENTICAL WITH: HIST166

**MDST203 Introduction to the Hebrew Bible**  
IDENTICAL WITH: RELI201

**MDST204 Medieval Europe**  
IDENTICAL WITH: HIST201

**MDST205 The Making of Britain, 400-1763**  
IDENTICAL WITH: HIST211

**MDST207 Chaucer and the Critical Power of Medieval Literature**  
IDENTICAL WITH: ENGL207

**MDST208 Rome Through the Ages**  
IDENTICAL WITH: HIST208

**MDST209 The Art and Archaeology of Anglo-Saxon England, 400–1100**  
IDENTICAL WITH: ARHA215

**MDST210 Medieval Art and Architecture, ca. 300 to 1500**  
IDENTICAL WITH: ARHA210

**MDST212 Wesleyan University Collegium Musicum**  
IDENTICAL WITH: MUSC438

**MDST214 Introduction to the New Testament**  
IDENTICAL WITH: RELI12

**MDST215 Politics and Piety in Early Christianities**  
IDENTICAL WITH: RELI15

**MDST221 Medieval and Renaissance Music**  
IDENTICAL WITH: MUSC241

**MDST222 Renaissance Art and Architecture in Italy**  
IDENTICAL WITH: ARHA221

**MDST225 European Intellectual History to the Renaissance**  
IDENTICAL WITH: HIST215

**MDST228 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History**  
IDENTICAL WITH: SPAN230

**MDST230 Lancelot, Guinevere, and Grail: Enigma in the Romances of Chretien de Troyes**  
IDENTICAL WITH: FREN330

**MDST231 Early Medieval Art: Judaism, Christianity, and Islam in the Mediterranean, 300–1000**  
IDENTICAL WITH: ARHA211

**MDST232 Knights, Fools, and Lovers: An Introduction to Medieval and Renaissance French Culture**  
IDENTICAL WITH: FREN230

**MDST233 Monastic Utopias: Architecture and Monastic Life to the 13th Century**  
IDENTICAL WITH: ARHA213

**MDST235 Days and Knights of the Round Table**  
IDENTICAL WITH: HIST276

**MDST238 Mystics and Militants: Medieval Women Writers**  
IDENTICAL WITH: ENGL232

**MDST239 The Gothic Cathedral**  
IDENTICAL WITH: ARHA216

**MDST241 The Stories of Medieval French Lyric Poetry**  
IDENTICAL WITH: FREN329



**MDST242 Medieval Drama**

IDENTICAL WITH: ENGL224

**MDST245 Dante and Medieval Culture I**

IDENTICAL WITH: COL234

**MDST247 Jewish History: From Biblical Israel to Diaspora Jews**

IDENTICAL WITH: HIST247

**MDST251 Islamic Civilization: The Classical Age**

IDENTICAL WITH: HIST231

**MDST254 Cervantes**

IDENTICAL WITH: SPAN236

**MDST255 Dante and Medieval Culture II**

IDENTICAL WITH: COL236

**MDST261 Medieval Latin**

IDENTICAL WITH: LAT261

**MDST275 Romans and Christians: The World of Late Antiquity**

IDENTICAL WITH: CCI275

**MDST280 Islamic Art and Architecture**

IDENTICAL WITH: ARHA280

**MDST295 Introduction to Medieval Literature**

IDENTICAL WITH: ENGL293

**MDST301 Jews Under Christianity and Islam: Borders, Boundaries, and Coexistence**

IDENTICAL WITH: HIST301

**MDST304 Medieval Archaeology**

IDENTICAL WITH: ARHA218

**MDST305 God After the Death of God: Postmodern Echoes of Premodern Thought**

IDENTICAL WITH: REL304

**MDST310 The Culture of *Convivencia*: Muslims, Jews, and Christians in Medieval Iberia**

IDENTICAL WITH: ARHA310

**MDST351 Jews and Christians in Medieval England: Debate, Dialogue, and Destruction**

IDENTICAL WITH: ENGL351

**MDST353 Medieval Ethnicities and Ethnographies**

IDENTICAL WITH: ENGL353

**MDST373 Beyond the Grail: Medieval Romances**

IDENTICAL WITH: ENGL373

**MDST401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**MDST409/410 Senior Thesis Tutorial**

GRADING: OPT

**MDST411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**MDST465/466 Education in the Field, Undergraduate**

GRADING: OPT

**MDST467/468 Independent Study, Undergraduate**

GRADING: OPT

# Molecular Biology and Biochemistry

**PROFESSORS:** Ishita Mukerji; Donald Oliver

**ASSOCIATE PROFESSORS:** Manju Hingorani; Scott Holmes; Robert P. Lane; Michael McAlear, *Chair*

**ASSISTANT PROFESSORS:** Amy MacQueen; Rich Olson

**DEPARTMENTAL ADVISING EXPERTS 2012–2013** All departmental faculty

The disciplines of biochemistry, molecular biology, and biophysics focus on the molecular mechanisms of life processes using a variety of genetic, biochemical, and spectroscopic approaches.

**General education courses.** The department offers several courses without prerequisites on a rotating basis for nonmajors, e.g., The Science of Human Health: Microbiology and Immunology (**MB&B107**); Biology and Chemistry in the Modern World: A Survey of Drugs and Disease (**MB&B119**); Light, Energy, and Life (**MB&B109**). The introductory courses for majors (**MB&B181** or **195**, **182**, **191**, **192**) are also available for students with appropriate backgrounds (see below).

**Major course of study.** We recommend that students begin working toward the major in the first year to be able, in later years, to take advantage of upper-level courses and research opportunities. We note, however, that the major can also be started successfully in the sophomore year. The following courses are required: Principles of Biology I: Cell Biology and Molecular Basis of Heredity (**MB&B181**) or Honors Introductory Cell Biology and Molecular Genetics (**MB&B195**); Principles of Biology II (**MB&B182**); and the associated laboratories (**MB&B191/192**); Molecular Biology (**MB&B208**); either introductory chemistry (**CHEM141** and **142** or, preferably, **CHEM143** and **144**), Principles of Organic Chemistry I and II (**CHEM251** and **252**); the Introductory Chemistry Laboratory (**CHEM152**); Biochemistry (**MB&B383**); and two upper-level electives in molecular biology and biochemistry (see below for details). **MB&B381**, Physical Chemistry for Life Scientists, and one semester of mathematics are also required. **MB&B381** can be replaced with either one year of physics or one year of physical chemistry (**CHEM337** and **338**). Students are also required to take one semester of an advanced laboratory course (**MB&B294** or **MB&B395**), generally recommended in either their junior or senior year. Students who are considering medical school or graduate school should know that most programs require laboratories in organic chemistry (**CHEM257** and **258**), one year of mathematics, and a course in physical chemistry.

A typical prospective major, as a first-year student, would probably take **MB&B181** or **195**; for students with stronger backgrounds, **182**, **191**, and **192** and either **CHEM141/142** or **CHEM143/144** and the associated laboratory **CHEM152**. Students with weak scientific backgrounds are encouraged to take **CHEM141/142** or **143/144** and **152** as first-year students and defer **MB&B181** or **182**, **191**, **192**, **195** until their sophomore year. Students who prefer a smaller and more interactive classroom environment should consider registering for one of the smaller sections of **MB&B181**. In the second year, **MB&B208** along with **CHEM251/252** can be taken. Students are also encouraged to take a seminar course (Research Frontiers in Molecular Biology and Biochemistry, **MB&B209**) in the spring of the first or sophomore year. A typical major might then take Biochemistry (**MB&B383**) and an upper-level elective in the junior year and the second elective in the senior year. Two electives are required. One of the electives must be a 300-level **MB&B** course. The second may be an **MB&B** course or an approved course from the Biology or Chemistry departments. Two consecutive semesters of research for credit (in the same laboratory) (**MB&B401/402**) with an **MB&B** faculty member (or a preapproved faculty member in another department conducting research in molecular biology/biochemistry/biophysics) can also be substituted for the second elective. If a 200-level elective or research for elective credit is taken, the second elective must be at the 300-level. Approved courses outside **MB&B** that can be taken for elective credit include **BIOL218** and **BIOL323** (if **BIOL323** is used for elective credit, then students must choose **MB&B395** for their required advanced lab). Majors who are interested in a concentration in molecular biology should take **MB&B294**. **MB&B294** is offered in the spring semester and can be taken either in the junior or senior year. Students who are interested in a concentration or certificate (see below) in molecular biophysics should take **MB&B395** in the fall semester in either their junior or senior year. Please note that if you are interested in taking **MB&B395**, you must plan ahead because it is taught every other year. Details regarding the molecular biophysics certificate program are given below and at the following web site: wesleyan.edu/registrar/catalog/cmbt.htm.

Students are strongly encouraged to pursue independent research. Independent research is a highly valuable experience for proper scientific training, and it can enhance a student's application to graduate, medical, or other professional schools. Research provides a completely different dimension of experience, enabling the student to interact with graduate students and faculty members on a professional level. The research interests of the faculty include a wide variety of topics in the areas of molecular biology, biochemistry, and molecular biophysics, a description of which can be found at wesleyan.edu/mbb and in the departmental office (Room 205, Hall-Atwater).

In conjunction with the Biology Department, the department sponsors a seminar series—Thursdays at noon—at which distinguished scientists from other institutions present their research. There is also a Wednesday evening Seminar in Biological Chemistry (**MB&B587/588**) for which credit may be obtained.

Upper-level undergraduates are encouraged to take graduate-level courses and seminars. Undergraduates who choose to do research in a faculty member's laboratory usually interact closely with the graduate students in that laboratory.

**Honors in molecular biology and biochemistry.** To be considered for departmental honors, a student must

- Be a **MB&B** major and be recommended to the department by a faculty member. It is expected that the student will have a B average (grade-point average 85) in courses credited to the major.
- Submit either a research thesis, based upon laboratory research, or a library thesis, based upon library research, carried out under the supervision of a member of the department.

**Certificate program in molecular biophysics** (wesleyan.edu/registrar/catalog/cmbt.htm). Molecular biophysics at Wesleyan is an interdisciplinary program supported by the departments of Molecular Biology and Biochemistry, Chemistry, and Physics. To receive a certificate in molecular biophysics, students should major in either the chemistry or **MB&B** departments. Interested students need to take **MB&B395** Structural Biology Laboratory, **MB&B381** or **CHEM337** and **338**, and two upper-level elective courses in molecular biophysics. Students are also encouraged to join the weekly Molecular Biophysics Journal Club (**MB&B307/308**). Students are also strongly encouraged to conduct independent research in the laboratory of a faculty member in the molecular biophysics program. If students are interested in a certificate in molecular biophysics, they should contact Professor I. Mukerji.

**Certificate program in integrative genomic sciences (IGS)** (igs.wesleyan.edu). An integrative program of undergraduate and graduate offerings in bioinformatics, genomics, computational biology, and bioethics, the integrative genomic science program is intrinsically interdisciplinary, involving faculty and students in the life sciences, physical sciences, information sciences, and philosophy. Please see igs.wesleyan.edu for current and planned courses. The IGS program is supported by grants from the W. M. Keck Foundation, the Howard Hughes Medical Institute, and the Fund for Innovation Grants from Wesleyan University.

## GRADUATE PROGRAM

The **MB&B** Department supports a graduate program with emphasis in molecular genetics, molecular biology, biochemistry, and molecular biophysics. The **MB&B** graduate program is designed to lead to the degree of doctor of philosophy. A master of arts degree is awarded only under special circumstances. The department currently has 20 graduate students, and the graduate program is an integral part of the departmental offerings. Graduate students serve as teaching assistants in undergraduate courses, generally during their first two years. The emphasis of the program is on an intensive research experience culminating in a dissertation. The program of study also includes a series of courses covering the major areas of molecular biology, biochemistry, and biophysics; journal clubs in which current research is discussed in an informal setting; practica designed to introduce first-year students to the research interests of the faculty; and several seminar series in which either graduate students or distinguished outside speakers participate. The low student-faculty ratio (2.5:1) allows programs to be individually designed and ensures close contact between the student and the faculty. A certificate in molecular biophysics supported by a training grant from the National Institutes of Health is available for students with interest in both the physical and life sciences (wesleyan.edu/registrar/catalog/cmbt.htm).

### Requirements for the degree of doctor of philosophy

**Courses.** Ideally, incoming students will have completed courses in general biology, cell and molecular biology, genetics, biochemistry, general chemistry, organic chemistry, physical chemistry, and calculus. Deficiencies in any of these areas would normally be made up in the first year. A core curriculum of graduate courses in the following areas is given on a two-year cycle: nucleic acid structure, biosynthesis and its regulation, regulation of gene expression, regulation of chromosome dynamics, structural mechanisms and energetics of protein-nucleic-acid interactions, protein structure and folding, protein trafficking in cells, physical techniques, molecular genetics, the cell cycle, biological spectroscopy, bioinformatics and functional genomics, and molecular, biochemical, and cellular bases of cancer and other human diseases. Additional graduate course electives are also available. Within this general framework, an individual program of study tailored to fit the student's background and interests is designed in consultation with the graduate committee and the student's advisor.

- **Qualifying examinations.** The criteria for admission to candidacy for the PhD will be performance in courses, aptitude for research, a written qualifying examination at the end of the third semester, and the oral defense of an original research proposal by the middle of the fourth semester.
- **Teaching.** Normally, three to four semesters of teaching are required.
- **Research interests of the department.** Control of DNA replication; mechanism of protein secretion; global regulation of ribosomal biogenesis in the yeast *S. cerevisiae*; mechanisms of DNA replication and repair; protein-protein and protein-nucleic-acid interactions; the structural dynamics of nucleic acids and proteins; chromosome structure and gene expression; UV resonance Raman spectroscopy of biological macromolecules; biological assembly mechanisms; protein fiber formation in disease; enzyme mechanisms; the olfactory system; new frontiers in genome research; and elucidation of membrane protein function by X-ray crystallography.

#### MB&B102 Science Information Literacy

Information literacy is the set of skills needed to find, retrieve, analyze, and use information. This course will focus on teaching these skills as especially applied to scientific information. Students will learn to determine the nature and extent of information needed, to acquire needed information effectively and efficiently, to evaluate information and its sources critically, and to use information effectively to accomplish a specific purpose. Students will also examine the economic, ethical, legal, and social issues surrounding the use of information and how information literacy is important to lifelong learning and keeping current to new developments in his/her field. Topics will include the structure of scientific information and scientific publishing, the research process, types of information retrieval systems, search strategies and syntax, use of bibliographic management software (e.g., EndNote), criteria for critical evaluation, open-access publication, plagiarism, and copyright.

GRADING: OPT CREDIT: 5 IDENTICAL WITH: [CHEM102 OR BIOL102 OR PHYS103 OR NS&B102 OR PSYC102 OR E&E5102 OR ASTR102] PREREQ: NONE  
FALL 2012 INSTRUCTOR: KLEIN, ANDREW WICK SECT: 01

#### MB&B105 Genetics: From Mendel to the Human Genome Project

This course, intended for nonscience majors, will provide an introduction to the science of genetics. A review of classic experiments will serve as a foundation for a more focused study of selected current topics, such as gene therapy, genetically modified plants and animals, the genetics of viruses and cancer, and the implications of knowing the sequence of the human genome. For each topic we will strive to understand the basic science of the field, consider the potential applications of recent findings, and discuss ethical issues raised by genetic technology.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
SPRING 2013 INSTRUCTOR: HOLMES, SCOTT G. SECT: 01

#### MB&B106 Science for Life

This course will provide a broad overview of cell biology, genetics, evolution, ecology, animal structure and function, and plant biology for the nonscience major.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

#### MB&B107 The Science of Human Health: Microbiology and Immunology

Studying the molecular and cellular biology of disease-causing viruses and bacteria, we will survey the basic mechanisms that they deploy to colonize and harm our bodies. We will also learn about the cells and macromolecules that comprise our immune system, how they act in concert to detect and combat disease or, in certain instances, cause autoimmune disease. A case-study approach will be pursued to join these two subjects and to illustrate the complex interplay between pathogens and the immune system that allows us to successfully combat certain diseases, become persistently infected by others, or succumb to debilitating or fatal illnesses.

GRADING: OPT CREDIT: 1 GEN ED: NSM PREREQ: NONE

#### MB&B108 Body Languages: Choreographing Biology

This course will present an introduction to human biology from the cellular to organism level. This subject will be examined through scientific and choreographic perspectives. Students will have the opportunity to practice movement awareness and learn basic principles of choreography and will apply these skills to exploration of human biology. Each class will involve lecture, discussion, and movement components.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: DANC108 PREREQ: NONE

#### MB&B109 Light, Energy, and Life

Light is the basis for many important processes on Earth, and this course is designed to introduce students to many of these fundamental processes. The first third of the course will focus on the nature of light and its interaction with matter. We will then turn to the process of vision and how light is detected

by humans and animals. The second third will focus on light as an important energy source. We will discuss the natural process of photosynthesis and the role that it plays in the global carbon cycle. The role that sunlight plays in the phenomenon of global warming and the effects of global warming will also be explored. We will also discuss the artificial capture and harnessing of light energy, as in solar energy. The last part of the course will explore how light interacts with humans directly. Topics to be discussed include how light affects our moods and seasonal affective disorder, and the role of light in the onset of melanoma and other UV-light-related health problems.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

#### MB&B111 Introduction to Environmental Toxicology

This course will look at the human health consequences of anthropogenic and natural toxins in the environment. We will examine how chemicals are absorbed, distributed, and detoxified within our bodies and the mechanism of acute and chronic damage to our health. We will explore how toxins travel through the environment and how permissible levels of exposure are decided upon. This naturally leads to a discussion about the perception and management of risk. We will look at case studies relating to industrial pollution, accidents, and contamination of our air, water, and food through the lens of human disease and social cost. Students are asked to think critically about available scientific evidence and form opinions about how much risk is acceptable in our daily lives.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

#### MB&B119 Biology and Chemistry in the Modern World: A Survey of Drugs and Disease

This course will cover a wide range of topics of current interest that are at the intersection of biology and chemistry. In particular, the molecular basis of issues related to drugs and disease will form a focus of the course. Topics to be discussed will include psychoactive and performance-enhancing drugs, mad cow, cancer, viral and bacterial diseases, and the chemistry of foods.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: CHEM119 PREREQ: NONE

#### MB&B123 Introduction to Cancer

There is no doubt that cancer is currently one of the biggest global health problems we face. Although we have made great strides in understanding the underlying mechanisms of the disease and of treatments, millions of people worldwide are still diagnosed with and will succumb to the disease every year. To understand why cancer is still a huge threat, with all the progress that has been made, the basic science of this multifaceted disease will be examined, including the genetic basis of cancer; the role of carcinogens, genetics, and infectious diseases play in the development of cancer; the role of the immune system in controlling cancer and how it can be harnessed in new, novel treatments; the basic biochemistry behind chemotherapy; and the basic biology behind preventative strategies.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

FALL 2012 INSTRUCTOR: BELPERRON, ALEXIA ANNE SECT: 01

#### MB&B180 Writing About Science

IDENTICAL WITH: CHEM180

#### MB&B181 Principles of Biology I: Cell Biology and Molecular Basis of Heredity

This course presents an exploration of the contemporary view of the cell and an introduction to the molecules and mechanisms of genetics and gene function. The course will have two major themes. First, we will focus on the central dogma of molecular biology, describing the process of information transfer from genetic code in DNA through protein synthesis and function. Topics include DNA replication and repair, chromosome dynamics, RNA transcription, protein translation, gene regulation, and genomics. Second, we will focus on cell theory and the underlying molecular mechanisms of cellular activity, including cell signaling, energetics, cell motility, and cell cycling. Lectures (Mondays and

Wednesdays) will stress the experimental basis of conclusions presented and highlight important details and major themes. The course will also emphasize problem-solving approaches in cell and molecular biology (Fridays).

GRADING: A–F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: BIOL181 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: LANE, ROBERT P. SECT: 01-02  
 INSTRUCTOR: WEIR, MICHAEL P. SECT: 03-04  
 INSTRUCTOR: JOHNSON, RUTH INEKE SECT: 05-06  
 INSTRUCTOR: MUROLO, MICHELLE AARON SECT: 07-08  
 INSTRUCTOR: OLIVER, DONALD B. SECT: 09-10

#### MB&B182 Principles of Biology II

IDENTICAL WITH: BIOL182

#### MB&B191 Principles of Biology I—Laboratory

This laboratory course, to be taken concurrently with MB&B181 or BIOL181, provides direct experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, microscopy, and spectrophotometry. The lab course is a chance to learn these key techniques firsthand.

GRADING: CR/U CREDIT: .5 GEN ED: NSM IDENTICAL WITH: BIOL191 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: MUROLO, MICHELLE AARON SECT: 01-05

#### MB&B192 Principles of Biology II—Laboratory

IDENTICAL WITH: BIOL192

#### MB&B193 Principles of Cell and Molecular Biology: Advanced Topics

This .25-credit course is open to students currently enrolled in any section of MB&B/BIOL181 Principles of Biology I. The course is intended to supplement the introductory biology series at a more advanced level to provide a more challenging and enriching experience for students with strong backgrounds in biology (e.g., high school AP Biology with scores of 4 or 5). Students will read recently published journal articles at the frontiers of modern cell and molecular biology. This course introduces students to current technologies and methods being used in the field to advance our understanding of human biology and disease.

GRADING: CR/U CREDIT: .25 GEN ED: NSM IDENTICAL WITH: BIOL193 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: WEIR, MICHAEL P. SECT: 01  
 INSTRUCTOR: LANE, ROBERT P. SECT: 01

#### MB&B196 Honors Principles of Biology II

IDENTICAL WITH: BIOL196

#### MB&B208 Molecular Biology

This course is a comprehensive survey of the molecules and molecular mechanisms underlying biological processes. It will focus on the cornerstone biological processes of genome replication, gene expression, and protein function. The major biomacromolecules—DNA, RNA, and proteins—will be analyzed to emphasize the principles that define their structure and function. We will also consider how these components interact in larger networks within cells to permit processing of external and internal information during development and discuss how these processes become perturbed in disease states.

GRADING: A–F CREDIT: 1 GEN ED: NSM PREREQ: ((MB&B181 OR BIOL181) AND [BIOL182 OR MB&B182]) OR ((MB&B195 OR BIOL195) AND [BIOL182 OR MB&B182])  
 FALL 2012 INSTRUCTOR: HINGORANI, MANJU SECT: 01  
 INSTRUCTOR: HOLMES, SCOTT G. SECT: 01

#### MB&B209 Research Frontiers in Molecular Biology and Biochemistry

This course of weekly discussions of current research is for students who have completed the MB&B or BIOL introductory series. Discussions will be informal in nature and cover topics of current interest in molecular biology and biochemistry, emphasizing possibilities for future research areas for the students.

GRADING: CR/U CREDIT: .5 GEN ED: NSM PREREQ: ((MB&B181 OR BIOL181) AND [BIOL182 OR MB&B182]) OR ((MB&B195 OR BIOL195) AND [BIOL182 OR MB&B182])  
 SPRING 2013 INSTRUCTOR: MCALEAR, MICHAEL A. SECT: 01

#### MB&B210 Genomics: Modern Genetics, Bioinformatics, and the Human Genome Project

Genetics has provided a foundation for modern biology. We will explore the classical genetics and go on to consider how genomics has transformed this field. This course is intended to introduce students to the fields of genetics and genomics, which encompass modern molecular genetics, bioinformatics, and the structure, function, and evolution of genomes. We will discuss important new areas of research that have emerged from the genome projects, such as epigenetics, polymorphisms, transgenics, systems biology, stem cell research, and disease mapping. We will also discuss bioethical issues that now face us in this new postgenome era.

GRADING: A–F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: BIOL210  
 PREREQ: [MB&B195 OR BIOL195] OR [MB&B181 OR BIOL181]

#### MB&B212 Principles and Mechanisms of Cell Biology

IDENTICAL WITH: BIOL212

#### MB&B218 Introductory Medical Biochemistry

This introductory course will focus on the essential concepts of biochemistry important to students interested in the health professions, including the chemical and biological foundations of cellular metabolism and related disease states. Major topics will include the structure and function of biological molecules in the human body (proteins, carbohydrates, fats, nucleic acids,

vitamins), enzyme catalysis, cellular signaling, as well as digestion, absorption and processing of nutrients for energy and growth.

GRADING: A–F CREDIT: 1 GEN ED: NSM PREREQ: [MB&B181 OR BIOL181] AND CHEM251  
 SPRING 2013 INSTRUCTOR: HINGORANI, MANJU SECT: 01

#### MB&B231 Microbiology

This course will study microorganisms in action, as agents of disease, in ecological situations, and as tools for research in molecular biology, genetics, and biochemistry. Particular emphasis will be placed on new ideas in the field.

GRADING: A–F CREDIT: 1 IDENTICAL WITH: BIOL231 PREREQ: [MB&B181 OR BIOL181] OR MB&B208  
 SPRING 2013 INSTRUCTOR: OLIVER, DONALD B. SECT: 01

#### MB&B232 Immunology

In this introduction to basic concepts in immunology, particular emphasis will be given to the molecular basis of specificity and diversity of the antibody and cellular immune responses. Cellular and antibody responses in health and disease will be addressed, along with mechanisms of immune evasion by pathogens, autoimmune disease, and cancer.

GRADING: A–F CREDIT: 1 IDENTICAL WITH: BIOL232 PREREQ: (([MB&B181 OR BIOL181] AND [BIOL182 OR MB&B182]) OR ([MB&B181 OR BIOL181] AND [BIOL196 OR MB&B196]) OR ([MB&B195 OR BIOL195] AND [BIOL182 OR MB&B182]) OR ([MB&B195 OR BIOL195] AND [BIOL196 OR MB&B196]) OR MB&B208

#### MB&B237 Signal Transduction

Cells contain elaborate systems for sensing their environment and for communicating with neighbors across the membrane barrier. This class will explore molecular aspects of signal transduction in prokaryotic and eukaryotic cells. Topics will include membrane receptors, GPCRs, kinases, phosphorylation, ubiquitination, calcium signaling, nuclear receptors, quorum sensing, and human sensory systems. We will integrate biochemical functional approaches with structural and biophysical techniques.

GRADING: A–F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: BIOL237 PREREQ: NONE

#### MB&B265 Bioinformatics Programming

IDENTICAL WITH: BIOL265

#### MB&B285 Seminar in Molecular Biology

IDENTICAL WITH: MB&B585

#### MB&B286 Seminar in Molecular Biology

IDENTICAL WITH: MB&B586

#### MB&B294 Advanced Laboratory in Molecular Biology and Genetics

This course is designed to familiarize students with current research techniques in molecular biology, biochemistry, and genetics. A variety of methods and approaches will be applied in a series of short projects, primarily using *E. coli* and *Saccharomyces cerevisiae* (budding yeast) as model systems. Students will gain hands-on experience employing recombinant DNA, microbiology, protein biochemistry, and other methods to answer basic research questions. This course provides excellent preparation for students planning to conduct independent research at the undergraduate level (MB&B401/402) and beyond.

GRADING: A–F CREDIT: 1 PREREQ: MB&B208  
 SPRING 2013 INSTRUCTOR: MACQUEEN, AMY SECT: 01

#### MB&B301 Molecular Biophysics

IDENTICAL WITH: CHEM301

#### MB&B303 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function

Membrane proteins constitute a third of all cellular proteins and half of current drug targets, but our understanding of their structure and function has been limited in the past by technological obstacles. In spite of this, the past 10 years have yielded a wealth of new membrane protein structures that have helped to uncover the mechanistic underpinnings of many important cellular processes. This class will examine some of the new insights gained through the various techniques of modern structural biology. We will start with a general review of membrane properties, structural techniques (x-ray crystallography, EM, NMR, etc.), and protein structure analysis. We will then look at common structural motifs and functional concepts illustrated by different classes of membrane proteins. Students will read primary literature sources and learn how to gauge the quality and limitations of published membrane protein structures. These tools will be generally applicable to evaluating soluble protein structures as well.

GRADING: A–F CREDIT: 1 GEN ED: NSM  
 IDENTICAL WITH: NS&B303 PREREQ: (CHEM251 AND CHEM252 AND MB&B208)  
 SPRING 2013 INSTRUCTOR: OLSON, RICH SECT: 01

#### MB&B306 Self-Perpetuating Structural States in Biology, Genetics, and Disease

IDENTICAL WITH: MB&B506

#### MB&B307 Molecular Biophysics Journal Club I

IDENTICAL WITH: CHEM307

#### MB&B308 Molecular Biophysics Journal Club II

IDENTICAL WITH: CHEM308

#### MB&B310 Mechanisms of Protein Trafficking Within Eukaryotes

IDENTICAL WITH: MB&B510

#### MB&B313 Molecular, Proteomic, and Cell Biological Analysis of Telomere Composition and Function

IDENTICAL WITH: MB&B513

#### MB&B315 The Regulation of Ribosome Biosynthesis

Ribosomes are the large and highly conserved organelles charged with the task of converting the nucleotide-based messages of mRNAs into the poly-

peptide sequence of proteins. This act of translation is remarkable, not only for its efficiency and fidelity, but also for the sheer complexity of the reaction, including the wide variety of molecules (mRNAs, tRNAs, rRNAs, proteins, amino acids, etc.) that need to be harnessed for its execution. In this course we will investigate the mechanism of translation as well as the biosynthetic pathways that are involved in the synthesis of ribosomes themselves. Both prokaryotic and eukaryotic systems will be considered, including the question of how ribosome biosynthesis, which constitutes a major fraction of the total cellular economy, is regulated in response to changing cellular conditions.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: MB&B515 PREREQ: MB&B208 FALL 2012 INSTRUCTOR: MCALEAR, MICHAEL A. SECT: 01

#### MB&B321 Biomedical Chemistry

IDENTICAL WITH: CHEM321

#### MB&B322 Mechanisms of Protein Trafficking Within Prokaryotes

IDENTICAL WITH: MB&B522

#### MB&B323 Cancer

Cancer is one of the biggest global health problems we face, even though we have made great strides in understanding the underlying mechanisms of the disease. To understand why cancer is still a huge threat, with all the progress that has been made, the basic science of this multifaceted disease will be examined with a focus on the genetic basis of cancer; the role carcinogens, genetics, and infectious diseases play in its development; the role of the immune system in controlling cancer and how it can be harnessed in new, novel treatments; the biochemistry of chemotherapies; and the basic biology behind suggested preventative strategies.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: [MB&B181 OR BIOL181] AND [BIOL182 OR MB&B182]

#### MB&B325 Introduction to Biomolecular Structure

IDENTICAL WITH: CHEM325

#### MB&B326 Molecular Microbiology

Microbes are all around us and play a significant role in our lives. This course will provide a strong foundation in the fundamental principles of microbiology. A particular emphasis will be placed on the molecular genetics of bacteria. The exchange of genetic material between bacterial species, the genetics of bacterial cell division, and the mechanisms of bacterial antibiotic resistance will be examined. The molecular mechanisms that underlie the pathogenesis of several bacteria will also be explored. Throughout the semester, the methodology used in modern microbiology labs will be integrated into the course material.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: MB&B208

#### MB&B328 Topics in Eukaryotic Genetics: Transcription

IDENTICAL WITH: MB&B528

#### MB&B330 Molecular and Cellular Basis of Human Diseases

IDENTICAL WITH: MB&B530

#### MB&B333 Gene Regulation

IDENTICAL WITH: MB&B533

#### MB&B335 Protein Folding: From Misfolding to Disease

IDENTICAL WITH: MB&B535

#### MB&B340 Practical Methods in Biochemistry

The course will center on currently used techniques for protein separation and purification, such as ultracentrifugation, gel electrophoresis, and chromatography.

Particular attention will be given to the thermodynamic and kinetic principles underlying these separation techniques for isolating and characterizing an unknown protein. Both theory and examples of current applications will be presented.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: CHEM390 PREREQ: (CHEM144 AND MATH122) OR (PHYS111 AND PHYS112) OR CHEM338

#### MB&B350 Bioinformatics and Functional Genomics

IDENTICAL WITH: BIOL350

#### MB&B357 Bio-Organic Chemistry

IDENTICAL WITH: CHEM357

#### MB&B375 The Cell-Division Cycle and Cancer

IDENTICAL WITH: MB&B575

#### MB&B381 Physical Chemistry for the Life Sciences

This course is designed to provide students of biology, neurosciences, molecular biology, biochemistry, and biological chemistry with the foundations of physical chemistry relevant to the life sciences. The course is driven by consideration of a series of biological processes for which the concepts of physical chemistry provide a framework for explanation and understanding. The course will consist of three parts: thermodynamics, kinetics or rate processes, quantum mechanics and spectroscopy. Each part of the course is based on topics drawn from physiology, molecular biology, and biochemistry, the treatment of which motivates the introduction of physicochemical concepts and reasoning. Examples of topics include respiration, photosynthesis, ATP hydrolysis, active transport, vision, growth and decay processes, enzyme structure, and function and prebiotic evolution. The course is specifically designed to accommodate students with diverse scientific backgrounds and levels of mathematical preparation. An elementary review of all mathematical and

computational methods required for the course will be provided. This course may also readily serve students of mathematics, physics, and chemistry as an introduction to applications of their subject area in the life sciences.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: [CHEM381 OR MB&B581] PREREQ: (CHEM141 AND CHEM142 AND MATH117 AND CHEM251) OR (CHEM143 AND CHEM144 AND MATH121 AND CHEM251)

SPRING 2013 INSTRUCTOR: BEVERIDGE, DAVID L. SECT: 01

#### MB&B382 Practical NMR

IDENTICAL WITH: CHEM382

#### MB&B383 Biochemistry

IDENTICAL WITH: CHEM383

#### MB&B385 Advanced Biochemistry: Enzyme Kinetics

IDENTICAL WITH: CHEM385

#### MB&B386 Biological Thermodynamics

IDENTICAL WITH: CHEM386

#### MB&B387 Enzyme Mechanisms

IDENTICAL WITH: CHEM387

#### MB&B395 Structural Biology Laboratory

One of the major catalysts of the revolution in biology that is now under way is our current ability to determine the physical properties and three-dimensional structures of biological molecules by x-ray diffraction, nuclear magnetic resonance (NMR) spectroscopy, and other spectroscopic methods. This course is designed to familiarize students with current research techniques in biochemistry and molecular biophysics. Students will perform spectroscopic investigations on a protein that they have isolated and characterized using typical biochemical techniques, such as electrophoresis, enzyme extraction, and column chromatography. It will provide hands-on experience with spectroscopic methods such as NMR, fluorescence, UV-Vis absorption, and Raman as well as bioinformatic computational methods. All of these methods will be applied to the study of biomolecular structure and energetics. This course provides a broad knowledge of laboratory techniques valuable for independent research at the undergraduate level and beyond.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: [CHEM395 OR PHYS395] PREREQ: (MB&B208 AND CHEM141 AND CHEM142) OR (MB&B208 AND CHEM143 AND CHEM144)

#### MB&B401/402 Individual Tutorial, Undergraduate

GRADING: OPT

#### MB&B409/410 Senior Thesis Tutorial

GRADING: OPT

#### MB&B411/412 Group Tutorial, Undergraduate

GRADING: OPT

#### MB&B465/466 Education in the Field, Undergraduate

GRADING: OPT

#### MB&B467/468 Independent Study, Undergraduate

GRADING: OPT

#### MB&B500 Graduate Pedagogy

IDENTICAL WITH: ASTR500

#### MB&B501/502 Individual Tutorial, Graduate

GRADING: OPT

#### MB&B503/504 Selected Topics, Graduate Science

GRADING: OPT

#### MB&B506 Self-Perpetuating Structural States in Biology, Genetics, and Disease

Using a variety of examples from cell biology, genetics, and biochemistry, this course will examine the template-dependent processes governing the perpetuation of genotypes, phenotypes, and cellular organelles. Topics covered in detail will include the molecular biology of prions (infectious proteins), the mechanisms underlying epigenetic inheritance of gene expression states, and the reproduction of cellular structures required for chromosome segregation. We will also examine the goals and progress of the emerging field of synthetic biology, contemplating the prospects of building complex biological systems from the ground up.

GRADING: A-F CREDIT: .5 GEN ED: NSM IDENTICAL WITH: MB&B306 PREREQ: MB&B208 FALL 2012 INSTRUCTOR: HOLMES, SCOTT G. SECT: 01

#### MB&B507 Molecular Biophysics Journal Club I

IDENTICAL WITH: CHEM307

#### MB&B508 Molecular Biophysics Journal Club II

IDENTICAL WITH: CHEM308

#### MB&B509 Molecular Biophysics

IDENTICAL WITH: CHEM301

#### MB&B510 Mechanisms of Protein Trafficking Within Eukaryotes

This course surveys the mechanisms of protein trafficking and sorting within eukaryotic cells with an emphasis on the major protein exocytosis pathway.

GRADING: OPT CREDIT: .5 IDENTICAL WITH: MB&B310 PREREQ: MB&B208 OR [BIOL212 OR MB&B212]

#### MB&B511/512 Group Tutorial, Graduate

GRADING: OPT

#### MB&B513 Molecular, Proteomic, and Cell Biological Analysis of Telomere Composition and Function

This course will focus on a critical feature of the eukaryotic cell known as the telomere, or linear chromosome end. We will discuss the diverse set of critical molecular mechanisms affected by and involving telomeres including chromosome segregation, cellular aging, meiotic gamete production, and cancer progression. We will also focus on the physical architecture of the telomere, how

this architecture dynamically alters in different biological contexts, and the types of molecules known to associate with telomeres in multiple model organisms including yeast and human cells. An emphasis will be placed on experimental strategies used for identifying new components of the telomere complex and for understanding telomere function during normal and diseased cellular states.

GRADING: A-F CREDIT: .5 GEN ED: NSM IDENTICAL WITH: MB&B313 PREREQ: NONE

#### **MB&B515 The Regulation of Ribosome Biosynthesis**

IDENTICAL WITH: MB&B315

#### **MB&B519 Structural Mechanisms of Protein-Nucleic Acid Interactions**

IDENTICAL WITH: CHEM519

#### **MB&B520 Topics in Nucleic Acid Structure**

This course focuses on the principles of nucleic acid structure. The scope of this course is to go beyond the common DNA structures such as B-DNA and A-DNA helical structures. The course will concentrate on other DNA structural motifs like branched DNA, supercoiled DNA, triplex DNA, and quadruplex DNA. Physical characterization of these structures as well as the functional implication of these structures (in terms of DNA replication, transcription, telomeres, etc.) will be discussed extensively. Discussion will also center on the forces that stabilize these structures, such as H-bonding and stacking interactions. The course will also cover other important DNA structural motifs such as curved or bent DNA as found in A-tracts and the relevance of these structures in promoter recognition and gene expression. Important RNA structures, such as ribozymes and pseudoknots, will also be discussed. We will also discuss the significance of DNA structural motifs in eukaryotic genomes and the application of bioinformatic tools to search for these motifs.

GRADING: OPT CREDIT: .5 PREREQ: NONE

#### **MB&B522 Mechanisms of Protein Trafficking Within Prokaryotes**

This course surveys the mechanisms of membrane protein topogenesis and protein secretion within *E. coli*, the quintessential prokaryote, where sophisticated genetic and biochemical analysis has been possible. The course surveys the primary literature with student presentations and a written final examination.

GRADING: OPT CREDIT: .5 IDENTICAL WITH: MB&B322

PREREQ: MB&B208 OR [BIOL212 OR MB&B212]

#### **MB&B528 Topics in Eukaryotic Genetics: Transcription**

This half-semester course will follow two principal themes: We will examine the use of genetic methods in current biological research and apply these methods to address questions about the regulation of gene expression in eukaryotes. Our examination of transcriptional regulation will lead us into the related topics of gene organization, chromosome structure, and signal transduction.

GRADING: A-F CREDIT: .5 IDENTICAL WITH: MB&B328 PREREQ: NONE

#### **MB&B530 Molecular and Cellular Basis of Human Diseases**

This course will cover the molecular, genetic, cellular, and biochemical aspects of selected human ailments. Topics will include aging, atherosclerosis, osteoporosis, diabetes, obesity, and Alzheimer's disease.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: MB&B330

PREREQ: MB&B208 OR [CHEM363 OR MB&B363]

#### **MB&B533 Gene Regulation**

This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list (i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. An overarching theme is how genomes encode and execute regulatory programs as revealed by a global systems biology approach in modern genomics research.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: [MB&B333 OR BIOL533 OR BIOL333]

PREREQ: [BIOL182 OR MB&B182]

#### **MB&B535 Protein Folding: From Misfolding to Disease**

Amyloidogenesis, the process by which proteins and peptides misfold to form amyloid fibers, is at the root of several different diseases, including Parkinson's disease, Alzheimer's disease, mad cow disease, and type II diabetes to name a few. This course will focus on current research in the field that seeks to understand why a functional, well-folded protein adopts the misfolded amyloid form. In the course of discussing the misfolded nature of these proteins, we will review central elements of protein structure and stability to better understand the protein-folding landscape and the process of misfolding. We will also discuss how the process of misfolding leads to the different diseases and disease pathologies.

GRADING: A-F CREDIT: .5 GEN ED: NSM IDENTICAL WITH: MB&B335 PREREQ: NONE

#### **MB&B550 Bioinformatics and Functional Genomics**

IDENTICAL WITH: BIOL350

#### **MB&B557 Research Seminars in Molecular Biology**

Weekly formal presentations by graduate students about their research projects. This includes description of experimental outline, technical details, problems that are encountered, and possible solutions. The active discussion among the participants is designed to generate communication skills, new ideas, and interpretations and to introduce novel techniques that would aid the graduate student.

GRADING: CR/U CREDIT: .25 PREREQ: NONE

FALL 2012 INSTRUCTOR: HINGORANI, MANJU SECT: 01

#### **MB&B558 Research Seminars in Molecular Biology**

The course involves weekly formal presentations by graduate students on their research projects. The presentations include description of experimental design, approaches and methods, analysis, conclusions, and future directions, as well as details of problems encountered and potential solutions. Active discussion among the participants is encouraged to develop science communication skills, to share new ideas and interpretations, and to introduce novel approaches that facilitate progress. This course is required of all graduate students.

GRADING: CR/U CREDIT: .25 PREREQ: NONE

SPRING 2013 INSTRUCTOR: MCALEAR, MICHAEL A. SECT: 01

#### **MB&B561/562 Graduate Field Research**

GRADING: OPT

#### **MB&B575 The Cell-Division Cycle and Cancer**

This course will cover a broad range of topics that are related to the process of cell division. We will discuss how the cell cycle is executed and regulated in a variety of eukaryotic systems. Major consideration will be applied to discussions of cancer and the defects in cell-division regulation that underlie this disease. Some of the topics include growth factors, signaling pathways, apoptosis, cyclin-dependent kinases as cell-cycle regulators, transcriptional and posttranscriptional control of cell-cycle genes, DNA replication, DNA damage checkpoints, and tumor suppressors.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: MB&B375 PREREQ: NONE

#### **MB&B581 Physical Chemistry for the Life Sciences**

IDENTICAL WITH: MB&B381

#### **MB&B585 Seminar in Molecular Biology**

This course includes the presentation and discussion of recent findings in the field of molecular and cellular biology.

GRADING: OPT CREDIT: .25 IDENTICAL WITH: MB&B285 PREREQ: NONE

FALL 2012 INSTRUCTOR: HOLMES, SCOTT G. SECT: 01

#### **MB&B586 Seminar in Molecular Biology**

This course includes the presentation and discussion of recent findings in the field of molecular biology.

GRADING: OPT CREDIT: .25 IDENTICAL WITH: MB&B286 PREREQ: NONE

SPRING 2013 INSTRUCTOR: MCALEAR, MICHAEL A. SECT: 01

#### **MB&B587 Seminar in Biological Chemistry**

IDENTICAL WITH: CHEM587

#### **MB&B588 Seminar in Biological Chemistry**

IDENTICAL WITH: CHEM588

# Music

<b>PROFESSORS:</b>	Anthony Braxton; Neely Bruce; Eric Charry; Mark Slobin
<b>ASSOCIATE PROFESSORS:</b>	Jane Alden, <i>Chair</i> ; Yonatan Malin; Su Zheng
<b>ASSISTANT PROFESSOR:</b>	Paula Matthusen
<b>UNIVERSITY PROFESSORS:</b>	Ronald Kuivila; Sumarsam
<b>ADJUNCT PROFESSORS:</b>	Abraham Adzenyah; Jay Hoggard
<b>ADJUNCT ASSISTANT PROFESSOR:</b>	B. Balasubrahmanian
<b>ARTISTS-IN-RESIDENCE:</b>	Ron Ebrecht; I. Harjito; David Nelson
<b>PRIVATE-LESSONS TEACHERS:</b>	Pheoroan Aklaff, <i>Drums</i> ; John Banker, <i>Tuba</i> ; Garrett Bennett, <i>Bassoon/Saxophone</i> ; Carver Blanchard, <i>Guitar/Lute</i> ; Eugene Bozzi, <i>Percussion/Drums</i> ; Nancy Brown, <i>Classical Trumpet</i> ; Susan Burkhart, <i>Guitar</i> ; Taylor Ho Bynum, <i>Jazz Trumpet</i> ; Bill Carbone, <i>Drums</i> ; Edwin Cedeno, <i>Conga Drum, Taíno Log Drumming, Afro-Cuban Percussion</i> ; Cem Duruoç, <i>Guitar</i> ; Craig Edwards, <i>Fiddle</i> ; Perry Elliot, <i>Violin</i> ; Priscilla Gale, <i>Voice</i> ; Giacomo Gates, <i>Jazz Vocals</i> ; Peter Hadley, <i>Didjeridu</i> ; Robert Hoyle, <i>French Horn</i> ; Kyunghée Kang, <i>Korean Drumming</i> ; Larry Lipnik, <i>Viol, Recorder, and Early Music Performance</i> ; Qi Liu, <i>Piano</i> ; Tony Lombardozzi, <i>Jazz/Blues Guitar</i> ; Sarah Meneely-Kyder, <i>Piano</i> ; Lisa Moore, <i>Piano</i> ; Julie Ribchinsky, <i>Cello</i> ; Wayne Rivera, <i>Voice</i> ; Ruben Rodriguez, <i>Trombone</i> ; Erika Schroth, <i>Piano</i> ; Stan Scott, <i>Banjo/Mandolin/Hindustani Vocal</i> ; Megan Sesma, <i>Harp</i> ; Fred Simmons, <i>Jazz Piano</i> ; Peter Standaart, <i>Flute</i> ; Charlie Suriyakham, <i>Clarinet</i> ; Libby Van Cleve, <i>Oboe</i> ; Marvin Warshaw, <i>Viola</i> ; Kaoru Watanabe, <i>Taiko Drumming</i> ; Matthew Welch, <i>Bagpipes</i> ; Roy Wiseman, <i>Bass</i> ; Chai-Lun Yueh, <i>Voice</i>

**UNDERGRADUATE DEPARTMENTAL ADVISING EXPERT 2012–2013:** Yonathan Malin

The Department of Music offers course work and performing opportunities in music from around the world at undergraduate and graduate levels. Students considering a music major should come to the department office where they will be given an in-house concentration form and assigned a major advisor. Students design their own individualized program of study and complete the concentration form in consultation with their advisor, listing all music courses previously taken and those planned for the future. Because the program proposal must be approved by the director of undergraduate studies and ratified by the entire music faculty, prospective majors are urged to complete this form two weeks before the deadline for declaration to allow for music faculty action.

Music majors take four courses in each of three capabilities: theory/composition, history/culture, and performance. Two additional courses from the 300-level Seminars for Music Majors bring the number of music credits to 14. The required senior project or senior honors project brings the total number of music credits to 15 or 16, respectively. Prerequisites to the major are one year of music theory (**MUSC103, MUSC201**) or passing the equivalent by exam, one course in the history/culture capability, and one performance course. Private lessons taken before the junior year (**MUSC405**) will satisfy the prerequisite but will not count toward the course requirements for the major. Diversity of musical experience is a core value of the Music Department and is expected of all music majors. To move toward this goal, at least two of the 14 music credits must be outside the student's main area of interest.

The Music Department expects its majors to continue to refine and extend their performance skills throughout their undergraduate careers, which may mean more than 15 or 16 credits in music. No more than 16 credits in music may be counted toward the 32 credits required for graduation, however, and students must therefore complete 16 credits outside of music.

All music majors are required to complete a senior project by the end of their final year. The purpose of the project is to give focus to the major by means of independent, creative work and to encourage independent study with the close advice and support of a faculty member. Students who choose to undertake an honors thesis may count this as their senior project.

**Special activities.** The department supports a number of unusual activities, many of which are available to the student body in general as well as to music majors. Among them are ensembles in various Asian, African, American, and European traditions, as well as a variety of chamber ensembles.

The possible foci of study include Western classical music; new music with an emphasis on acoustical explorations; African American, Indonesian, Indian, and African musics; and European and American music outside the art tradition. These and other possibilities are not mutually exclusive but can be studied in combinations that reflect the interests of individual students. The music profession is international. In many areas of music study, at least one foreign language is essential.

**Private-lessons program.** Private lessons are available for many instruments and voice in Western art music, African American music, and a variety of other musics from around the world. Lessons are considered one-credit-per-semester courses. An additional fee, \$795 per semester, is charged for these private lessons (financial aid may be available to students eligible for University Financial Aid). Approved music majors in their junior and senior years are eligible for partial subsidy when taking one (1) private lesson, per semester, for academic credit, with a private-lessons teacher.

**Departmental colloquium.** An ongoing departmental colloquium is intended for the entire music community. It includes presentations by Wesleyan faculty, students, and outside speakers and encourages general discussion of broad issues in the world of music.

The study facilities include a working collection of musical instruments from many different cultures; a music-instrument manufacturing workshop; a 45-piece Javanese gamelan orchestra; a large formal concert hall and a small, multipurpose concert hall; an electronic music studio coupled to a professional recording studio; a computer-arts studio capable of producing electronic music, video art, and environmental simulations; a music and record library; an electronic keyboards lab; and an archive of world music.

The following is a listing according to capabilities of courses offered by the department:

## FYI COURSES

- **MUSC122** Introduction to Folk Music Studies
- **MUSC123** Escaping Purgatory: Music and Devotion in Medieval Europe
- **MUSC125** Music and Downtown New York, 1950–1970
- **MUSC126** Poetry and Song
- **MUSC129** The Art of Listening

## HISTORY/CULTURE GATEWAYS

- **MUSC106** History of European Art Music
- **MUSC108** History of Rock and R&B
- **MUSC109** Introduction to Experimental Music
- **MUSC110** Introduction to South Indian Music
- **MUSC111** Music and Theater of Indonesia
- **MUSC113** The Study of Film Music

## THEORY PREREQUISITES

- **MUSC103** Materials and Design
- **MUSC201** Tonal Harmony

## THEORY/COMPOSITION

- **MUSC202** Theory and Analysis
- **MUSC203** Chromatic Harmony
- **MUSC204** 20th-Century Compositional Techniques
- **MUSC206** 18th-Century Counterpoint
- **MUSC209** Readings in Music Theory: Reimagining Tonality
- **MUSC210** Theory of Jazz Improvisation
- **MUSC211** Language of Jazz Orchestra
- **MUSC212** South Indian Music—*Solkattu*
- **MUSC220** Composing, Performing, and Listening to Experimental Music
- **MUSC223** Music, Recording, and Sound Design

## HISTORY/CULTURE

- **MUSC241** Medieval and Renaissance Music
- **MUSC242** Baroque and Classical Music
- **MUSC243** Music of the 19th Century
- **MUSC244** Music of the 20th Century

- **MUSC261** Music and Modernity in China, Japan, and Korea
- **MUSC265** African Presences I: Music in Africa
- **MUSC266** African Presences II: Music in the Americas
- **MUSC269** Sacred and Secular African American Musics
- **MUSC270** Music of Coltrane, Mingus, and Coleman
- **MUSC271** Music of Lennie Tristano, Miles Davis, and Max Roach
- **MUSC274** Hymnody in the United States Before the Civil War
- **MUSC276** History of Musical Theater
- **MUSC280** Sociology of Music in Social Movements
- **MUSC285** Wagner and Modernism
- **MUSC290** How Ethnomusicology Works
- **MUSC291** The Gendering of Music in Cross-Cultural Perspective
- **MUSC295** Global Hip-Hop
- **MUSC296** Music and Public Life
- **MUSC297** Yiddish Cultural Expression: Music, Theater, Literature, Film

#### GRADUATE COURSES

- **MUSC500** Graduate Pedagogy
- **MUSC506** Reading Ethnomusicology
- **MUSC507** Practicing Ethnomusicology
- **MUSC508** Graduate Seminar in Composition
- **MUSC509** Special Studies in Contemporary Music
- **MUSC510** Graduate Proseminar in World Music Studies
- **MUSC513** Improvisation in Cross-Cultural Perspective
- **MUSC516** Seminar in Indonesian Music
- **MUSC519** Current Issues in Ethnomusicology
- **MUSC520** Explorations in Musicology
- **MUSC521** Seminar in Interdisciplinary Studies
- **MUSC522** Seminar in Comparative Music Theory
- **MUSC530** Colloquium

#### MAJOR SEMINARS

- **MUSC300** Seminar for Music Majors
- **MUSC304** Arranging and Composing for Jazz Orchestra
- **MUSC308** Composition in the Arts
- **MUSC316** Special Topic in Contemporary Pop Music

#### PERFORMANCE/STUDY GROUPS

- **MUSC405** Private Music Lessons (nonmajors)
- **MUSC406** Private Music Lessons (majors)

- **MUSC421** Korean Drumming Ensemble—Beginning
- **MUSC422** Korean Drumming Ensemble—Advanced I
- **MUSC423** Korean Drumming Ensemble—Advanced II
- **MUSC424** Beginning *Taiko*—Japanese Drumming
- **MUSC425** Advanced *Taiko*—Japanese Drumming
- **MUSC427** Yiddish Music/Klezmer Band
- **MUSC428** Chinese Music Ensemble
- **MUSC430** South Indian Voice—Beginning
- **MUSC431** South Indian Voice—Intermediate
- **MUSC432** South Indian Voice—Advanced
- **MUSC433** South Indian Music—Percussion
- **MUSC434** Improvisational Techniques in South Indian Music
- **MUSC436** Wesleyan Singers
- **MUSC437** Singing to Your Instruments
- **MUSC438** Wesleyan University Collegium Musicum
- **MUSC439** Wesleyan University Orchestra
- **MUSC440** Conducting: Instrumental and Vocal
- **MUSC441** Pipe Organ: Theory and Practice
- **MUSC442** Chamber Music Ensemble
- **MUSC443** Wesleyan Wind Ensemble
- **MUSC444** Opera and Oratorio Ensembles
- **MUSC445** West African Music and Culture—Beginners
- **MUSC446** West African Music and Culture—Intermediate
- **MUSC447** West African Music and Culture—Advanced
- **MUSC448** Ebony Singers: Gospel Music
- **MUSC450** Steel Band
- **MUSC451** Javanese Gamelan—Beginners
- **MUSC452** Javanese Gamelan—Advanced
- **MUSC453** Cello Ensemble
- **MUSC454** World Guitar Ensemble
- **MUSC455** Jazz Ensemble
- **MUSC456** Jazz Improvisation Performance
- **MUSC457** Jazz Orchestra I
- **MUSC458** Jazz Orchestra II
- **MUSC459** Materials and Principles of Jazz Improvisation I
- **MUSC460** Materials and Principles of Jazz Improvisation II
- **MUSC461** Balinese Gamelan—Anklung
- **MUSC464** Laptop Ensemble

## Graduate Program in World Music

DIRECTOR OF GRADUATE  
STUDIES IN MUSIC: Sumarsam

The World Music Program offers degrees at both the master's and doctoral levels. The MA in music has concentrations in scholarship (ethnomusicology/musicology), experimental music/composition, and performance. The PhD is in ethnomusicology only. Many musics are represented by faculty members through teaching and performing African American, Indonesian, West African, Caribbean, East Asian, South Indian (Karnatak), Euro-American, and experimental music, and there are many opportunities for individual and ensemble study/performance.

#### Requirements for the degree of master of arts

- **Courses.** A total of 11 credits of course work. Students are required to take the Graduate Proseminar in World Music Studies (**MUSC510**); four graduate seminars other than **510** (two in the area of concentration); two performance courses; a course outside the department; a two-semester thesis tutorial (**MUSC591/592**); and four semesters of **MUSC530**, the Music Department Colloquium.
- **Language.** One foreign language is required for the MA. All incoming students are required to take the language examination administered by the department at the beginning of their first term.
- **Thesis and defense.** The thesis must constitute an archivable product displaying mastery of—and an original contribution to—the understanding of an aspect of world music. The MA thesis may follow various formats and modes of musical investigation, but performance per se does not constitute a thesis without substantial written ancillary materials. Work such as bibliographies, translations, and journals do not normally constitute theses. After completing all department requirements and acceptance of the thesis by the committee, the candidate is scheduled for an oral thesis defense administered by the committee.

#### Requirements for the degree of doctor of philosophy

- **Courses.** Satisfactory completion of courses totaling at least 12 credits. Students are required to take three core seminars (**MUSC519, 521, 522**), three graduate-level seminars other than the core seminars (two of which may be satisfied with appropriate courses already taken at the master's level), two credits of performance (in different musics), one course outside the department, two credits of thesis tutorial (**MUSC591/592**), and four semesters of **MUSC530**, the Music Department Colloquium.
- **Language.** Two foreign languages are required for the PhD: one field language and one research language. All incoming students are required to take the language examination administered by the department at the beginning of their first term.
- **Qualification.** At the conclusion of the second year in residence, students take a qualifying examination consisting of a set of essays and a follow-up oral examination.
- **Dissertation and defense.** The dissertation must constitute an archivable product displaying mastery of—and an original contribution to—the understanding of an aspect of world music. After completing all department requirements and acceptance of the dissertation by the committee, the candidate is scheduled for an oral dissertation defense administered by the committee.



**MUSC103 Materials and Design**

This introductory course in theory and practice prepares students for further work in music history, theory, composition, ethnomusicology, and performance. The goals of the course are to develop a thorough working knowledge of basic musical structures, including scales and modes, keys, intervals, motives, chords, rhythmic patterns, and types of musical motion; to experiment with musical materials and design through exercises in improvisation and composition; to learn to transcribe tunes and harmonize them; to gain basic keyboard and sight-singing skills, or to improve on these skills; and to recognize and interpret musical structures in a variety of repertoires including classical, folk, rock, jazz, and world music traditions.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: MALIN, YONATAN SECT: 01

**MUSC106 History of European Art Music**

This course will offer a history of Western music from the early Middle Ages to the present day. Students will be introduced to musical elements, terminology, major musical style periods, their composers, and representative works. They will relate course content to art, architecture, and literature of the periods, as well as to major economic and historical events. Concentrated listening will be required to increase music perception and enjoyment.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: ALDEN, JANE SECT: 01

**MUSC108 History of Rock and R&B**

This course will survey the history of rock and R&B (broadly defined as a conglomeration of loosely connected popular musical genres) from their origins in the 1940s and '50s through the early 1990s. Three parallel goals will be pursued: to become literate in the full range of their constituent traditions; to experience the workings of the music industry by producing group projects; and to become familiar with a variety of theoretical approaches to the music, confronting issues such as economics of the industry, race relations and identities, youth culture and its relationship to American popular culture, and popular music as a creative, cultural, and social force. For the midterm and final projects, the class will form a music industry in microcosm (musicians, journalists, producers, video and sound engineers, visual artists), resulting in CD and video releases and a magazine.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: CHARRY, ERIC S. SECT: 01

**MUSC109 Introduction to Experimental Music**

This course is a survey of recent electronic and instrumental works, with emphasis on the works of American composers. Starting with early experimentalists John Cage and Henry Cowell, germinal works of Earl Brown, Christian Wolff, and Morton Feldman will be studied; followed by more recent electronic and minimal works of La Monte Young, Terry Riley, David Behrman, Gordon Mumma, Robert Ashley, Steve Reich, Philip Glass, and Meredith Monk; finishing with younger crossover composers, including Laurie Anderson, Glenn Branca, John Zorn, and others. The course includes lectures, demonstrations, and performances, occasionally by guest lecturers.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: MATTHUSEN, PAULA SECT: 01

**MUSC110 Introduction to South Indian Music**

This course will introduce students to one of the world's great musical traditions, one that has been part of Wesleyan's renowned World Music program for more than 40 years. Students will learn beginning performance techniques in melody (*raga*) and rhythm (*tal*), the cornerstones of South Indian music. Through a listening component, they will also learn to identify important ragas (melodic modes). Lectures will cover a wide range of topics, including *karnatak* (classical) music, temple and folk traditions, music in South Indian film, and pop music. Readings and lectures will also provide the historical and cultural context for this rich and diverse musical world and will prepare students for the fullest possible enjoyment of the annual Navaratri Festival in October.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: NELSON, DAVID PAUL SECT: 01  
INSTRUCTOR: BALASUBRAHMANYAN, B. SECT: 01

**MUSC111 Music and Theater of Indonesia**

Since the early history of Indonesia, the Indonesian people have continually been in contact with a number of foreign cultures. Particularly, Hinduism, Islam, and the West have had significant impact on the development of Indonesian arts and culture. This course is designed as an introduction to the rich performing arts and culture of Indonesia. A principal theme will be the differing experiences of historical development, colonization, decolonization, and modernization in the two neighboring and related traditional cultures of Java and Bali. A portion of the course is devoted to demonstrations and workshops, including instruction on the performance of *terbangan* (a frame drum ensemble), *gamelan* (percussion ensembles of Java and Bali), and *kechak* (a Balinese musical drama, employing complex rhythmic play, chanting, and storytelling).

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: THEA348 PREREQ: NONE

**MUSC113 The Study of Film Music**

The course extends Wesleyan's film studies offerings by focusing on music, an often neglected yet crucial component of movies. After starting with the Hollywood approach (from the early sound period on), we look at film music globally, including places like India and China, introducing ethnomusicological perspectives.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

**MUSC116 Visual Sounds: Graphic Notation in Theory and Practice**

There are many different kinds of graphic scores, some providing very minimal performance instruction and therefore requiring considerable interpretative strategies, others replete with detailed instructions, differing from conventional scores more in layout than in concept. This course will be a forum to study and perform graphic scores by Mark Applebaum, Anthony Braxton, Earle Brown, John Cage, Cornelius Cardew, Anestis Logothetis, Roman Haubenstock-Ramati, Alvin Lucier, Robert Moran, and new generations of emerging composers. We will study selected readings and writings to put them in a broader scholarly context and discuss strategies for performing these pieces, which will be put into action in weekly performance workshops. There will be a public performance at the end of the semester. The approach will be interdisciplinary, drawing upon semiotic analysis, gestalt psychology, visual art, and phenomenology.

One of the reason composers started to experiment with graphic scores in the 1950s and '60s was to develop a kind of musical notation that could be read, and therefore performed, even by those who did not identify as musically literate. This course is, accordingly, open to all students; no prior knowledge or instrumental expertise is required. We will work primarily with voices and body percussion.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: ALDEN, JANE SECT: 01

**MUSC117 Overtone Singing in Cross Cultural Perspective**

Overtone singing is a remarkable technique in which the singer can produce a distinct, whistle-like melody above a drone by manipulating the harmonic resonances of the vocal apparatus. From experimental art musics to nomadic sound-worlds, this course will survey overtone singing practices around the world with special emphasis on Europe, Mongolia, and Tuva. Lectures will also explore the acoustics of production and cultural topics, including religious uses of overtone singing, cultural appropriation, and modernization. Lastly, a regular performance component will introduce students to basic techniques.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST113 PREREQ: NONE  
FALL 2012 INSTRUCTOR: COLWELL, ANDREW SECT: 01

**MUSC122 Introduction to Folk Music Studies**

The course moves out from accepted ideas of folk music as a contemporary genre to its roots and offshoots, including materials from Anglo American, European, and Afghan sources, among others. Live, recorded, and filmed versions will be included.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

**MUSC123 Escaping Purgatory: Music and Devotion in Medieval Europe**

This course will explore the creative expression of religious belief in the music, poetry, literature, art, and architecture of Medieval Europe. We will begin with the everyday experience of monks, nuns, poets, and street musicians. What role did music play in their lives? Was it limited to religious practice and secular festivals? We may sense that music and the other arts held a variety of possible meanings beyond functional purposes; practitioners used artworks not only as vehicles for devotion, but also to construct monuments of themselves and their beliefs. Comparisons will be drawn between rituals and social practices of this society relative to our own. Although the focus of the course will be located in Christian and Judaic practices, the implications of our inquiry will inform any comparative study of music and religious culture. Accordingly, students will be invited, throughout the seminar, to present materials drawn from other traditions.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST123 PREREQ: NONE

**MUSC125 Music and Downtown New York, 1950-1970**

This course will explore the history, interconnections, and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York during two particularly rich decades in American culture: Euro-American experimentalists; African American jazz-based avant-garde; blues and folk revivalists; and Lower East Side rock groups. Much of the course will be devoted to understanding their points of convergence and divergence, especially in conversation with broader currents of the time (e.g., the Civil Rights Movement and related notions of freedom, shifting youth subcultures, and avant-garde aesthetics). We will read about and listen to recordings of a wide variety of musicians, identify aesthetic and cultural trends, and study the local industry that supported them.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**MUSC126 Poetry and Song**

Students will read poems by major poets in English (including Yeats, Shelley, Shakespeare, and many living poets) and study settings of these poems by composers (Ives, Barber, Britten, etc.). Some work with poetry in German and French. Students will analyze poems and songs and do some creative writing/composing.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**MUSC127 History of Electronic Sound**

This course surveys the cultural history of electronic sound production, storage, amplification, and transmission in the 20th century. We will examine the contributions of artists, scientists, and designers to modern cultures of listening and sound making. In addition to readings, recordings, and films, students will perform selected works for electronic instruments by John Cage and other composers.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**MUSC129 The Art of Listening**

Over the 20th century, the advent of electronic sound recording and transmission triggered rapid changes in all forms of auditory culture. We will examine this evolution through the different approaches to listening that emerge with the concepts of soundscape, sound object, sound art, and sound design. We will give particular attention to the artists and composers who explicitly shaped these concepts through their work. This includes figures such as the writer William S. Burroughs, the composer John Cage, the singer Bing Crosby, the pianist Glenn Gould, the theatre director Elizabeth LeCompte, the filmmaker Walter Murch, the artist Max Neuhaus, the composer Pauline Oliveros, the guitarist Les Paul, the composer R. Murray Schafer, and the theorist Pierre Schaeffer. In addition to readings, listenings, and viewings, class members will perform works by composers such as Maryanne Amacher, John Cage, Alvin Lucier, and David Tudor and create sound works of their own. The class should be of interest to anyone who anticipates working with sound in their creative endeavors whether as a musician, artist, dancer, or filmmaker.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: KUIVILA, RONALD J. SECT: 01

**MUSC201 Tonal Harmony**

This course begins a more focused investigation of the materials and expressive possibilities of Western music from the common practice era (circa 1700–1900). There are also forays into jazz theory, theories of world musics, and freer styles of composition. Topics include modes, the use of seventh chords, nonharmonic tones, tonicizations, modulation, and musical form. Work on sight singing and dictation continues. Students also learn to play scales and harmonic progressions and to harmonize melodies at the keyboard.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: MUSC103  
 SPRING 2013 INSTRUCTOR: MATTHUSEN, PAULA SECT: 01

**MUSC202 Theory and Analysis**

This course continues the investigation of common-practice harmony and voice leading begun in **MUSC201** and extends it to standard chromatic harmonies (including augmented sixth chords and the Neapolitan), exploring these topics through model composition and analysis. The course also covers the analysis of standard tonal forms, including sonata form. Skills labs continue to develop sight singing, dictation, and keyboard skills.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: MUSC201  
 FALL 2012 INSTRUCTOR: MALIN, YONATAN SECT: 01

**MUSC203 Chromatic Harmony**

This course is an investigation of the tonal system as it functions in extreme situations: selected highly chromatic passages in Mozart, Beethoven, and Schubert; the more adventurous compositions of Chopin and Liszt; Wagnerian opera-drama; and late 19th-century works in which the tonal system approaches collapse (Hugo Wolf, early Schoenberg). Recently developed models from the music-theoretical literature will be introduced. Chromatic harmony will be considered from both technical and expressive points of view.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: MUSC202

**MUSC204 20th-Century Compositional Techniques**

Students will write short pieces in various 20th-century styles, using atonal, polytonal, modal, serial, minimal, repetitive, and chance techniques.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: MUSC202  
 SPRING 2013 INSTRUCTOR: BRUCE, NEELY SECT: 01

**MUSC206 18th-Century Counterpoint**

A study of the contrapuntal practice of J. S. Bach and other 18th-century composers, with emphasis on writing in the style of the period.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: MUSC202

**MUSC209 Readings in Music Theory: Reimagining Tonality**

This course will introduce students to current scholarship in music theory. It will focus in particular on theories that explore the phenomenon of tonality in broad, mathematically rigorous, and perceptually relevant ways. How can we understand tonality not only in European repertoires from circa 1650–1900, but also in earlier periods, 20th-century art, music, and jazz?

What musical “spaces” can be developed to model tonal motion and distance beyond the well-known circle of fifths? How can we conceive of triads and seventh chords as special cases in a limitless field of chordal possibilities? How can we develop analytical approaches that are responsive to the multiplicity of tonal perception and experience?

The course will approach these questions through a geometric approach (Tymoczko, *A Geometry Of Music*) and transformational or algebraic approach (Rings, *Transformation And Tonality*). Specialized background in mathematics is not required, but students should be prepared to engage with mathematical ideas and methods in the service of musical insight. The course is intended for students with a solid background in tonal harmony, general musicianship, and score reading.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: MUSC201

**MUSC210 Theory of Jazz Improvisation**

This course concentrates on the vocabulary of improvisation in the African American classical tradition. Rhythmic, melodic, and harmonic knowledge will be approached through the study of scales, chords, modes, ear training, and transcription. Theoretical information will be applied to instruments in a workshop setting. Audition and permission of instructor are required at the first class. Intensive practice and listening are required. This course may not be repeated for credit.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM386 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: HOGGARD, JAY CLINTON SECT: 01

**MUSC211 Language of the Jazz Orchestra**

This is an advanced theory course built upon materials covered in **MUSC210** (Theory of Jazz Improvisation) and **MUSC304** (Arranging and Composing for Jazz Orchestra). Works by major composers of the genre (Ellington, Henderson, Morton, Monk, Mingus, Jones, Nelson, et al.) will be analyzed from both theoretical and cultural perspectives. The final projects will be fully developed arrangements playable by the Wesleyan Jazz Orchestra.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**MUSC212 South Indian Music—Solkattu**

*Solkattu* is a system of spoken syllables and hand gestures used to teach and communicate rhythmic ideas in all of South India’s performing arts. It has been part of Wesleyan’s program in *karnatak* music for more than 40 years. Students of many different musical traditions have found *solkattu* valuable for building and sharpening rhythmic skills and for understanding the intricacies of *karnatak tala* (meter). Building on the fundamental skills acquired in **MUSC110**, students will learn increasingly advanced and challenging material in a variety of *talas*. An extended composition, developed for the group, will be performed in an end-of-semester recital.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: MUSC110  
 SPRING 2013 INSTRUCTOR: NELSON, DAVID PAUL SECT: 01

**MUSC220 Composing, Performing, and Listening to Experimental Music**

This is a first course in experimental music composition with a focus on computer music techniques. It is linked to **COMP112**, Introduction to Programming. Students are required to take both courses. Students taking **MUSC220** will enroll in **COMP112** on the first day of classes.

**MUSC220** introduces fundamental computer music concepts and how composers have used these concepts to augment traditional musical structures and compositional techniques. **COMP112** will introduce the general approach of object-oriented programming and the more specialized abstractions needed to model graphics, sound, and music. Both courses will use SuperCollider 3, an open-source computer music software environment, as their fundamental tool.

The larger goal of this initiative is to introduce those aspects of computational thinking that involve passages between aural, visual, temporal, and mathematical structure. The courses will draw freely from this literature for motivating examples, rudimentary assignments in programming and sound design, and the creative term projects that are our ultimate goal.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: KUIVILA, RONALD J. SECT: 01

**MUSC223 Music, Recording, and Sound Design**

This technical and historical introduction to sound recording is designed for upper-level students in music, film, theater, dance, and art. The course covers the use of microphones, mixers, equalization, multitrack recording, and digital sequencing. Additional readings will examine the impact of recording on musical and filmic practice. Participation in the course provides students with access to the music department recording studio.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: MUSC103 OR MUSC201  
 FALL 2012 INSTRUCTOR: KUIVILA, RONALD J. SECT: 01

**MUSC241 Medieval and Renaissance Music**

The course examines the history of music in Europe from antiquity to the end of the Renaissance (531 BCE to ca. 1600 CE). In the process of studying the many changes in musical styles that occurred during these centuries, several broader topics will be addressed. Among these are the social and historical

contexts of musicians and musical performance, the relation between words and music in different historical periods, and historically informed approaches to musical analysis. The material will be presented through lectures and discussion, listening assignments, singing, and readings.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST221 PREREQ: NONE FALL 2012

#### MUSC242 Baroque and Classical Music

This course is a survey of Western art music from the baroque and classical periods, circa 1600–1800. This is a remarkable time in the history of Western music. Composers around 1600 suggested for the first time that the “rules” of musical composition be overthrown to express the meaning of the words. It is a time of transition and experimentation, inspired by Greek writings (musical humanism) and the idea of the power of music. Gradually, the modal system of the Renaissance gave way to modern tonality, and composers began to work with chords, related to each other within the gravitational topography of a key. The culmination of the baroque and beginning of the classical period (1720–1750) marks another period of transition. On the one hand, music connects deeply with both religious and personal expression in the works of J. S. Bach. On the other hand, new Italian composers favored simpler and more “natural” melodies. Battle lines are drawn in the French press, and the “enlightened” Prussian despot Frederick the Great puts Bach through his paces. Out of all this, a new style emerges, one that forms musical structure as drama. Haydn (a Hungarian court composer, then British star) and Mozart (a child prodigy, then one of the early musical freelancers) hit the scene. In the last decade of the 18th century, Beethoven arrives in Vienna, outduels all other pianists with his passionate improvisations, and we arrive at the cusp of musical Romanticism.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: MALIN, YONATAN SECT: 01

#### MUSC243 Music of the 19th Century

This course is a survey of European music from the Romantic period, circa 1800–1900. Works from this period extend the boundaries of musical expression. Instrumental forms enact monumental dramas in works by Beethoven. Lyricism, longing, alienation, and madness find voice in songs by Schubert and Schumann. Lyricism joins with dance in piano pieces by Schumann and Chopin. The singing voice itself is fetishized in operas by Rossini. Music is linked with nationalist mythology in Wagner’s music dramas and with nationalist politics in Verdi’s operas. Music by Brahms is nostalgic, melancholic, and transcendent. Music tells stories in the programmatic tone poems of Liszt and Strauss. The foundations of tonality disintegrate at the end of the century as music reaches for ever-more-intense forms of expression. This course will explore both the what and the how of musical expression in the 19th century. In the United States, these trends are reflected, amplified, and occasionally denied. We will get to know representative works by the major composers of the century and works from each of the most significant genres. We will explore the notion of musical narrative and how musical meaning combines with that of words. We will develop our own interpretations and find out how other listeners, from the 19th century and beyond, have interpreted and understood this vibrant repertoire.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### MUSC244 Music of the 20th Century

This course will investigate the music of major composers (Stravinsky, Schoenberg, Ives, Cage, et al.) and major trends (serialism, neoclassicism, minimalism, etc.) from approximately 1901 to 2000.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### MUSC248 Beyond Messiah: Handel’s Other Oratorios and Operas

An immersion listening and appreciation course in Handel’s choral works for concert performance. Eight operas and eight oratorios (excluding Messiah) will be examined. Following early study in his native Halle, Handel spent formative years in Italy, where his orchestral style was influenced by the dominant models (Vivaldi), while his solo vocal style is drawn from the coloratura and other talents of the diva castrati. Throughout his career, his ability as an interpreter and improviser is the basis for his fame as a performer. From Italy, he moved to England, where he developed as a composer and presenter into a figure that still dominates English music.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

#### MUSC261 Music and Modernity in China, Japan, and Korea

This course examines the relationships between music and modernity in China, Japan, and Korea and the interactions between the impact of Western music and nationalism and contemporary cultural identities. In particular, it explores the historical significance of the Meiji restoration on Japanese music tradition; the Japanese influence on Chinese school songs; the origins of contemporary music in China, Japan, and Korea; the adaptation and preservation of traditional music genres; and the rise of popular music and the music industry. We will focus on the cultural conflicts encountered by East Asian musicians and composers and their musical explorations and experiments in

searching for national and individual identities in the processes of nation-building and modernization. The course aims to provide knowledge on East Asian music genres, insight on the issues of global/local cultural contacts, and a better understanding of music’s central role in political and social movements in 20th-century East Asia.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST268 PREREQ: NONE

#### MUSC262 Korean Music from Gugak to K-pop

This course will survey various genres of Korean music. We will start out by examining traditional genres of *gugak* (literally, “national music”), and the context of their development as Korea modernized over the last century. The growth of *gugak* and the crystallization of certain genres occurred in relation to the influx of outside forces, most notably Western music, which brought on a need to preserve the Korean. Thus we will consider music’s role as a marker of national and cultural identity. A significant part of this course will look at the rise of popular culture and music in Korea, specifically through the cultural phenomenon now widely known as the Korean Wave (*hallyu*). The unprecedented popularity of Korean TV dramas and the recent surge of K-pop have begun to gain media attention around the globe, as the nation now brands its image through popular culture. In addition to the musical genres covered, we will look at the use and portrayal of Korean musics in films, documentaries, and TV dramas to examine the intersection of nationalism, cultural identity, and globalization in contemporary Korea.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST252 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: KIM, HAE JOO SECT: 01

#### MUSC265 African Presences I: Music in Africa

This course will explore the diversity and full range of musical expression throughout the African continent by immersing ourselves in a combination of extensive reading, listening to recordings, viewing videos, discussion, and in-class performances. The continent as a whole will be briefly surveyed, regional traits will be explored, and specific pieces, genres, and countries will be discussed in-depth.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: CHARRY, ERIC S. SECT: 01

#### MUSC266 African Presences II: Music in the Americas

This course will explore the diversity and full range of musical expression in the Americas—with a focus on musics with a strong African historical or cultural presence—by immersing ourselves in a combination of extensive reading, listening to recordings, viewing videos, discussion, and in-class performances. The hemisphere as a whole will be briefly surveyed and regional traits will be explored, but emphasis will be placed on specific pieces, genres, and countries.

GRADING: A-F CREDIT: 1 GEN ED: HA  
IDENTICAL WITH: [AFAM251 OR AMST214 OR LAST264] PREREQ: NONE  
SPRING 2013 INSTRUCTOR: CHARRY, ERIC S. SECT: 01

#### MUSC269 Sacred and Secular African American Musics

A fluid, multiconceptual approach to musicology will be introduced to view African American sacred and secular music traditions.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM249 PREREQ: NONE

#### MUSC270 Music of Coltrane, Mingus, and Coleman

The goal of this course is to introduce students of music to three restructuring masters whose creativity and decisions have shaped creative music evolution since the Second World War. Instruction for this course will seek to provide a historical, scientific, and synthesis perspective that gives insight into the work of each musician.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM385 PREREQ: NONE

#### MUSC271 Music of Lennie Tristano, Miles Davis, and Max Roach

This course is conceived as an examination of restructuring musics from the 50s/60s time cycle and the role of three major artists in helping to influence and set the aesthetic agenda (and conceptual focus) of postmodern music evolution after the Second World War. The course will use each artist as both a study in itself as well as a point of definition that relates to the broader subject of improvised music and related artists (and/or musics).

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM392 PREREQ: NONE

#### MUSC274 Hymnody in the United States Before the Civil War

This course is a historical introduction to psalms in the 17th century, lining out, Anglo-American 18th-century sacred music, the cultivated tradition in the early 19th century, and the various styles that contribute to the *Sacred Harp* and other shaped-note hymnals. Composers studied will include Thomas Ravenscroft, William Billings, Lowell Mason, and B. F. White. Collections examined will include the Bay Psalm Book, Tansur’s *Royal Melody Compleat*, Lyon’s *Urania*, and Walker’s *Southern Harmony*.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST229 PREREQ: NONE

#### MUSC275 Music and Downtown New York

This course will explore the history, interconnections, and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York: Euro-American experimentalists; African American jazz-based avant-garde; blues and folk revivalists; and Lower East Side rock groups. The

primary focus will be on the 1950s and 60s, although we will also cover subsequent developments. Much of the course will be devoted to understanding their points of convergence and divergence, especially in conversation with broader currents of the time (e.g., the Civil Rights Movement and related notions of freedom, shifting youth subcultures, and avant-garde aesthetics). We will read about and listen to recordings of a wide variety of musicians, identify aesthetic and cultural trends, and study the local industry that supported them.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AMST267 PREREQ: NONE

#### **MUSC276 History of Musical Theater**

IDENTICAL WITH: THEA208

#### **MUSC280 Sociology of Music in Social Movements**

IDENTICAL WITH: SOC239

#### **MUSC285 Wagner and Modernism**

IDENTICAL WITH: ARHA339

#### **MUSC290 How Ethnomusicology Works**

The course provides an introduction to the discipline of ethnomusicology, offering an overview of its development and concentrating on methods, from fieldwork and interviewing through researching and writing. Weekly focused projects, a short midterm paper, and a substantial final project will offer orientation to a field that has been central to Wesleyan's approach to music for 40 years and to the development of global music studies.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: MUSC103

SPRING 2013 INSTRUCTOR: COLWELL, ANDREW SECT: 01

#### **MUSC291 The Gendering of Music in Cross-Cultural Perspective**

This course presents a critical examination of issues explored and debated in recent studies of gender, power, identity, and music from diversified music traditions, including the Western art music, popular music, and the world musics. Drawing upon the interdisciplinary discourse on theories of feminism and gender, as well as the new gay and lesbian musicology, through case studies and analysis of various musical examples, we will investigate the following topics: women's multiple roles in the historical and contemporary practices of music; desire, sexuality, and women's images in music; and how gender ideology, contextualized by sociocultural conditions, both constructs and is constructed by musical aesthetics, performance practice, creative processes, as well as the reception of music.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: FG55240 PREREQ: NONE

#### **MUSC293 Music of Sun Ra and Karlheinz Stockhausen**

This course will seek to introduce a unified perspective on the body of music produced by two of the great music masters of this century. The focus of the course will seek to establish both a historical perspective and structural survey of their work using composers' scores, recordings, and related material/documents. This course includes lots of in-class listening, at-home listening assignments, and score examination (when possible).

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM393 PREREQ: NONE

FALL 2012 INSTRUCTOR: BRAXTON, ANTHONY DELANO SECT: 01

#### **MUSC295 Global Hip-Hop**

Over the past two decades, hip-hop, in its various facets of rap, deejaying, dance, visual art, fashion, and attitude toward authority, has gradually taken over as a primary medium of expression for youth around the world. Used as mass entertainment, elite aesthetic statement, social and political commentary, tool for education and social change, vehicle for economic opportunity, and as the core of a cultural movement, hip-hop has proven malleable enough to thrive embedded in scores of different languages and cultures around the world and effectively speak to local needs. Yet its local manifestations have also managed to retain their membership in a global hip-hop culture, now in its second or third generation.

In this seminar we will study the global spread of hip-hop from an interdisciplinary approach, examining its congeries of expression from aesthetic, cultural, social, musical, linguistic, kinetic, economic, and technological perspectives. An overriding concern will be the classic paradox that the global dispersion of hip-hop rides on two seemingly opposing waves of authenticity: being true to its origins in contemporary African American urban youth culture and being true to oneself, that is, representing one's own locality, concerns, and culture. We will first come to an understanding of the rise and dispersion of hip-hop culture in the United States. Then, beginning with France, where it first took hold, we will move around the world examining local case studies and their more global implications.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: MUSC108

#### **MUSC296 Music and Public Life**

Everyone experiences music individually, but taken together, music deeply affects public life. It is a collective voice that enlivens communities, in good and hard times. It is also a medium through which local and national governments, NGOs, and corporations exercise authority and channel capital as "cultural heritage" or product, as well as being a focus of public discourse, from the

sciences to academia to journalism. Weekly topics, events, and visitors will consider many facets and bring students into community interaction.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: SLOBIN, MARK SECT: 01

#### **MUSC297 Yiddish Cultural Expression: Music, Theater, Literature, Film**

The course will ground modern Yiddish expressive culture in its 19th-century Eastern European homeland, then follow its dispersion to North America, through the present. Students will work with musical, theatrical, literary, and film texts and take part in performance of songs and informal staging of musical theater.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: HEST215 PREREQ: NONE

SPRING 2013 INSTRUCTOR: SLOBIN, MARK SECT: 01

#### **MUSC300 Seminar for Music Majors**

The seminar will provide music majors an opportunity to understand one or more of the world's musical traditions by studying them in-depth. The topic of the seminar will vary from one semester to the next.

GRADING: A-F CREDIT: 1 PREREQ: NONE

FALL 2012 INSTRUCTOR: MATTHUSEN, PAULA SECT: 01

SPRING 2013 INSTRUCTOR: SUMARSAM, PROF. SECT: 01

INSTRUCTOR: HOGGARD, JAY CLINTON SECT: 02

#### **MUSC304 Arranging and Composing for Jazz Orchestra**

An examination of techniques of arranging, composing, and orchestration for the jazz orchestra. The language of the jazz orchestra will be analyzed from all relevant perspectives.

GRADING: A-F CREDIT: 1 PREREQ: NONE

#### **MUSC308 Composition in the Arts**

The development of systems for the storage, reproduction, and distribution of sound as well as for its analysis and synthesis have enabled fundamental changes in musical life. As music publishers evolved into recording companies, recording engineers and producers became artists. Ethnomusicology finds some of its origins in the impulse to make permanent records of vanishing musical cultures through recording. In addition, entirely new forms of "auditory culture" have emerged. In film, the interplay of dialogue, music, and sound effects has become the complex, yet readily understood, language of "sound design." In architecture, the Muzak corporation has extended this concept of sound design to public and private space.

Artistic response to these changing conditions has not been one of unequivocal approval. John Cage first conceived of a "silent piece" as a silent recording to be inserted into the constant stream of Muzak. R. Murray Schafer's term "schizophonia" refers to the separation of a physical sound from its electroacoustic manifestations (via amplification, recording, or broadcast) in pathological terms. John Oswald's "Plunderphonics" are meticulously documented appropriations from other recordings that would be illegal to sell. Others have responded with entirely new disciplinary identifications. The composer Nam June Paik became an iconic figure in video art; the percussionist Max Neuhaus, a germinal figure in sound art.

This course will explore the history of these artistic practices in sound through readings, listenings, and discussion while reviewing the techniques of recording and sound design required to create your own.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

#### **MUSC316 Special Topics in Contemporary Pop Music**

In this seminar we will study major issues and developments of the past two decades in popular music in the United States and around the world. We will critically examine specific genres, especially hip-hop (and its globalization) and contemporary world music; innovative and controversial artists; changes in the corporate music industry; new, do-it-yourself distribution networks, technologies, and virtual communities; and issues concerning identity, authenticity, and youth culture. Student interest and expertise will help to determine the direction of the seminar. A foundational knowledge of music after 1950 is assumed.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: MUSC108

#### **MUSC401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

#### **MUSC405 Private Music Lessons for Nonmusic Majors**

Private instrumental and vocal lessons meet for one hour weekly at a regularly scheduled time. Students contract to take 12 lessons. Each instructor sets his or her criteria for accepting students. Returning students register during the Drop/Add period. Students new to the Private Lessons Program must audition during the first week of classes and register during the Drop/Add period. Audition information and schedules will be posted in the Music Studios lobby and on the music department web site, wesleyan.edu/music, prior to the start of the semester.

Students will be billed \$795 for 12 one-hour lessons through the Student Accounts Office. When students are accepted into the Private Lessons Program, they become liable for the additional cost of lessons. If this course is not dropped 24 hours prior to the third lesson, students will be charged the full course fee.

Financial support, for qualified students, may be available for lessons after the student completes one semester of lessons at his/her cost, and the student is receiving at least \$10,000 aid from the University. Financial support applications may be obtained in the music department office and must be returned to the music department by the deadline indicated on the application. No applications will be accepted after 12 noon on that date. Permission of the instructor is required.

Students who have registered for **MUSC405** four (4) times will receive credit for four semesters of private lessons, whether it be in the same instrument/voice or a variety of instruments/voice. Students registering for more than four (4) sets of private lessons will receive an AU designation on their transcript once drop/add closes.

GRADING: CR/U CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: WISEMAN, ROY H. SECT: 01

#### **MUSC406 Private Music Lessons for Declared Music Majors**

This course is open only to declared junior and senior music majors. Each instructor sets his or her criteria for accepting students. Private instrumental and vocal lessons meet for one hour weekly at a regularly scheduled time. Students contract to take 12 lessons. Students new to the Private Lessons Program must audition during the first week of classes and register during the Drop/Add period. Returning students also register during the Drop/Add period. Audition information will be posted in the Music Studios lobby and on the music department web site ([wesleyan.edu/music/privatelessonsauditions.html](http://wesleyan.edu/music/privatelessonsauditions.html)) prior to the start of the semester.

The current private lesson fee is \$795 per semester. If the course is not dropped 24 hours prior to the third lesson, students will be charged the full course fee. A waiver for a portion of the private lessons fee is available for junior and senior music majors. Details regarding the music major waiver can be found on the music department web site or in Music Studios room 109.

Music majors may count two semesters of **MUSC406** towards their performance credits of the music major.

GRADING: CR/U CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: WISEMAN, ROY H. SECT: 01

#### **MUSC409/410 Senior Thesis Tutorial**

GRADING: OPT

#### **MUSC411/412 Group Tutorial, Undergraduate**

GRADING: OPT

#### **MUSC421 Korean Drumming Ensemble—Beginning**

Students will learn *p'ungmulnori*—Korean traditional drum music and dance movement. Attendance for the class is mandatory.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST426 PREREQ: NONE  
FALL 2012 INSTRUCTOR: KANG, KYUNGHEE SECT: 01

#### **MUSC422 Korean Drumming Ensemble—Advanced I**

This class offers more advanced techniques for those students who have had some basic experience of Korean drumming. The ensemble will present a concert at the end of each semester in conjunction with the beginner and advanced class. Attendance is mandatory.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST427 PREREQ: NONE  
FALL 2012 INSTRUCTOR: KANG, KYUNGHEE SECT: 01

#### **MUSC423 Korean Drumming Ensemble—Advanced II**

This class offers advanced techniques on Korean traditional percussion music. The ensemble will present a concert at the end of each semester in conjunction with the beginner class. Attendance for the class is mandatory.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST429 PREREQ: NONE  
FALL 2012 INSTRUCTOR: KANG, KYUNGHEE SECT: 01

#### **MUSC424 Beginning Taiko—Japanese Drumming**

This course introduces students to Japanese *taiko* drumming. The overarching goal of this class is to gain a broad understanding of Japanese culture by studying the theory, performance practices, and history of various genres of classical, folk, and contemporary music traditions. Students will gain a better understanding of the spirit behind the *matsuri* (festival) and other Japanese performance arts through learning two to three pieces on the Japanese *taiko* drum and basic techniques of playing the *shinobue* (bamboo flute). Students should wear clothes appropriate for demanding physical activity, i.e., stretching, squatting, various large arm movements.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST424 PREREQ: NONE  
FALL 2012 INSTRUCTOR: WATANABE, KAORU SECT: 01

#### **MUSC425 Advanced Taiko—Japanese Drumming**

This is course is for students who have taken either Beginning *Taiko* or Intermediate *Taiko*. Acceptance to this class is at the discretion of the instructor. Students will learn advanced techniques in *taiko* drumming, singing and *fue*, Japanese flute.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST425  
PREREQ: [MUSC424 OR EAST424]  
FALL 2012 INSTRUCTOR: WATANABE, KAORU SECT: 01

#### **MUSC426 Intermediate Taiko—Japanese Drumming**

This course is primarily for students who have taken Beginning *Taiko*—Japanese Drumming, but exceptions will be made at the discretion of the instructor. The two major goals of this class are (1) to gain a broad understanding of Japanese culture by studying the theory and performance practices of various genres of classical, folk, and contemporary music traditions, and (2) to gain a better understanding of the spirit behind the *matsuri* (festival) and other Japanese performance arts through learning two to three pieces on the Japanese *taiko* drum and basic techniques of playing the *shinobue* (bamboo flute). Students should wear clothes appropriate for demanding physical activity, i.e., stretching, squatting, and various large arm movements.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST430 PREREQ: [MUSC424 OR EAST424]  
FALL 2012 INSTRUCTOR: WATANABE, KAORU SECT: 01

#### **MUSC428 Chinese Music Ensemble**

Students will learn both traditional and contemporary instrumental pieces of Chinese music, as well as different regional styles. The ensemble will present a concert at the end of each semester. Attendance for the class is mandatory.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST428 PREREQ: NONE  
FALL 2012 INSTRUCTOR: LI, HUAN SECT: 01

#### **MUSC429 Chinese Music Ensemble—Advanced**

Students will learn both traditional and contemporary instrumental pieces of Chinese music, with a special focus on repertoires composed/arranged for small groups. The ensemble will present a concert, together with the beginners class, at the end of each semester. Attendance for the class is mandatory, and after-class practice is highly recommended. For taking the course, students need to have experience of either one semester in the beginners class or on any kind of Chinese instrument.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST423  
PREREQ: [MUSC428 OR EAST428]

#### **MUSC430 South Indian Voice—Beginning**

Students will be taught songs, beginning with simple forms and increasing in complexity. There will also be exercises to develop the necessary skills for progress into the more complex forms.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: BALASUBRAHMANYAN, B. SECT: 01

#### **MUSC431 South Indian Voice—Intermediate**

A continued exploration of the song forms begun in **MUSC430**, with emphasis on the forms *varnam* and *kriti*, the cornerstones of the South Indian concert repertoire. Specific exercises will also be given to prepare students for the improvisational forms they will encounter in the advanced class to follow.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: BALASUBRAHMANYAN, B. SECT: 01

#### **MUSC432 South Indian Voice—Advanced**

Development of a repertoire of compositions appropriate for performance, along with an introduction to *raga alapana*, and *svara kalpana*, the principal types of improvisation.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: (MUSC430 AND MUSC431)  
SPRING 2013 INSTRUCTOR: BALASUBRAHMANYAN, B. SECT: 01

#### **MUSC433 South Indian Music—Percussion**

Students may learn *mrtdangam*, the barrel-shaped drum; *kanjira*, the frame drum; or *konakkol*, spoken rhythm. All are used in the performance of classical South Indian music and dance. Beginning students will learn the fundamentals of technique and will study the formation of phrases with stroke combinations. Advanced classes will be a continuation of lessons in a variety of *talas*. Individual classes supplemented by a weekly group section.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: NELSON, DAVID PAUL SECT: 01

#### **MUSC434 Improvisational Techniques in South Indian Music**

This course will introduce advanced students of *karnatak* vocal music to *raga alapana* and *svara kalpana*, the most important forms of melodic improvisation. Students will begin by learning precomposed examples of these forms. As they become comfortable with idiom, they will progress to designing their own improvisations.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### **MUSC435 Wesleyan Ensemble Singers**

This select choral ensemble integrated by members of the Wesleyan community is devoted to the performance of choral music of all eras.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### **MUSC436 Wesleyan Singers**

This select choral ensemble of 32 to 48 members of the Wesleyan and Middletown communities is devoted to the performance of choral music of all eras.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012/SPRING 2013 INSTRUCTOR: EBRECHT, RONALD SECT: 01

#### **MUSC437 Singing to Your Instruments**

Students will learn South Indian classical music by learning to sing and then applying this knowledge to non-Indian instruments they already play. They can then use their own instruments in recitals of South Indian music and

dance. Beginners will be introduced to basic exercises and simple compositions. Advanced students will be introduced to improvisation in addition to different types of compositions in various ragas and talas. Students will form an ensemble that will be encouraged to participate in on- and off-campus performances.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### MUSC438 Wesleyan University Collegium Musicum

The Collegium Musicum is a performance ensemble dedicated to exploring and performing the diverse vocal and instrumental repertoires of the medieval, Renaissance, and baroque periods of European music history. Emphasis is given to the study of musical style, performance practice, singing and playing one-on-a-part, and excellence in performance. Various cultural aspects of the societies that produced the music under study are simultaneously explored; participants will work with primary source materials, such as facsimiles of musical manuscripts, as well as literary and historical writings.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST212 PREREQ: NONE

#### MUSC439 Wesleyan University Orchestra

Rehearsals will combine intensive concert preparation with occasional readings of works not scheduled for performance. Open to all members of the Wesleyan community, this course may be taken for credit or noncredit. It may be repeated two times for a grade and four times for credit.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012/SPRING 2013 INSTRUCTOR: HADLEY, PETER D. SECT: 01

#### MUSC440 Conducting: Instrumental and Vocal

A practical study of the techniques and skills involved in the conducting of selected instrumental and vocal scores. Analysis, interpretation, and performance will be stressed.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### MUSC441 Pipe Organ in Theory and Practice, from Sanctuary to Stage: A Performance-Based Examination of Music

Weekly group and individual meetings to prepare for public performances at least once per semester. Those employed at area institutions are encouraged to bring and discuss their music.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012/SPRING 2013 INSTRUCTOR: EBRECHT, RONALD SECT: 01

#### MUSC442 Chamber Music Ensemble

A variety of chamber music ensembles will be coached by instrumental teachers.

##### SECTION 01—Chamber Music Ensemble

##### SECTION 02—Brass Ensemble

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: SAVOT, CARLYNN H SECT: 01  
INSTRUCTOR: BIATOWAS, JOHN E SECT: 02  
SPRING 2013 INSTRUCTOR: HOYLE, ROBERT J. SECT: 01

#### MUSC443 Wesleyan Wind Ensemble (WesWinds)

Rehearsals will combine intensive concert preparation with occasional readings of works not scheduled for performance. Open to all members of the Wesleyan/Connecticut community.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: HADLEY, PETER D. SECT: 01

#### MUSC444 Opera and Oratorio Ensembles

This course will concentrate on small operatic chorus, duets, trios, quartets, oratoric ensembles, and art songs.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: GALE, PRISCILLA E. SECT: 01

#### MUSC445 West African Music and Culture—Beginners

This course is designed to provide a practical and theoretical introduction to traditional West African music and culture. Students experience the rhythms, songs, movements, and languages of Ghana and its neighboring countries through oral transmission, assigned readings, film viewing, and guided listening to commercial and/or field recordings. This interdisciplinary approach to learning is in keeping with the integrated nature of drumming, dancing, singing, and hand clapping in West Africa. Students learn to play a range of instruments including drums, metal bells, and gourd rattles.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: ADZENYAH, ABRAHAM C. SECT: 01

#### MUSC446 West African Music and Culture—Intermediate

This course is designed to build on the skills developed in MUSC445. The beginner repertoire is reviewed, more demanding call-and-response patterns are learned, along with new, more challenging repertoire. Students may be asked to perform on and off campus.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: MUSC445  
SPRING 2013 INSTRUCTOR: ADZENYAH, ABRAHAM C. SECT: 01

#### MUSC447 West African Music and Culture—Advanced

This course is designed to build on the skills developed in MUSC445 and MUSC446. The repertoire is brought to a performing standard, and more complex repertoire is learned. Students experience the intricacies of dance accompaniment while drumming and singing with the advanced West African dance class. The student ensemble will be asked to perform on (and possibly off) campus.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: (MUSC445 AND MUSC446)  
FALL 2012/SPRING 2013 INSTRUCTOR: ADZENYAH, ABRAHAM C. SECT: 01

#### MUSC448 Ebony Singers: Gospel Music

The Ebony Singers will be a study of African American religious music through the medium of performance. The areas of study will consist of traditional gospel, contemporary gospel, spirituals, and hymns in the African American tradition. The members of the group will be chosen through a rigorous audition (with certain voice qualities and characteristics).

GRADING: A-F CREDIT: .5 GEN ED: HA IDENTICAL WITH: AFAM241 PREREQ: NONE  
FALL 2012/SPRING 2013 INSTRUCTOR: MONTS, MARICHAL BRYAN SECT: 01

#### MUSC450 Steel Band

An ensemble course in the musical arts of the Trinidadian steel band. Students learn to perform on steel band instruments and study the social, historical, and cultural context of the ensemble. We also address issues of theory, acoustics, arranging, and composing. Readings, recordings, and video viewings supplement in-class instruction. The ensemble will present public performances.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### MUSC451 Javanese Gamelan—Beginners

Instruction in the performance of orchestral music of central Java. Various levels of difficulty are represented in the playing techniques of different instruments, mainly tuned gongs and metallophones. Previous formal music instruction is not necessary.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012/SPRING 2013 INSTRUCTOR: SUMARSAM, PROF. SECT: 01  
FALL 2012/SPRING 2013 INSTRUCTOR: HARJITO, I. SECT: 01

#### MUSC452 Javanese Gamelan—Advanced

Advanced-level performance of central Javanese gamelan. Emphasis on the music of *wayang* (shadow puppet performance) and dance. Students may arrange to take private instruction in several instruments, such as *rebab*, *kendhang*, *gender*; and, also, Javanese singing.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: MUSC451  
FALL 2012/SPRING 2013 INSTRUCTOR: SUMARSAM, PROF. SECT: 01  
FALL 2012/SPRING 2013 INSTRUCTOR: HARJITO, I. SECT: 01

#### MUSC453 Cello Ensemble

Classical music for multiple cellos. Students will learn group rehearsal techniques. Performance at the end of the semester.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: RIBCHINSKY, JULIE ANN SECT: 01

#### MUSC454 World Guitar Ensemble

This performance course is designed for students who can already play the guitar and read music to some extent. The lectures will involve finger-style playing with the classical guitar as the main instrument, however the repertoire will include music from South America and various world cultures as well as American popular styles. Students playing other instruments such as flute or violin are welcome take the class to form ensembles with the guitar. In a final concert, the students will perform works matching their technical level.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: BLANCHARD, CARVER SECT: 01

#### MUSC455 Jazz Ensemble

Small-group performance skills including improvisation, accompaniment, pacing, interaction, repertoire, and arrangements.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: BAERMAN, NOAH SECT: 01  
SPRING 2013 INSTRUCTOR: BAERMAN, NOAH SECT: 01

#### MUSC456 Jazz Improvisation Performance

In this extension of MUSC210, all materials previously explored will be applied to instruments in a workshop setting. Intensive practice and listening are required.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM390 PREREQ: NONE

#### MUSC457 Jazz Orchestra I

This course is an intensive study of large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Fletcher Henderson, and others. A yearlong commitment to rehearsal of the compositions as well as listening and reading assignments will culminate in a second-semester public concert.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM396 PREREQ: NONE  
FALL 2012 INSTRUCTOR: HOGGARD, JAY CLINTON SECT: 01

#### MUSC458 Jazz Orchestra II

This course continues the work begun in MUSC457. An intensive study of large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Fletcher Henderson, and others. A yearlong commitment to rehearsal of the compositions as well as listening and reading assignments will culminate in a second-semester public concert.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM397 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: HOGGARD, JAY CLINTON SECT: 01

#### MUSC459 Materials and Principles of Jazz Improvisation I

This course offers an introduction to improvisation/articulation/composition in the jazz idiom and an opportunity for musical self-inventory within the context of a 20th-century world music environment. The course develops the cognitive, sensorimotor, and creative skills by stressing structure articulation, kinetic efficiency, and sensitive imagining. The aesthetic balance of perfor-

mance and musical literacy is vital to the task. All instruments (including, of course, the human voice) are invited.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM388 PREREQ: NONE  
FALL 2012 INSTRUCTOR: BRAXTON, ANTHONY DELANO SECT: 01

#### **MUSC460 Materials and Principles of Jazz Improvisation II**

This course extends the materials used in **MUSC459** involving vocabulary as well as notated material to be used in improvising and composition. The class will seek to emphasize the interrelations between improvisational and structural devices from the post-Ayler continuum of African American music.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM389 PREREQ: NONE

#### **MUSC461 Balinese Gamelan *Angklung***

This course introduces students to Balinese performing arts. Balinese music is rich, dynamic, and diverse. Students will gain experience on multiple gamelan instruments including metallophones, gongs, and drums. Previous experience with other forms of gamelan is helpful, but not required.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### **MUSC464 Laptop Ensemble**

The Laptop Ensemble promotes knowledge and skills in live electronics performance, cultivates new musical repertoire for the group, and increases public awareness of new forms of working music technology while developing overall technological and troubleshooting proficiency. The course accomplishes this through regular rehearsals as well as a combination of required group and "satellite" performances. A range of repertoire is curated over the course of the semester, involving new pieces created for the ensemble, as well as the reinterpretation of historical works using live electronics.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: MATTHUSEN, PAULA SECT: 01

#### **MUSC465/466 Education in the Field, Undergraduate**

GRADING: OPT

#### **MUSC467/468 Independent Study, Undergraduate**

GRADING: OPT

#### **MUSC500 Graduate Pedagogy**

IDENTICAL WITH: ASTR500

#### **MUSC501/502 Individual Tutorial, Graduate**

GRADING: OPT

#### **MUSC503/504 Selected Topics, Graduate Science**

GRADING: OPT

#### **MUSC506 Reading Ethnomusicology**

As one of the two core introductory courses to ethnomusicology, this course lays a general intellectual groundwork for MA students with a concentration in ethnomusicology through in-depth reading of some of the most important writings in ethnomusicology. Focusing on both intellectual history and current issues, the course evolves around the key concepts and themes that have defined, expanded, or challenged the field. Students will critically and comparatively discuss the approaches and contributions of each work they study. At another level, this course also aims at broadening students' knowledge of world musics through studying a wide range of music ethnographies.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE FALL 2012

#### **MUSC507 Practicing Ethnomusicology**

The nature of the skills and approaches associated with the field known as ethnomusicology. Limitations of traditional methodology and sources are stressed. Students build up skills in observation, field methods (interviewing, taping, etc.); preliminary introduction to hardware, transcription, analysis, writing up of research findings in the form of reviews; and a final research paper delivered as an oral convention paper.

GRADING: A-F CREDIT: 1 PREREQ: NONE

#### **MUSC508 Graduate Seminar in Composition**

This course is designed for first-year composition students in the graduate program. We will discuss and analyze works covering a broad range of compositional styles, and focusing on recent European, Asian, and American composers. In addition, student works will be discussed and, when possible, performed.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: KUIVILA, RONALD J. SECT: 01

#### **MUSC509 Special Studies in Contemporary Music**

This course will closely examine specific topics in 20th-century music, including serialism, indeterminacy, minimalism, improvisation, and the exploration of acoustic phenomena. Special attention will be given to issues raised in the Boulez-Cage correspondence of the 1950s.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: BRUCE, NEELY SECT: 01

#### **MUSC510 Graduate Proseminar in World Music Studies**

This course is offered every fall as a required course for all first-year music MA students. It stresses broader integration and interaction between the students and music faculty members through the participation of a number of faculty guest speakers, coordinated by the instructor of the course. The course exposes the students to our extraordinarily diversified music faculty's specialties at the outset of their graduate study at Wesleyan, providing opportunities for students to learn about the faculty's performance, composition, or research

projects and ideas, as well as problems/issues they encounter. It also includes sessions on writing and advanced library and online research skills. Hence, this proseminar prepares music graduate students with both knowledge of the rich intellectual resources in the department and the necessary research skills for initiating their MA thesis projects. When it is possible, the course will be organized in conjunction with the departmental colloquium sessions.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: SLOBIN, MARK SECT: 01

#### **MUSC511/512 Group Tutorial, Graduate**

GRADING: OPT

#### **MUSC513 Improvisation in Cross-Cultural Perspective**

This course will explore musical improvisation around the world from a variety of theoretical and practical perspectives. Readings on theories of improvisational processes, as well as on specific musical traditions in the United States, India, Indonesia, Africa, and elsewhere, will combine with practical transcription and analysis projects.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: CHARRY, ERIC S. SECT: 01

#### **MUSC516 Seminar in Indonesian Music**

The seminar examines the theory and performance contexts of Indonesian music as they are precipitated by historical events, such as proselytization, colonialism, and nationalism. We will focus on specific regions. Topics of the discussion will include music as an accompaniment of dance and theater.

GRADING: OPT CREDIT: 1 PREREQ: NONE

#### **MUSC519 Current Issues in Ethnomusicology**

This course concentrates on current scholarships, intellectual issues, and music ethnographies in ethnomusicology. It challenges the students with contemporary theoretical debates among ethnomusicologists, such as music and identity, music and gender, race and power, music and technology, and music and globalization. The course will closely examine the impact of interdisciplinary approaches on music ethnography through critical analysis of the readings.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### **MUSC520 Explorations in Musicology**

What is musicology? How and why do scholars write about music? This course will address the issues involved in making music a scholarly object of enquiry and will examine the methods by which its history has been constructed. Our approach to these issues will take as a central point of reference one main topic—the idea of the musical work. This topic will serve as a prism through which musicological debate can be understood. Students will be introduced to various contemporary and historical issues in musicology and the theoretical background behind research methodologies. Topics covered will include musical analysis, contrasting approaches to the history of music and musicians, archival research, manuscript study, editing, canonicity, reception history, historiography, and performance studies.

GRADING: A-F CREDIT: 1 PREREQ: NONE

#### **MUSC521 Seminar in Interdisciplinary Studies**

The course, one of the four core PhD seminars in ethnomusicology, examines a number of disciplines as they relate to general current theoretical issues and the interests of ethnomusicology. Visitors from other departments will present their disciplinary perspectives.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: SLOBIN, MARK SECT: 01

#### **MUSC522 Seminar in Comparative Music Theory**

This course is an introduction to the field of music theory for graduate students in ethnomusicology. The course will focus on four areas of inquiry within the field of music theory: music analysis and interpretation, history of music theory, theory pedagogy, and perception and cognition. Readings will include scholarship that interrogates and crosses the disciplinary boundaries between music theory, music history, and ethnomusicology.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: MALIN, YONATAN SECT: 01

#### **MUSC530 Music Department Colloquium**

Nationally and internationally acclaimed artists and scholars are invited to the Music Department to speak about their work. The class meets bi-weekly. Typically, a one-hour talk is followed by 30 minutes of questions and discussions.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
FALL 2012/SPRING 2013 INSTRUCTOR: SLOBIN, MARK SECT: 01

# Neuroscience and Behavior

**PROFESSORS:** David Bodznick, *Biology*; Stephen Devoto, *Biology*; John Kim, *Biology, Chair*; Janice Naegle, *Biology*; John G. Seamon, *Psychology*

**ASSOCIATE PROFESSORS:** Gloster B. Aaron, Jr., *Biology*; Hilary Barth, *Psychology*; Matthew Kurtz, *Psychology*; Andrea L. Patalano, *Psychology*

**ASSISTANT PROFESSORS:** Barbara Juhasz, *Psychology*

**DEPARTMENTAL ADVISING  
EXPERT 2012–2013:** John Kim

Neuroscience is a discipline that probes one of the last biological frontiers in understanding ourselves. It asks fundamental questions about how the brain and nervous system work in the expression of behavior. As such, the field takes on a clear interdisciplinary character: All scientific levels of organization (behavioral, developmental, molecular, cellular, and systems) contribute to our understanding of the nervous system. Neuroscience has been a field of particularly active growth and progress for the past two decades, and it is certain to be an area where important and exciting developments will continue to occur. At Wesleyan, the neurosciences are represented by the teaching and research activities of faculty members in the departments of Biology, Psychology, and Molecular Biology and Biochemistry. The **NS&B** curriculum is both comprehensive and provides diverse approaches to learning. Through lecture/seminars, lab-based methods courses, and hands-on research experience, students are afforded a rich educational experience. Unique among schools of comparative size, Wesleyan has small but active graduate programs leading to MA and PhD degrees. This attribute, together with the high success rate of faculty in obtaining research grant support, further enhances the education of undergraduates by providing additional mentoring, more research opportunities, and access to state-of-the-art laboratories. The mission of the **NS&B** program is to provide the foundation for a variety of career options in science, medicine, and private industry. For more information, see wesleyan.edu/nsb.

## I. Requirements for the major

### Foundation courses

- **BIOL181** Principles of Biology I
- **BIOL191** Principles of Biology I—Laboratory (0.5 credit)
- **BIOL182** Principles of Biology II
- **BIOL192** Principles of Biology II—Laboratory (0.5 credit)
- **CHEM141/142** Introductory Chemistry I/II or **CHEM143/144** Principles of Chemistry I/II
- **CHEM251/252** Principles of Organic Chemistry I/II
- **PHYS111/112** Introductory Physics I/II or **PHYS113/116** General Physics I/II

### Core course

- **NS&B213** Behavioral Neurobiology

**Advanced courses.** Five advanced courses from the following list are required for students; two must be cross-listed with biology (A); two cross-listed with psychology (B); and one, a research tutorial or methodological course (C).

### A. Cross-listed with biology

- **NS&B224** Hormones, Brain, and Behavior
- **NS&B239** Functional Anatomy of the Human Brain
- **NS&B245** Cellular Neurophysiology
- **NS&B249** Neuroethology
- **NS&B252** Cell Biology of the Neuron
- **NS&B254** Comparative Animal Behavior
- **NS&B299** Waves, Brains, and Music
- **NS&B/MB&B303** Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function
- **NS&B324/524** Neuropharmacology
- **NS&B325** Stem Cells
- **NS&B326** Drugs of Abuse from Neurobiology to Behavior
- **NS&B328** Chemical Senses
- **NS&B345** Developmental Neurobiology
- **NS&B351** Neurobiology of Learning and Memory
- **NS&B353** Neurobiology of Neurological Disorders
- **NS&B360** Senior **NS&B** Capstone
- **NS&B543/343** Muscle and Nerve Development
- **NS&B360** Capstone Experience in Neuroscience and Behavior

### B. Cross-listed with psychology

- **NS&B217** Neuroscience Perspectives in Psychopathologies
- **NS&B220** Cognitive Psychology
- **NS&B221** Human Memory
- **NS&B222** Sensation and Perception
- **NS&B225** Cognitive Neuroscience (previously **335**)
- **NS&B228** Clinical Neuropsychology (previously **282**)
- **NS&B311** Behavioral and Neural Basis of Attention
- **NS&B329** Neural Costs of War
- **NS&B348** Origins of Knowledge

### C. Research methods and practica

- **BIOL320/520** Quantitative Methods for the Biological and Environmental Sciences
- **NS&B243** Neurohistology
- **NS&B247** Laboratory in Neurophysiology
- **NS&B250** Laboratory in Cell and Molecular Neurobiology
- **NS&B280** Applied Data Analysis
- **NS&B381** Seminar in Memory Theory and Research
- **NS&B382** Advanced Research in Decision Making
- **NS&B390** Experimental Investigations into Reading
- **NS&B392** Behavioral Methods in Affective Neuroscience
- **NS&B393** Advanced Research in Cognition and Neuropsychiatric Illness
- **NS&B409/410** or **421/422** Research Tutorial for two semesters, both in the lab of the same faculty member
- **PSYC200** Statistics: An Activity-Based Approach

Note: Methodological courses cannot be credited toward the requirements of categories A or B. Because of the very limited number of spaces, students may not enroll in more than one laboratory course (**247** or **250**).

## II. Courses of relevance outside the program

Though not requirements of the major, students should be aware that a number of courses in computer science, statistics, organic chemistry, and molecular biology, as well as courses in nonneuroscience areas of biology and psychology, complement the **NS&B** major and should be considered, in consultation with your advisor, when planning your program of study. A relatively new course, designed for sophomores, may be of special interest, **BIOL131** Service-Learning Clinical Experience at Connecticut Valley Hospital, as well as the more advanced course **BIOL223** Integration of Clinical Experience and Life Science Learning.

## III. Substituting outside courses for credit to the major

**A. Foundation courses:** A student who has taken foundation courses outside of Wesleyan may be able to apply them to the major. As a general rule, courses acceptable to the Biology, Chemistry, and Physics departments for University credit are acceptable to the **NS&B** program for substitution for foundation courses.

**B. Advanced courses:** Advanced courses, inside or outside of the University, might be acceptable as substitutes for the advanced courses of the **NS&B** major. In general, only one such course can be substituted, and approval must be obtained in advance from the program director.

## IV. Undergraduate research

**NS&B** majors are encouraged to become involved in the research of the faculty. Research tutorials and senior thesis tutorials are taken with mode of grading and amount of credit to be arranged with the research supervisor. Research tutorials are numbered **401/402** (Individual Tutorial), **409/410** (Senior Thesis Tutorial), **411/412** (Group Tutorial), and **421/422** (Undergraduate Research). These courses can fulfill the Category C requirement or can receive graduation credit. See the pamphlet "Research in the Neuroscience Behavior Program" available in room 257 Hall-Atwater for descriptions of the ongoing research programs in the laboratories of the **NS&B** faculty, or visit our web site, wesleyan.edu/nsb.



## V. Seminars

The program periodically invites neuroscientists from outside Wesleyan to come here and describe their research. These seminars frequently complement course material and give students the opportunity to interact with noted researchers. The talks are usually scheduled for noon on Thursdays. Students are encouraged to attend.

## VI. Honors in neuroscience and behavior

To be considered for honors, a student must be an **NS&B** major and have a B average (grade average 85) in the courses credited to the major. The student must submit a laboratory research thesis that was supervised by a member of the **NS&B** faculty and be recommended for honors by the **NS&B** faculty.

## VII. Petitioning for exemptions

A student may request a variance from the requirements of the major or for honors by submitting a written petition to the chair of the program. The petition should indicate why the requirement cannot be met and the educational justification for the alternative. The petition will be considered by the **NS&B** faculty, and the student will receive a statement of the decision by letter.

## VIII. Teaching apprentice program

Students may be appointed teaching apprentices with the approval of the participating faculty member and the Office of Academic Affairs. The apprenticeship position involves assisting a faculty member in the teaching of a course. Concurrently, the apprentice enrolls in an apprenticeship tutorial (**NS&B491/492**) that is usually a one-credit course and operates in either the graded or credit/no credit mode.

## IX. Steps in becoming an NS&B major

One or more of the foundation courses in biology (**BIOL181, 182**) are prerequisites for the advanced **NS&B** courses offered by the Biology Department. Although not legislated as prerequisites, **NS&B213** (Behavioral Neurobiology) and **NS&B** laboratory courses provide important conceptual and practical background for independent research in the junior and senior years. The ideal course sequence would include **BIOL181** and **182** along with chemistry in the first year. In the sophomore year, one would take Behavioral Neurobiology (**NS&B213**). The other required courses and research tutorials would be spread out over the last two years. See [wesleyan.edu/nsb/pathwaysthroughmajor.html](http://wesleyan.edu/nsb/pathwaysthroughmajor.html) for further information.

## X. Admission to the major

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

### NS&B102 Science Information Literacy

IDENTICAL WITH: **MB&B102**

### NS&B149 Neuroethology: Sensory Basis of Animal Orientation and Navigation

This course about the sensory and neuronal processes underlying the ability of animals to orient in and move through their environments. We will consider the basic functions of sensory and nervous systems that underlie the remarkable abilities of animals to orient themselves in personal space, move through their home range and move through the world in long distance migrations and in homing. Animals from invertebrates through fish, birds, and mammals will be considered. The format of the course will be seminar/discussion and some lectures with heavy student participation. The course is intended for freshmen with high school level courses in at least two of the following: biology, chemistry, or physics.

GRADING: OPT CREDIT: 1 GEN ED: NSM IDENTICAL WITH: **BIOL149** PREREQ: NONE

### NS&B213 Behavioral Neurobiology

This course will introduce the concepts and contemporary research in the field of neuroscience and behavior. The course is intended for prospective neuroscience and behavior majors (for whom it is required) and for biology and psychology majors who wish a broad introduction to neuroscience. The initial few weeks will be devoted to fundamental concepts of neuroanatomy and neurophysiology. Subsequent classes will deal in-depth with fundamental problems of nervous system function and the neural basis of behavior, including neurotransmitter systems; organization of the visual system and visual perception; the control of movement; neurological and neuropsychiatric disorders; the neuroendocrine system; control of autonomic behaviors such as feeding, sleep, and temperature regulation; the stress response; and language, learning, and memory. Experimental results from a variety of species, including humans, will be considered.

GRADING: OPT CREDIT: 1 GEN ED: NSM IDENTICAL WITH: **[BIOL213 OR PSYC240]** PREREQ: NONE  
FALL 2012 INSTRUCTOR: NAEGELE, JANICE R. SECT: 01

### NS&B213 Behavioral Neurobiology

This course will introduce the concepts and contemporary research in the field of neuroscience and behavior. The course is intended for prospective neuroscience and behavior majors (for whom it is required) and for biology and psychology majors who wish a broad introduction to neuroscience. The initial few weeks will be devoted to fundamental concepts of neuroanatomy and neurophysiology. Subsequent classes will deal in-depth with fundamental problems of nervous system function and the neural basis of behavior, including neurotransmitter systems; organization of the visual system and visual perception; the control of movement; neurological and neuropsychiatric disorders; the neuroendocrine system; control of autonomic behaviors such as feeding, sleep, and temperature regulation; the stress response; and language, learning, and memory. Experimental results from a variety of species, including humans, will be considered.

GRADING: OPT CREDIT: 1 GEN ED: NSM IDENTICAL WITH: **[BIOL213 OR PSYC240]** PREREQ: NONE  
FALL 2012 INSTRUCTOR: KURTZ, MATTHEW M. SECT: 01

### NS&B217 Neuroscience Perspectives on Psychopathologies

IDENTICAL WITH: **PSYC247**

### NS&B220 Cognitive Psychology

IDENTICAL WITH: **PSYC220**

### NS&B221 Human Memory

IDENTICAL WITH: **PSYC221**

### NS&B222 Sensation and Perception

IDENTICAL WITH: **PSYC222**

### NS&B224 Hormones, Brain, and Behavior

IDENTICAL WITH: **BIOL224**

### NS&B228 Clinical Neuropsychology

IDENTICAL WITH: **PSYC228**

### NS&B239 Functional Anatomy of the Human Brain

IDENTICAL WITH: **BIOL239**

### NS&B243 Neurohistology

The aim of this course is to study the microscopic structure of the nervous system. Structural and functional relationships between neurons and glia, as well as the organization of major brain regions (cortex, hippocampus, and cerebellum) will be examined. In addition to traditional histological preparations, modern techniques including confocal microscopy and immunohistochemistry will be studied and performed. Laboratory exercises will include the preparation and visualization of microscopic slides using a variety of techniques. While this course will focus on mammalian nervous system, skills learned in this course will be applicable in a variety of research models.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: **BIOL243**  
PREREQ: **[NS&B213 OR BIOL213 OR PSYC240]** OR **[MB&B181 OR BIOL181]**  
FALL 2012 INSTRUCTOR: TRELOAR, HELEN B. SECT: 01

### NS&B245 Cellular Neurophysiology

IDENTICAL WITH: **BIOL245**

### NS&B247 Laboratory in Neurophysiology

IDENTICAL WITH: **BIOL247**

### NS&B249 Neuroethology

IDENTICAL WITH: **BIOL249**

### NS&B252 Cell Biology of the Neuron

Neuronal cell biology is an important and fast-moving field. The brain cannot be understood without first elucidating the properties and functions of its component neurons. This course will focus on cell biological studies of the nervous system. We will explore the structure and function of neurons, synapses, and circuits. Using both text books and primary literature, we will examine the basic cell biological mechanisms that underlie the formation, function, and plasticity of neurons and circuits. Areas studied will include polarity, synapse formation, synaptic transmission, intracellular transport, plasticity, and regeneration.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: **BIOL252**  
PREREQ: **([MB&B181 OR BIOL181]) AND [NS&B213 OR BIOL213 OR PSYC240])**  
SPRING 2013 INSTRUCTOR: TRELOAR, HELEN B. SECT: 01

### NS&B254 Comparative Animal Behavior

IDENTICAL WITH: **BIOL254**

### NS&B280 Applied Data Analysis

IDENTICAL WITH: **QAC201**

### NS&B299 Waves, Brains, and Music

IDENTICAL WITH: **BIOL299**

**NS&B303 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function**

IDENTICAL WITH: MB&amp;B303

**NS&B311 The Behavioral and Neural Basis of Attention**

IDENTICAL WITH: PSYC311

**NS&B324 Neuropharmacology**

IDENTICAL WITH: BIOL324

**NS&B325 Stem Cells: Basic Biology to Clinical Application**

IDENTICAL WITH: BIOL325

**NS&B326 Drugs of Abuse from Neurobiology to Behavior**

This course provides a comprehensive analysis of the neuroscience of substance abuse. This is a lecture course with seminar-style student presentations and group discussions. The lecture portion of the course emphasizes basic principles of neuropharmacology, distribution and elimination of drugs, drug-receptor interactions and dose-response relationships, structure of neurons, neurophysiological mechanisms involved in synaptic activity, and the distribution of specific neurotransmitter systems. With a focus on pharmacokinetics, research methodology, and addiction processes, the mechanism of drug action as a basis for evaluation of behavioral functions will be explored. The seminar portion of the course will focus on the neurobiological actions of specific drug classes, including stimulants, depressants, hallucinogens, and opioids.

GRADING: OPT CREDIT: 1 GEN ED: NSM IDENTICAL WITH: BIOL326

PREREQ: [NS&amp;B213 OR BIOL213 OR PSYC240]

**NS&B328 Chemical Senses**

The least well understood of the senses, chemical sensation, is key to survival and behavior of many species. In this course, you will study the structure and function of sensory neurons in both the gustatory and olfactory systems, as well as in chemosensory irritation. We will examine coding of sensory information to understand how higher cortical areas interpret stimuli. We will look at a variety of animal models and discover common organizing principles across phyla. An emphasis will be placed on the cell biology of these systems. Students will participate in reading, analyzing, and presenting recent studies from different areas within chemical sense to highlight recent findings and where the emphasis in chemosensory research is focused.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: BIOL328

PREREQ: [NS&amp;B213 OR BIOL213 OR PSYC240]

SPRING 2013 INSTRUCTOR: TRELOAR, HELEN B. SECT: 01

**NS&B329 Neural Costs of War**

IDENTICAL WITH: PSYC329

**NS&B334 Psychopharmacology**

IDENTICAL WITH: PSYC334

**NS&B343 Muscle and Nerve Development**

IDENTICAL WITH: BIOL343

**NS&B345 Developmental Neurobiology**

IDENTICAL WITH: BIOL345

**NS&B348 Origins of Knowledge**

IDENTICAL WITH: PSYC348

**NS&B351 Neurobiology of Learning and Memory**

IDENTICAL WITH: BIOL351

**NS&B353 Neurobiology of Neurological Disorders**

This course aims to provide a foundation in the underlying mechanisms of neurological and psychiatric disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including autism, schizophrenia, Alzheimer's disease, mental retardation, epilepsy, and Parkinson's disease. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic aspects of brain function.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: [BIOL353 OR PSYC353]

PREREQ: [NS&amp;B213 OR BIOL213 OR PSYC240]

FALL 2012 INSTRUCTOR: TRELOAR, HELEN B. SECT: 01-02

**NS&B360 Capstone Experience in Neuroscience and Behavior**

In this cohesive and interactive experience for junior and senior neuroscience and behavior majors, students read the primary literature on the topic of how experience changes the brain, gain proficiency in scientific writing and editing, and carry out service-learning projects in local high schools. This course is part of the course clusters in Disability Studies, Service Learning and Certificate in Writing.

GRADING: OPT CREDIT: 1 GEN ED: NSM PREREQ: [NS&amp;B213 OR BIOL213 OR PSYC240]

**NS&B381 Advanced Seminar in Memory Theory and Research**

IDENTICAL WITH: PSYC381

**NS&B382 Advanced Research in Decision Making**

IDENTICAL WITH: PSYC382

**NS&B390 Experimental Investigations into Reading**

IDENTICAL WITH: PSYC390

**NS&B392 Behavioral Methods in Affective Neuroscience**

IDENTICAL WITH: PSYC392

**NS&B393 Advanced Research in Cognition and Neuropsychiatric Illness**

IDENTICAL WITH: PSYC393

**NS&B401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**NS&B409/410 Senior Thesis Tutorial**

GRADING: OPT

**NS&B411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**NS&B465/466 Education in the Field, Undergraduate**

GRADING: OPT

**NS&B467/468 Independent Study, Undergraduate**

GRADING: OPT

**NS&B501/502 Individual Tutorial, Graduate**

GRADING: OPT

**NS&B503/504 Selected Topics, Graduate Science**

GRADING: OPT

**NS&B511/512 Group Tutorial, Graduate**

GRADING: OPT

**NS&B524 Neuropharmacology**

IDENTICAL WITH: BIOL324

**NS&B543 Muscle and Nerve Development**

IDENTICAL WITH: BIOL343

**NS&B545 Developmental Neurobiology**

IDENTICAL WITH: BIOL345

**NS&B561/562 Graduate Field Research**

GRADING: OPT

# Philosophy

<b>PROFESSORS:</b>	Stephen Angle; Brian C. Fay; Lori Gruen; Steven Horst, <i>Chair</i> ; Joseph T. Rouse Jr.
<b>ASSOCIATE PROFESSORS:</b>	Sanford Shieh; Elise Springer
<b>ASSISTANT PROFESSORS:</b>	Ludmila Guenova, <i>College of Letters</i> ; Tushar Irani, <i>College of Letters</i>
<b>DEPARTMENTAL ADVISING EXPERTS 2012–2013:</b>	All department faculty

Doing philosophy means reasoning about questions that are of basic importance to the human experience—questions like: What is a good life? What is reality? How can we know anything? What should we believe? How should our societies be organized? Philosophers typically approach these questions from within one or more traditions of inquiry, and the Department of Philosophy therefore offers a wide variety of perspectives on the deep and perplexing questions that make up its subject matter.

We divide our courses into three levels (introductory, intermediate, and advanced) and three broad subject areas (historical, value, and mind and reality). Introductory classes are suitable for all students, including prospective majors. Intermediate classes tend to have prerequisites or in other ways may be unsuitable for first-year students. Advanced classes are typically aimed at majors in philosophy and other relevant disciplines.

Historical courses focus primarily on classical philosophical texts, whether within a period, across periods or traditions, or by a single philosopher. Courses in the value area primarily address ethical, political, aesthetic, cultural, or religious practices and norms. Mind and reality courses look at issues related to language, mind, reasoning, knowledge, and the nature of reality. The three subject areas are by no means mutually exclusive. Often, courses will fall into more than one area but are intended to facilitate the department's desire that serious students of philosophy be exposed to a range of issues and approaches. **Introductory courses.** Introductory courses are numbered from **101** to **249**; courses numbered **201** and above count toward major requirements. Most of our introductory courses are intended both for students interested in philosophy as part of their general education and for prospective majors. Unless noted otherwise in an individual course's description, all introductory courses fulfill the department's informal reasoning requirement. No more than four introductory courses (from **201–249**) can count toward the major for a given student.

*Introductory historical courses are numbered between 201 and 210. These courses introduce the texts and traditions of reasoning from major periods in the history of philosophy.*

- **PHIL201** Philosophical Classics I: Ancient Western Philosophy introduces students to fundamental philosophical questions about self and knowledge, truth, and justice.
- **PHIL202** Philosophical Classics II: Early Modern Philosophy from Descartes Through Kant is an introduction to major themes of early modern European philosophy: knowledge, freedom, the nature of the self, and of physical reality.
- **PHIL205** Classical Chinese Philosophy introduces students to the major texts and themes of early Confucianism, Daoism, and their philosophical rivals.

*Introductory value courses are numbered between 211 and 229. These courses introduce students to reasoning about values in a variety of realms.*

- **PHIL212** Introduction to Ethics is an introduction to Western ethical thinking that draws on classic and contemporary readings to explore major traditions of ethical theorizing as well as topics of current social relevance.
- **PHIL215** Humans, Animals, and Nature explores the scope, strength, and nature of moral and political obligations to nonhumans and to other humans.
- **PHIL217** Moral Psychology: Care of the Soul examines the intersections of ethical theory, theoretical psychology, and forms of therapy.

*Introductory mind and reality courses are numbered between 230 and 249. These courses introduce students to issues related to language, mind, and formal reasoning.*

- **PHIL231** Reason and Paradox is an introduction to philosophical issues of mind, language, and reality by the study of conceptual paradoxes and the clarification and evaluation of reasoning.

Introductory courses that do not count for major courses are numbered between **101** and **199**. In addition to the courses listed above, all of which count toward the major, the department periodically will offer introductory courses that do not fulfill any major requirements, and, thus, are intended solely for general education.

**Intermediate classes.** Intermediate classes are numbered between **250** and **299** and fall into all three of the subject areas. Often, these courses are not appropriate for first-year students; some have explicit prerequisites. Intermediate-level classes tend to introduce students to a particular area of philosophy or to the discipline's historical development at a higher level and in more depth than will introductory classes.

- Intermediate historical courses are numbered between **250** and **265**.
- Intermediate value courses are numbered between **266** and **285**.
- Intermediate mind and reality courses are numbered between **286** and **299**.

**Major program.** Majors in philosophy must take at least 10 courses in philosophy. Of these 10, at least eight must be offered by the Philosophy Department; as many as two may be given in other departments or programs (e.g., College of Letters, Religion) that are relevant to the student's program of studies in philosophy and are approved as such by the philosophy faculty.

In addition, students must satisfy the following:

- Philosophical reasoning requirement. All introductory courses, except where explicitly noted, fulfill this requirement; completion of any such course with a grade of B- or above fulfills the requirement.
- History of philosophy requirement. All students must complete two courses from among the introductory historical courses (**201**, **202**, and **205**).
- Value requirement. All students must complete at least one introductory or intermediate value course.
- Mind and reality requirement. All students must complete at least one introductory or intermediate mind and reality course.
- Advanced course requirement. All students must complete at least two advanced courses, in any area, during their junior or senior years.

Prospective majors should pay particular attention to the prerequisites for intermediate and advanced courses when planning their schedules. Among other courses, **PHIL201**, **202**, **205**, and **231** are required for a variety of subsequent courses.

Because philosophy ranges over subjects in other disciplines, such as economics, government, mathematics, physics, psychology, and religion, students considering philosophy as a major field are strongly advised to choose a balanced combination of solid liberal arts courses conforming to Wesleyan expectations for generalization. Knowledge of foreign languages is particularly useful for the study of philosophy, and it is strongly recommended that students achieve reading fluency in at least one foreign language.

**Philosophy colloquia.** Every year the department arranges a series of public presentations of papers by visiting philosophers, and, occasionally, Wesleyan faculty or students.

**Departmental honors.** To qualify for departmental honors in philosophy, a student must achieve an honors level of performance in courses in the department; must declare the intention to work for departmental honors at the beginning of the senior year; must register for senior thesis tutorials in each semester of the senior year; and must write a thesis at an honors level. Theses must be submitted in accordance with Honors College procedures and will be judged by a committee made up of members of the department.

**Majors Committee and Philosophy Club.** The department encourages its majors and other interested students to participate actively in the life of the department by attending departmental talks and social events for majors. Students are also encouraged to organize student-led events and discussions, organized by the Majors Committee and Philosophy Club.

**PHIL111 Women, Rights, Islam, and Modernity**

This writing- and discussion-intensive course will examine evolving tensions between traditional philosophy and religion and modernity. The focus of discussions and writing will be the role of women, rights, and Islam in redefining modernity. Students will critically analyze rights claims from philosophical, political, and normative perspectives to assess the role of rights in mediating the transition between traditional and contemporary global culture. What is the basis of rights claims, and how are rights advanced or denied in global discourse? We will study the emerging roles of women, both in America and abroad, in contributing to public life and transforming Islam. Finally, we will attempt to assess the impact of Islam on the culture of modernity.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: FG55125 PREREQ: NONE

**PHIL118 Reproduction in the 21st Century**

IDENTICAL WITH: BIOL118

**PHIL160 The Past on Film**

IDENTICAL WITH: FILM160

**PHIL201 Philosophical Classics I: Ancient Western Philosophy**

This course aims to offer an overview of the development of ancient Greek and Roman philosophy, from its inception with Thales to Plato, Aristotle, and the Hellenistic philosophers. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. The focus will be on close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and often perplexing.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [COL359 OR CCIV217] PREREQ: NONE

**PHIL202 Philosophical Classics II: Early Modern Philosophy from Descartes Through Kant**

This course is a study of major texts representing the principal theories of knowledge and reality in the 17th and 18th centuries: Rationalism (Descartes, Spinoza, Leibniz), empiricism (Locke, Berkeley, Hume), and the Kantian synthesis.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL360 PREREQ: NONE

SPRING 2013 INSTRUCTOR: HORST, STEVEN W. SECT. 01

**PHIL205 Classical Chinese Philosophy**

Topics in this critical examination of issues debated by the early Confucian, Daoist, and Mohist philosophers will include the nature of normative authority and value, the importance of ritual, and the relation between personal and social goods.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST261 PREREQ: NONE

FALL 2012 INSTRUCTOR: ANGLE, STEPHEN SECT. 01

**PHIL212 Introduction to Ethics**

We will begin with some ancient questions about values. We find that two ancient approaches to right living (Platonic-Stoic and Aristotelian) differ radically over how much experience or society can teach us about what is good. Yet both insist that moral life is essentially connected to individual happiness.

Turning next to modern ideas of moral action (Kantian and utilitarian), we find that they both emphasize a potential gulf between individual happiness and moral rightness. Yet like the ancients, they disagree over whether morality's basic insights derive from experience.

The last third of the course explores more recent preoccupations with ideas about moral difference, moral change, and the relation between morality and power. Especially since Marx and Nietzsche, moral theory faces a sustained challenge from social theorists who allege moral norms and judgments serve hidden ideological purposes. Some have sought to repair universal ethics by giving an account of progress or the overcoming of bias, while others have argued for plural or relative ethics. Ecological critics have challenged moral theorists to overcome their preoccupation with exclusively human interests and ideals. What kinds of moral reflection might be adequate to problems of global interdependence?

Students will come to understand the distinctive insights and arguments behind all of the positions considered, to recognize more and less cogent lines of response to them, and to shape their own patterns of moral reasoning through careful reflection.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ENV5212 PREREQ: NONE

SPRING 2013 INSTRUCTOR: SPRINGER, ELISE SECT. 01

**PHIL214 Justice and Reason**

This course introduces students to the disciplined study of philosophy through sustained reflection upon the nature of justice and the grounding and authority of claims invoking justice. The central theme of the course is that conceptions of justice and authority cannot be understood on their own. The meaning and authority of claims about justice and injustice can only be established through inferential relations to other philosophical issues, for example, concerning reason, knowledge, reality, agency, and identity. These issues will be explored through reflective engagement with classic treatments of these issues by Plato, Hobbes, Kant, and more contemporary philosophical work. The

contemporary readings include discussions of distributive justice (concerning access to resources and opportunities), the interplay between gender and conceptions of justice, relations between justice and conceptions of identity, and whether justice and injustice can be assessed comparatively without reference to a comprehensive ideal social order.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

**PHIL215 Humans, Animals, and Nature**

Though a variety of important issues are central to understanding the complexity of relationships between humans, nonhumans, and the rest of nature, the goals of the course are to help you to think critically, to read carefully, to argue well, and to defend your own reasoned views about the moral relations between humans, animals, and nature.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ENV5215 PREREQ: NONE

**PHIL216 Women, Animals, Nature**

IDENTICAL WITH: ENV5214

**PHIL217 Moral Psychology: Care of the Soul**

Moral psychology is the study of our minds that is aimed at an understanding of how we develop, grow, and flourish as moral beings. In this course we will examine historical and contemporary texts from philosophy, psychology, and spiritual writings that deal with the nature of the good life for human beings, the development of virtues, and the cultivation of ethical understanding and moral sensibilities. Emphasis will be both on careful understanding of the texts and on the attempt to relate the theories discussed to our own moral lives.

GRADING: CR/U CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: HORST, STEVEN W. SECT. 01

**PHIL218 Personal Identity and Choice**

We will explore philosophical reflections on the problem of personal identity and its relationship to matters of choice and freedom. How do certain experiences and thoughts and physical materials compose oneself? Am I the same person over time even through complete transformations of experience, thought, and material? Can I choose which elements of my existence to count as essential? Some argue the concept of a unified and enduring self partakes of illusion; at the other extreme, some argue for the permanent integrity of individual souls. Regarding choice and freedom, we find a related debate, ranging from those who deny freewill altogether to those who define humanity's essence in terms of choice and agency. Might we coherently say that some human selves can have more integrity and others, less? What gives a measure of meaningful coherence to a person's life? Similarly, can we distinguish some choices as more free than others? What makes for meaningful choice? Besides serving as an introduction to philosophical reasoning, the course will draw interdisciplinary connections on themes such as social identities, religious experience, political freedom, and legal responsibility.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

**PHIL220 Existentialism, Platonism, Pragmatism**

The class will explore three different, classic theories of reality and human beings' place in it, one from ancient Greece (that of Plato), one from modern America (that of John Dewey), and one from modern Europe (Sartre and Camus). Each of these theories provides a broad metaphysics, an ethic, and a conception of politics, art, and religion. Each is mind-opening, and when read in conjunction, provide the basis for discussions of some of the most important questions about what it means to be human.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

SPRING 2013 INSTRUCTOR: FAY, BRIAN C. SECT. 01

**PHIL221 Philosophy as a Way of Life**

For many philosophers, East and West, philosophy has been more than an effort to answer fundamental questions. It has been an activity aimed at changing one's orientation to the world and, thus, how one lives one's life. We will explore Chinese, Greco-Roman, and contemporary versions of the idea that philosophy should be seen as a way of life. How does philosophical reasoning interact with lived practice? How do metaphysical views lead to ethical commitments? Despite their differences, Confucians, Daoists, Aristotelians, and Stoics all agreed that philosophy should aim at making us better people. Can such an idea still get traction in today's world?

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: EAST220 PREREQ: NONE

**PHIL222 Ethical Theory and Practice**

What is right action? What is it to be good? How do we incorporate these evaluations in matters of policy and personal life? In this course, we will survey four major Western ethical theories that provide a range of solutions to these questions: utilitarianism, Kantianism, virtue ethics, and feminist ethics. We will then consider contemporary problems in light of these theories. Students will develop the ability to reason about ethical questions through classroom debates, presentations on an ethical problem, and writing assignments.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**PHIL224 A History of Civil Disobedience**

IDENTICAL WITH: COL109

**PHIL230 Elements of Logic**

The basic principles of deductive reasoning.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**PHIL231 Reason and Paradox**

This course is an introduction to philosophy, logic, and conceptual issues underlying the foundations of the natural and social sciences. We will examine and analyze a range of patterns of reasoning that lead to surprising, even alarming, conclusions. These go from fallacious arguments whose mistakes can be clearly pinpointed, to conceptual puzzles whose resolution leads to insights about reasoning, to four genuine paradoxes for which there are no clear solutions at all. Most of these paradoxes have been known since antiquity: Zeno's Paradox, about the concepts of space, time, and motion; the Liar Paradox, about the notions of truth and reference; the Sorites Paradox, about the notion of vagueness; and a surprise paradox to be announced in class. The analysis of fallacies and puzzles leads to the study of deductive logic. On the basis of a working knowledge of logic, we will be in a position to see how the paradoxes challenge both the fundamental assumptions that we make in thinking about the world and the very assumptions that underlie rational thought itself.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**PHIL232 Beginning Philosophy**

This introduction to philosophy for first-year students will include close study and discussion of some major classical texts, as well as some contemporary works.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: SHIEH, SANFORD SECT. 01

**PHIL233 Riddles of Existence: An Introduction to Metaphysics and Epistemology**

Philosophy, according to one of the earliest philosophers, Aristotle, begins in wonder. This course is an introduction to some central aspects of the world and of our lives that give rise to wonder. Specifically, we will begin a rigorous examination of the natures of reasoning, knowledge, identity, mind, body, time, freedom, morality, and beauty.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

SPRING 2013 INSTRUCTOR: SHIEH, SANFORD SECT. 01

**PHIL250 History of Political Philosophy**

This course is a critical historical introduction to some of the central questions in political philosophy. We will begin by examining various arguments for and against the legitimacy of the state. We will then proceed to examine classic responses to the anarchist challenge. We will read a variety of positions including the liberal positions of Rousseau, Locke, Jefferson, and Mill; the communist position as expressed by Marx and Engels; and contemporary philosophical responses by Nozick, Rawls, and Sandel. Central to all of the views we will study are the concepts of equality, liberty, and justice. We will see that how these concepts are interpreted varies considerably among political philosophers. Although the bulk of the course will be devoted to analyzing classical and contemporary philosophical positions, we will spend time discussing how such positions inform contemporary controversies and current public policy debates.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**PHIL251 The Athenian Enlightenment: The Birth of Philosophy in 5th-Century Athens**

IDENTICAL WITH: COL295

**PHIL252 19th-Century European Philosophy**

This course presents a comprehensive survey of the major landmarks in modern European philosophy in the 19th century, from the German idealists to Nietzsche. Beginning with the problems generated by Kant's doctrine of transcendental idealism, this course charts the flourishing of German idealism (Fichte, Hegel) and its eventual dissolution when it was confronted with rival conceptions of individual religious experience (Kierkegaard) and social emancipation (Marx), culminating in a radically antifoundationalist challenge to both epistemology and ethics (Nietzsche).

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL252

PREREQ: ANY PHILOSOPHY COURSE

FALL 2012 INSTRUCTOR: GUENOVA, LUDMILA LUDMILOVA SECT. 01

**PHIL253 Love and Emotion in Ancient Greek Philosophy**

IDENTICAL WITH: COL267

**PHIL258 Post-Kantian European Philosophy**

In this study of 19th- and 20th-century philosophy in Europe (primarily France and Germany), special attention will be devoted to the interpretation of science and its significance for understanding the world as distinctly modern and ourselves and the world as natural (or as transcending nature). Related topics include the scope and limits of reason, the role of subjectivity in the constitution of meaning, the conception of ethics and politics in a science-centered culture, and the problems of comprehending historical change. Philosophers to be read include Kant, Hegel, Marx, Nietzsche, Husserl, Heidegger, Weber, Habermas, and Foucault. The course is designed

to introduce students to a very difficult but widely influential philosophical tradition and will emphasize close reading and comparative interpretation of texts. This course meets the Social, Cultural, and Critical Theory certificate's requirement in philosophical origins of theory.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: SISP281 PREREQ: NONE

**PHIL259 Neo-Confucian Chinese Philosophy**

This course will present critical discussion of issues central to Neo-Confucian (11th–19th centuries CE) philosophers that in many cases are still central in Chinese thought today. Topics will include the relation between knowledge and action, Neo-Confucian conceptions of idealism and materialism, and the connection between Neo-Confucian philosophy and spirituality.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

**PHIL261 Christianity and Philosophy**

In this course we will examine a number of different ways in which Christianity and philosophy have crossed paths. After introductions to Christianity and philosophy in late antiquity, we will look at early Christian discussions of whether Christians could also practice philosophy and both early and recent apologetics and anti-apologetics, in which the merits of the Christian faith are disputed. We will then spend a substantial portion of the semester looking at ways that Christian doctrine was synthesized, first with Platonic philosophy and then with Aristotelian philosophy. Finally, we will look at the role religious belief played in the emergence of early modern science and at the dialogue between faith and science that has resulted.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**PHIL262 Phenomenology, Existentialism, and Poststructuralism**

This course critically examines the philosophical treatment of meaning, interpretation, subjectivity, language, and history within the tradition that extends from Husserl's program of phenomenology, through Heidegger's and Merleau-Ponty's criticisms and existential revisions of phenomenology, to the antiphenomenological projects of Foucault and Derrida.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: ANY PHILOSOPHY COURSE

**PHIL263 Modern Chinese Philosophy**

We will critically examine Chinese philosophical discourse from the late 19th century to the present, including liberalism, Marxism, and New Confucianism. Topics will include interaction with the West, human rights, the roles of traditions and traditional values, and the modern relevance of the ideal of sagehood.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST264

PREREQ: ANY PHILOSOPHY COURSE

**PHIL265 Postanalytic Philosophy: Science and Metaphysics**

The analytic movement in early 20th-century philosophy distinguished the domain of philosophy from that of empirical science. The sciences were empirical disciplines seeking facts, whereas philosophy primarily involved the analysis of linguistic meaning, often using the resources provided by formal logic. Criticisms of this conception of philosophy and its relation to the sciences have shaped much of the subsequent development of Anglophone philosophy. This course will examine closely some of the most influential later criticisms of the early analytic movement and the resulting re-conceptions of philosophy as a discipline. The central themes of the course cut across the fields of epistemology, metaphysics, and the philosophy of language and mind. Special attention will be given to philosophy's relation to the empirical sciences, since this has been a prominent issue raised by the criticisms of the early analytic movement. Among the philosophers most prominently considered are Quine, Sellars, Davidson, Putnam, Dennett, Kripke, Brandom, and Haugeland. This course parallels **PHIL262** (Phenomenology, Existentialism, Poststructuralism); **262** explores how European philosophy developed in response to Husserlian phenomenology, whereas **265** explores how Anglophone philosophy developed in response to linguistic analysis, but many of the issues overlap despite differences in idiom, style, and philosophical influences.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

SPRING 2013 INSTRUCTOR: ROUSE, JOSEPH T. SECT. 01

**PHIL266 Primate Encounters**

What does it mean to see ourselves as primates, as close evolutionary relatives to other great apes and distant kin to old-world and new-world monkeys? In this course we will explore the wide-ranging philosophical implications of answers to this question by examining the evolution and behaviors of other primates, the ideas and assumptions (often gendered) of primatologists watching primates, and the thoughts of observers of the primatologists watching primates. We will pursue topics in the philosophy of science, philosophy of mind, and ethics. We will adopt a largely comparative perspective and examine philosophical, scientific, psychological, and popular writing (as well as films). We will end the course exploring how seeing ourselves as primates might have implications for the survival of our primate kin, and, ultimately our own survival.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: [ENV5266 OR SISP266] PREREQ: NONE

**PHIL267 Aesthetics**

IDENTICAL WITH: COL266

**PHIL268 Gender and Justice**

In this course, we will evaluate the requirements of gender equity in light of the human requirement to be cared for when vulnerable. First, we will consider the status of care as a value, practice, and socially necessary labor. We will then evaluate whether the concerns raised by feminist philosophers of care, Eva Kittay and Virginia Held, can be reconciled with a liberal theory of justice. Liberal philosopher John Stuart Mill was particularly insightful about gendered socialization, and we will focus on his views as well as those of John Rawls and Martha Nussbaum. Additional topics to be covered in the course include the role of autonomy in liberalism, the conflicts and potential for compatibility between autonomy and care, and the capabilities approach.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS270 PREREQ: NONE

**PHIL269 The Beautiful and the Sublime**

IDENTICAL WITH: COL306

**PHIL270 Key Issues in Environmental Philosophy**

Environmental philosophy is a broad discipline that explores a range of questions regarding both why and how we ought to protect the environment. In this class, we will study a number of the key issues that have, and continue to concern environmental philosophers. More specifically, we will examine questions about whether nature has value, the sort or sorts of value nature may have, and whether this value requires that we take efforts to conserve nature. Further, we will also consider the relationship between conservation and social justice. We will consider whether current efforts to protect the environment adequately address the needs of disadvantaged populations and how conservation efforts could be amended to better respond to those needs. Finally, we will think about and discuss how social values influence research within the environmental sciences and how the sciences in return influence social values regarding the environment.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ENV5270 PREREQ: NONE

**PHIL271 Moral Responsibility**

This intermediate philosophy course will examine several philosophical accounts of moral responsibility, with attention to several recurring themes: (1) For what do we hold people responsible: for their intentions? For consequences of their actions? For their character? For their response to others' deeds? (2) What do we presuppose about people or groups when we hold them responsible? (3) Is moral responsibility for something a static thing we discover, or does it emerge and shift with time and social context? (4) What is our aim and purpose in holding ourselves and others responsible, and how is that purpose best achieved?

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: [PHIL212 OR ENV5212] OR PHIL214 OR [PHIL215 OR ENV5215] OR PHIL217 OR PHIL218

**PHIL272 Human Rights Across Cultures**

Are human rights universal? Do cultural differences matter to judgments about human rights? This course will seek answers to such questions in two stages. First, we will examine different contemporary reactions to the possibility of plural conceptions of human rights and perspectives from within Western philosophy and political theory on their universality. We will look primarily at philosophical materials but will also pay some attention to the premises of international legal documents like the Universal Declaration of Human Rights and to the assumptions behind activist organizations like Amnesty International. Second, we will explore the histories of various human rights discourses, focusing primarily on Europe and the United States, China, and the Islamic world.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**PHIL273 Justice and the Environment**

IDENTICAL WITH: ENV5273

**PHIL274 Sex, Morality, and the Law (FGSS Gateway)**

IDENTICAL WITH: FGSS221

**PHIL277 Feminist Philosophy and Moral Theory (FGSS Gateway)**

This course explores the dialogue between feminist concerns and moral theory. It will explore not only how moral theory might support certain central feminist insights and aims, but also why some feminists cast doubt on the project of "doing moral theory." Does the language of existing philosophical moral theories (reason, fairness, equality, utility, human nature, rights) sufficiently allow articulation of feminist problems? If not, how can feminist moral theorists move us beyond the grip of familiar gender-loaded oppositions? After surveying a range of perspectives on feminism and philosophy, we will give a deep reading to three book-length developments of feminist ethics: one from a Kantian perspective, one focused on care, and one focused on virtue ethics.

As a gateway course for the FGSS program, this course serves to introduce critical thinking about the construction of gender and the intersection of gender with race, ethnicity, class, and sexuality.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: FGSS277 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: SPRINGER, ELISE SECT 01**PHIL278 Political Philosophy**

The topic for this version of the course is freedom, with a particular focus on philosophical issues raised by contemporary controversies.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

**PHIL279 Freedom and Moral Agency**

How can we be free? Is freedom merely the absence of constraint, or does it require its own rules and principles? How does individual freedom connect to our ideas of political self-determination and history? This course examines Kant's ethical theory and places it within the broader context of his views on politics, religion, and the philosophy of history.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

**PHIL282 Reason and Revelation: An Introduction to the Philosophy of Religion**

IDENTICAL WITH: RELI292

**PHIL286 Philosophy of Mind**

This course will examine several questions about the nature of the mind, such as the relationship between mind and body, the ontological status of the mind, and the nature of our access to mental states. Twentieth-century approaches to the mind, including behaviorism, reductive and eliminative materialism, functionalism, artificial intelligence, and cognitive science, will be examined against a backdrop of Cartesian assumptions about the nature of the mind and our ways of knowing it.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: SIS286 PREREQ: NONE  
FALL 2012 INSTRUCTOR: HORST, STEVEN W. SECT: 01**PHIL287 Philosophy of Science**

IDENTICAL WITH: SIS202

**PHIL288 Sciences as Social and Cultural Practices**

IDENTICAL WITH: SIS205

**PHIL289 Philosophy of Language**

This course is a study of recent attempts by philosophers to explain the nature of language and thought. The focus of the course will be on one or more of the following topics: reference, sense, analyticity, necessity, or a priori truth.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [PHIL201 OR COL359 OR CCIV217] OR [PHIL202 OR COL360] OR PHIL231

**PHIL292 Reason and Its Limits**

In his groundbreaking book, *Critique Of Pure Reason*, Immanuel Kant sets himself the task of delineating the boundaries of human knowledge. Can we know whether God exists, or whether we are truly free? Can we be certain that our scientific laws capture the way nature is? And can we even trust that our most ordinary perceptions are not mere illusions? Maneuvering between the danger of skepticism and the dogmatism of religion and traditional metaphysics, Kant formulates a theory of knowledge that will set the agenda for all modern philosophy to follow.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL292  
PREREQ: ANY PHILOSOPHY COURSE**PHIL293 Metaphysics**

An advanced introduction to some central topics in traditional and contemporary metaphysics, topics may include some of the following: time, universals, causation, freedom of will, modality, realism, and idealism.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: SHIEH, SANFORD SECT 01**PHIL305 Plato's Moral Psychology**

Much recent work in moral psychology (empirical and philosophical) has explored how the emotions have a cognitive component in providing us with judgments of value. Plato's analysis of human motivation is noteworthy because he thinks reason also has an affective component. This "erotic" aspect of reason is most on display, he believes, in the practice of philosophical inquiry and argument. Almost all of his dialogues depict an encounter between Socrates and some character or another passionately engaged in argument, and during the final hours of his life, Socrates speaks memorably in the *Phaedo* about the dangers of hating argument. Curiously, however, Plato says little in the dialogues about what a proper love of argument actually requires.

This course will examine how the way in which we approach argument typically reveals something at a deeper level about our desires and motivations. We will focus in particular on the importance of developing a proper attitude toward argument and the appearance of this theme in four of Plato's most famous dialogues on love and rhetoric: the *Gorgias*, *Symposium*, *Republic*, and *Phaedrus*. In each of these works, Plato presents Socrates alongside various other lovers of argument whose aims differ substantially from his own: Although they do not typically share his commitment to philosophy, these characters do share with him a commitment to discussion. Even those interlocutors who show utter contempt for philosophy are motivated to engage with Socrates in their respective dialogues. They are, according to Plato, lovers of argument but not lovers of wisdom. Through a careful reading of these works along with relevant secondary literature, this course will advance our understanding of some key texts in the Platonic corpus and explore how a

commitment to reasonable discourse can have far-reaching implications for how we should relate to others and how we ought to live.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [COL330 OR CCIV305] PREREQ: NONE

#### PHIL311 Spinoza's *Ethics*

This course is devoted to close reading of one of the philosophical masterpieces of the Western tradition. The *Ethics* is of genuine contemporary interest, with its metaphysics that combine materialism with theism, its philosophical psychology that anticipates Freud, and its attempt to reconcile human freedom with a belief in scientific explanation. This is a difficult, vast, profound work that requires and will repay close study.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL311 PREREQ: NONE

#### PHIL322 Chinese Buddhist Philosophy

This seminar will focus on three of the key themes in Chinese Buddhist philosophy: interdependence, universal Buddha nature, and emptiness. On each theme, we will read classic scriptural materials, philosophical discussions by Chinese Buddhist thinkers from the 7th–12th centuries, contemporary secondary scholarship, and—in some cases—critical reactions by contemporary Buddhists. Our goals will be both to understand the Buddhist doctrines and to critically evaluate them as philosophy.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [EAST322 OR RELI223] PREREQ: NONE

FALL 2012 INSTRUCTOR: ANGLE, STEPHEN SECT: 01

#### PHIL333 Beauty, Science, and Morality

Could our aesthetic experience of nature help us attain a deeper scientific understanding of its structure? Could our capacity to create and appreciate art aid our moral development? How could beauty help us remain steadfast in the face of chaos and destruction? In this advanced-level seminar, we will explore these questions through the lens of Kant's *Critique of the Power of Judgment* (also known as the third Critique). Through a careful reading of the text, we will investigate Kant's path-breaking argument about how aesthetics might help us bridge the gap between our scientific and moral viewpoints. And we will also trace how Kant's third Critique has shaped debates concerning the relationship between beauty, science, and morality from the beginning of the 19th century to our present day.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: COL333 PREREQ: NONE

SPRING 2013 INSTRUCTOR: GUENOVA, LUDMILA LUDMILOVA SECT: 01

#### PHIL336 Photography and Representation

IDENTICAL WITH: ARHA365

#### PHIL337 Styles of Philosophical Discourse

In addition to the general discussion of philosophical style and the role of writing in philosophical thought, the more specific focus of the course will be on philosophical aphorisms and meditations. Authors discussed include Roland Barthes, Theodor Adorno, Pascal, Montaigne, Descartes, Nietzsche, Marcus Aurelius, and Bonaventure.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL282 PREREQ: NONE

#### PHIL341 Confucianism and Virtue Ethics

In recent Western moral philosophy, virtue ethics has been undergoing a renaissance; many philosophers have been attracted to this approach to ethics that emphasizes a person's character and cultivated dispositions rather than a rule-centred approach to right and wrong. Since the virtue ethics approach was more popular prior to the 20th century, philosophers have looked back to a variety of historical thinkers for inspiration, including Aristotle, Hume, and Nietzsche. In this course, we will explore the merits of drawing on thinkers from the Confucian tradition to develop virtue ethics. In what ways do Confucian thinkers lend themselves to being understood as virtue ethicists? What new stimulæ might Confucianism offer to contemporary philosophers who so far have only drawn on Western sources? Is it fruitful to talk about a contemporary version of Confucianism that can enter into dialogue with both contemporary Western virtue ethicists and their critics?

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST341

PREREQ: ANY TWO PHILOSOPHY COURSES

#### PHIL343 Concepts of Evil, Blame, and Moral Understanding

The question, What is evil, is awkward to answer except by posing the round-about question, What are we doing when we call something evil? To speak of evil is often to posit a motive that is beyond moral understanding. Does this mean that there really are actions motivated by a morally opaque force of evil, or does it simply show that we wish to justify certain failures of understanding? While we represent evildoers as ideal targets for blame, they are simultaneously depicted as practically impervious to blame. Thus, we must examine the nature and point of blame. While some argue that the concept of radical evil can be abandoned, they risk charges of optimistic blindness and moral spinelessness. Are these charges justified? Given all of its function and connotations, does the wise moral critic employ the concept of evil?

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

#### PHIL344 Moral Motivation

In this seminar, students will explore the systematic philosophical problem surrounding moral motivation and cultivate their own informed stance toward it. The problem is this: Moral expectations and ideals must be in some sense realistic or realizable; otherwise, they threaten to become irrelevant to ordinary lives. Yet morality always implicitly challenges our actual inclinations and habits. Taking morality seriously means holding myself and others to normative ideals and constraints even when we do *not* in any sense "feel like it." So, how can it be realistic to expect or demand that people do what they are, in fact, not motivated to do? Is it helpful—or misguided—to insist that morality has something like reason on its side?

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### PHIL347 Ethics and Fluency: Metaphors in Moral Cognition

IDENTICAL WITH: ENV5347

#### PHIL352 Topics in the Philosophy of History

IDENTICAL WITH: HIST351

#### PHIL357 Animal Minds

Can animals, particularly great apes, reason? Do they form intentions, do they have beliefs, might they act ethically? What can other animals tell us about our minds? Perhaps thought and the capacity to deliberate are unique to our own species. In this course we will adopt a largely comparative perspective and examine philosophical, scientific, psychological, and popular writing about the relation of humans to the other animals. We will examine evidence for mindedness and reasoning in social species with an emphasis on primates (human and non). We will also explore the ethical implications of this research.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### PHIL360 Topics in Christianity and Philosophy

In this seminar, we will explore classic and contemporary texts by Christian philosophers and their critics. Topics and readings will vary from year to year, ranging from close reading of a classic text such as Augustine's *City of God* or Kierkegaard's *Fear and Trembling* to topics such as Christian thought and the rise of modern science.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### PHIL381 Topics in Philosophy of Mind

This course will explore recent discussions in philosophy of mind. Topics will change from year to year.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### PHIL384 The Metaphysics of Objectivity: Science, Meaning, and Mattering

Objectivity is often understood epistemically, as a stance, attitude, methodology, or relation to the world that is conducive to or even necessary for adequate knowledge. Such epistemic conceptions of objectivity have been widely criticized. Yet some philosophers now argue that these very criticisms uncover a more basic commitment to objective accountability as the condition for meaningful thought and understanding. This advanced seminar in philosophy and science studies will explore three attempts to reconceive objectivity as a condition of intelligibility rather than of knowledge: Robert Brandom's neo-pragmatist conception of objectivity as socially constituted, John Haugeland's understanding of objectivity as an "existential commitment" constitutive of scientific understanding, and Karen Barad's poststructuralist feminist conception of objectivity as constituted "intra-actively" in ways that invoke ethical as well as epistemic responsibilities. We shall be especially attentive to how these approaches might change how we think about the sciences.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: SISP384 PREREQ: NONE

#### PHIL388 Topics in Philosophy of Language

Advanced topics in philosophy of language.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: [PHIL202 OR COL360]

#### PHIL389 Heidegger and the Temporal Sense of Being

IDENTICAL WITH: CHUM327

#### PHIL390 Topics in Metaphysics

This course explores recent discussions in metaphysics. Topics change from year to year.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

SPRING 2013 INSTRUCTOR: SHIEH, SANFORD SECT: 01

#### PHIL401/402 Individual Tutorial, Undergraduate

GRADING: OPT

#### PHIL409/410 Senior Thesis Tutorial

GRADING: OPT

#### PHIL411/412 Group Tutorial, Undergraduate

GRADING: OPT

#### PHIL465/466 Education in the Field, Undergraduate

GRADING: OPT

#### PHIL467/468 Independent Study, Undergraduate

GRADING: OPT

# Physical Education

**ADJUNCT PROFESSORS:** Drew Black; Philip Carney; Patricia Klecha-Porter; Gale A. Lackey; Kate Mullen; Christopher Potter; John Raba; Joseph Reilly; Peter Solomon; Michael Whalen, *Chair*; Geoffrey Wheeler

**ADJUNCT ASSOCIATE PROFESSORS:** Kenneth Alrutz; Eva Bergsten-Meredith; John Crooke; Walter Curry; Shona Kerr; Jodi McKenna; Jennifer Shea Lane; Patrick Tynan; Holly Wheeler; Mark A. Woodworth

Wesleyan does not offer a major program in physical education. A for-credit program emphasizes courses in fitness, aquatics, lifetime sport, and outdoor education activities. No more than one credit in physical education may be used toward the graduation requirement. Physical education (0.25 credit) courses may be repeated once only.

**Limited-enrollment courses.** Students taking a class for the first time are given preference over students wishing to take a class a second time, and upper-class students have preference over lower-class students. Performance tests may be required to qualify for intermediate and advanced classes.

## Athletics and Physical Education at Wesleyan—a Statement of Philosophy

“I have always thought that sports are an integral part of liberal education... The reason has to do with the difference between being active and remaining passive. Sports provide the occasion for being intensely active at the height of one’s powers. The feeling of concentrated and coordinated exertion against opposing force is one of the primary ways in which we know what it is like to take charge of our own actions.”—Louis Mink

Professor Mink, in *Thinking About Liberal Education*, said that liberal education is an intensive quest for fulfillment of human potential. It challenges the whole person—mind, body, emotions, and spirit—to pursue mastery of skills, broad and focused knowledge, coherent understanding of human experience, and a passionate desire to exploit one’s capacity in the service of human freedom and dignity. As Mink suggests, structured physical activity is a key part of that pursuit. When it is in harmony with the broader educational purposes of an institution, it contributes to them, draws significance from them, and enhances the educational result.

The Department of Physical Education and Athletics provides the Wesleyan University community with a spectrum of activities that will be of benefit in developing healthy, energetic, and well-balanced lives. The objective is to meet the needs of students and to engage other campus constituencies in physical activity. Physical education and athletics at Wesleyan also reflect a commitment to equal opportunity for men and women at all levels of achievement.

Intercollegiate athletics provides the student with the advantage and privilege to achieve a more sophisticated mastery of skills through practice and contests. The pursuit of excellence can be realized through elite NCAA Division III competition with a focus on regular season and NESCAC conference play.

Programmatic balance is a key criterion of physical education. The program is internally balanced to ensure equal opportunity for the pursuit of its several objectives. Moreover, physical education at Wesleyan is designed within the controlling context of liberal education.

### PHED101 Tennis, Beginning

This course is designed for those who have had no formal instruction in tennis. Basic grips and stroke technique will be taught for the forehand, backhand, serve, and volley. Also covered will be equipment selection, court etiquette, and proper scoring of games, sets, and matches. The introduction of basic doubles formation will also be included. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
FALL 2012 INSTRUCTOR: ALRUTZ, KENNETH SECT: 01  
FALL 2012/SPRING 2013 INSTRUCTOR: WHEELER, HOLLY GUTELIUS SECT: 01-02

### PHED102 Tennis, Intermediate

This course is designed for those who have taken beginning tennis and have learned the basic grips and strokes. The intermediate group will have a more detailed analysis of stroke technique. Ladder match play will give students the opportunity to learn singles and doubles strategy. The first class of each quarter will meet in the Freeman Athletic Center lobby.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: ALRUTZ, KENNETH SECT: 01-02

### PHED104 Golf

The course is designed to teach the basic information necessary to play and enjoy the game of golf. Each classroom period is spent teaching beginning golfers to play the game correctly from the start: mastering the preswing, fundamentals of grip and aim, addressing the ball, and swing technique. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
FALL 2012/SPRING 2013 INSTRUCTOR: POTTER, CHRISTOPHER J. SECT: 01

### PHED105 Fencing

Activity will include introduction to foil fencing. Included will be footwork and simple parries and attacks. An introduction to compound attacks and bouting will conclude the course. Videotaping of individual skills will be conducted. Rules and scoring will also be covered. All fencing equipment will be provided. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
FALL 2012 INSTRUCTOR: LACKEY, GALE SECT: 01

### PHED106 Fitness, Beginning

This course is designed to meet the needs of the individual interested in establishing a self-paced exercise program. The emphasis of this course is on the development of cardiovascular endurance. Individuals are instructed how to determine personal work-load levels and pace themselves during various classroom aerobic activities. Participants also receive additional instruction in strength training. Cardiovascular activities include fast walking, jogging, aerobic exercise, rope climbing, interval training, and rowing ergometer work. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
FALL 2012 INSTRUCTOR: REILLY, JOSEPH P. SECT: 01  
SPRING 2013 INSTRUCTOR: CURRY, WALTER JR. SECT: 01

### PHED107 Inner Game of Golf

Golf is traditionally taught with verbal instruction from the teacher to the student. The students in this class will be taught with learning by feel. Through this unique approach, students will learn that their natural swing is already present within themselves and they simply need to allow it to come out. Through various drills and learning techniques, students will also discover that enjoyment of golf comes first, success comes second. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
FALL 2012/SPRING 2013 INSTRUCTOR: WOODWORTH, MARK A. SECT: 01

### PHED116 Step Aerobics

Step aerobics is a high-intensity, low-impact program that involves stepping onto a platform while simultaneously performing upper-torso movements. The class is designed to improve various components of fitness using a series of specific exercises that adapt to all ability levels. Previous experience in aerobics is required. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
FALL 2012/SPRING 2013 INSTRUCTOR: KLECHA-PORTER, PATRICIA SECT: 01

### PHED118 Strength Training, Introduction

This course is designed for the individual who is unfamiliar with or has had no experience in programs focusing on building body strength. This course includes an introduction to the strength training facilities at Wesleyan, proper strength-training techniques, and various elementary training programs. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
FALL 2012 INSTRUCTOR: REILLY, JOSEPH P. SECT: 01  
INSTRUCTOR: RABA, JOHN G. SECT: 02  
INSTRUCTOR: CURRY, WALTER JR. SECT: 03  
SPRING 2013 INSTRUCTOR: WHALEN, MICHAEL F. SECT: 01  
INSTRUCTOR: CURRY, WALTER JR. SECT: 02  
INSTRUCTOR: BLACK, DREW SECT: 03

### PHED119 Strength Training, Advanced

The course will be designed to meet the needs of students who are sincerely involved in strength training, body building, and/or competitive lifting. The course will include the use of four weight-lifting machines and instruction in competitive lifting techniques. There will also be discussion and demonstration of various progressive resistance modes that develop muscular strength and endurance. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: MULLEN, KATE SECT: 01

### PHED120 Swimming, Beginning

The course objective is to equip individuals with basic water safety skills and knowledge to make them reasonably safe while in, on, or about the water. We will introduce skills designed to improve stamina and basic coordination and



to increase individual aquatic abilities. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: TYNAN, PATRICK SECT: 01  
 SPRING 2013 INSTRUCTOR: TYNAN, PATRICK SECT: 01

#### **PHED121 Swimming, Advanced Beginner**

The course is designed to build upon the skills learned in beginning swimming. Emphasis is placed on improving the overhand crawl stroke with rotary breathing. Students will be introduced to the basic skills needed to learn the backstroke and breaststroke. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: SOLOMON, PETER GORDON SECT: 01

#### **PHED122 Swimming for Fitness**

This program is designed for the lap swimmer who is interested in learning and applying cardiovascular conditioning and training to swimming. Instruction is given in breathing exercises and pacing techniques. Individual work-load levels are determined, and self-paced programs are centered around those levels. Various training techniques are discussed and utilized in the program. A course prerequisite is the ability to swim four lengths (any stroke) continuously and comfortably. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: SOLOMON, PETER GORDON SECT: 01  
 SPRING 2013 INSTRUCTOR: LANE, JENNIFER SHEA SECT: 01  
 INSTRUCTOR: LACKEY, GALE SECT: 02

#### **PHED124 Squash**

This course is geared toward the beginner but may be taken by those who have played some before. Basic grips and strike technique will be taught for the forehand, backhand, serve, and volley. Also covered will be safety precautions, court etiquette, and proper scoring of games and matches. The intermediate player may not get much attention the first two weeks while the beginners learn the basics. The first class of each quarter will meet in the lobby of the Freeman Athletic Center. Students must have their own racket and goggles.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: KERR, SHONA SECT: 01  
 SPRING 2013 INSTRUCTOR: WHEELER, GEOFFREY H. SECT: 01

#### **PHED125 First-Year Students' Introduction to Squash**

First-year students should take advantage of this opportunity to be introduced to the game of softball squash. In the past few years, first-year students who do well have been able to go on to play for men's and women's squash teams. Anyone with any racket experience, i.e., tennis, badminton, etc., should consider this class. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE

#### **PHED130 Skating, Beginning**

This introduction course to ice skating will include lectures as well as work on ice and covers all basics of skating. Progress is self-paced. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: MCKENNA, JODI SECT: 01  
 SPRING 2013 INSTRUCTOR: POTTER, CHRISTOPHER J. SECT: 01

#### **PHED137 Rowing for Fitness**

This course is designed to introduce individuals to the use and benefit of rowing as a lifetime fitness activity. Through the use of the Concept II rowing ergometer, students will be taught proper rowing technique, conditioning, injury prevention, and ways to include rowing as a part of an overall exercise program. No previous rowing experience is necessary. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
 FALL 2012/SPRING 2013 INSTRUCTOR: CARNEY, PHILIP D. SECT: 01

#### **PHED138 Indoor Cycling**

Indoor cycling, as an organized activity, is a form of exercise with classes focusing on endurance, strength, intervals, high intensity (race days), and recovery that involves using a special stationary exercise bicycle with a weighted flywheel in a classroom setting. During the class the instructor simulates the ride. Together you travel on flat roads, climb hills, sprint, and race! This is a truly fantastic cardiovascular class. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: MCKENNA, JODI SECT: 01  
 SPRING 2013 INSTRUCTOR: WHEELER, HOLLY GUTELIUS SECT: 01  
 INSTRUCTOR: MEREDITH, EVA BERGSTEN SECT: 02-03

#### **PHED139 Running for Fitness**

This course is an introduction to the basic principles of a fitness running program. The training program will be individualized for each student based on his or her particular goals. Topics will include proper training techniques, running gear, injury prevention, and stretching. All levels of running wel-

come. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: CROOKE, JOHN T. SECT: 01

#### **PHED140 Racketlon**

Racketlon combines tennis, badminton, squash, and table tennis into one sport. It is racket sports' answer to other combination sports such as triathlon or decathlon. Very commonly played in Europe, opponents play each of the sports to 21 points, and the winner is the person with the highest total points. Racketlon is also played in a doubles format where a team of two opponents play against each other. This class will introduce students to each of the four racket sports and how to play them in combination within the sport of racketlon. As a capstone experience, the class will play both a singles racketlon and a doubles racketlon. Previous racket sport experience will be valuable in this class, although not required. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: KERR, SHONA SECT: 01

#### **PHED152 Outdoor Hiking**

Hiking is merely walking on a footpath, whether on a neighborhood path or a more adventurous trail that involves some climbing. Hiking is a moderate cardiovascular activity. Common benefits include weight loss, prevention of osteoporosis, decreased blood pressure, and relief of back pain. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: CROOKE, JOHN T. SECT: 01

#### **PHED169 Indoor Technical Climbing**

This is an introductory course that will feature instruction providing the basic skills necessary for technical rock climbing. The climbing wall in the Freeman Athletic Center will be the site for the course, with some outdoor climbing possible when weather permits. All equipment provided. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: BLACK, DREW SECT: 01

#### **PHED170 Sculling**

This course is designed to give those students that have completed the introductory Rowing for Fitness course (PHED137). It gives them the opportunity to take these skills to the water and learn a fitness activity that can last a lifetime. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: PHED137  
 FALL 2012 INSTRUCTOR: CARNEY, PHILIP D. SECT: 01

# Physics

**PROFESSORS:** Reinhold Blümel; Fred M. Ellis; Lutz Hüwel; Thomas J. Morgan

**ASSOCIATE PROFESSORS:** Tsampikos Kottos; Francis Starr; Brian Stewart, *Chair*; Greg A. Voth

**ASSISTANT PROFESSOR:** Christina Othon

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Francis Starr, *Class of 2013*; Christina Othon, *Class of 2014*

“Four decades ago, a liberal arts education was thought to prepare one well for any professional endeavor; the specific course work may have been irrelevant, but the education process instilled intellectual discipline and sobriety. These days, a physics education serves the purpose much better, because it offers the discipline and important tools for tackling new issues. Physics is the liberal arts education for a technological society.” —*Physics Today*, January 1997, p. 46

Participation in research and proficiency in the main subject areas of physics are the twin goals of the physics program. The major program is designed to develop competency in quantum theory, electromagnetism and optics, thermodynamics and statistical mechanics, classical dynamics, and condensed-matter physics. Preparation in mathematical and computational methods is an integral part of the program.

Interested and qualified students may pursue several opportunities for advanced work, including graduate courses and participation with graduate students and faculty in research. The department encourages its students to “do physics” at the earliest opportunity by making arrangements to work with one of the research groups or by arranging an independent research tutorial. Research may be experimental or theoretical and may, but need not, result in a senior honors thesis. Most majors who intend to write a thesis begin research no later than the junior year and continue it through the summer into the senior year. Current research interests include chaos theory, soft condensed-matter physics, granular flow, third sound in superfluid films, laser plasmas, spectroscopy and collision studies involving excited atoms and molecules, and wave transport in complex media.

The science machine shop, located on the ground floor of the Exley Science Center, maintains a well-equipped student shop. It is open to all students who have satisfied the shop foreman of their competence in handling machine tools. Many students also take advantage of Wesleyan’s computing facilities in their research or course work. In addition to the usual workstations, the department has three state-of-the-art computer clusters available for students working in the theory groups, and the University has a large computer cluster available to all who are doing research.

Each semester, opportunities exist to serve as a teaching apprentice, course assistant, or department assistant in one of the introductory or intermediate-level courses. Many physics majors have found that this is a stimulating way to learn more about the fundamentals of the discipline and how to teach them. The Cady Lounge in the department serves as a focus for the major by providing a place where students can study and talk physics. There is also a study room where students in the introductory courses can come to get help and to work together. Students are encouraged to attend the weekly colloquium series and to participate in the weekly research seminars in atomic and molecular physics, chemical physics, condensed-matter physics, and theory.

**Pathways to the major.** The appropriate course for students considering a physics major depends primarily on their preparation. There are three common tracks beginning in the fall semester.

- **PHYS113** General Physics I is a calculus-based introductory mechanics course requiring one semester of calculus, taken in either secondary school or in college, at about the level of **MATH121**. A student who has had no calculus is advised to take calculus during the first year, then **PHYS113** in the first semester of the sophomore year.
- Students who have had a strong preparation in physics and calculus may take **PHYS215** Special Relativity and **PHYS217** Chaos. These two half-credit courses are offered sequentially in two halves of the fall semester but are not sequential in content. They are intended for majors but are available to first-year or other students who have had both integral and differential calculus at about the level of **MATH121/122** and a solid course in mechanics with calculus at the level of **PHYS113**.
- Students from both of the above tracks merge into the electricity and magnetism course of **PHYS116** General Physics II in the spring. Students intending to major in physics should complete either track no later than the end of their sophomore year and preferably by the end of their first year.
- Exceptionally well-prepared students may begin with **PHYS213** Waves and Oscillations. Students who feel that they fall into this category should consult with a member of the physics faculty.

**Laboratory courses.** The **PHYS113/PHYS116** General Physics I/II sequence has associated laboratory courses, **PHYS121** in the fall, and **PHYS122** in the spring. These laboratory sections are half-credit courses associated with the lecture courses but are not required. We encourage students to take the laboratory courses for a firsthand opportunity to observe, both qualitatively and quantitatively, some of the physical phenomena discussed in the lectures.

**Major program.** To major in physics, you must complete **PHYS116** no later than the end of your sophomore year; if you can complete it by the end of your first year, it will give you more flexibility to construct your major. You should also have completed **MATH121**, **122**, and **221** by the end of the sophomore year. It is desirable for those who are considering graduate work in physics, or who wish to pursue an intensive major, also to complete **PHYS213** and **214** by the end of the sophomore year. You should note that a few of the advanced courses may not be offered every year, and you should plan your program of study accordingly.

**To fulfill the major in physics, a student must complete the following:**

- Eight lecture courses, including: (a) four core physics courses, **PHYS213**, **214**, **316** and **324** (note that **PHYS324** requires **MATH222**); and (b) at least four other physics course credits at the **200**, **300**, or **500** level, not including the laboratory courses or **MATH221** or **222**. For most majors, the department strongly recommends **PHYS315**, followed in importance by **313**, and **358**.
- Two laboratory courses: **PHYS342** Experimental Optics and **PHYS345** Electronics Lab. An experimental research or thesis tutorial with a physics faculty may be substituted for one of these.
- Students planning graduate study in physics should take a minimum of 14 credits, at the **200** level or higher, in physics, mathematics, and computer science. **PHYS215**, **313**, **315** and **358** are essential. In addition, the department strongly recommends **MATH222**, **MATH226**, **PHYS565**, and **MATH229**. Graduate physics courses may be elected with permission, and experience in computer programming is also extremely valuable.
- Students not planning graduate study in physics and who are interested in applying their knowledge of physics to other areas of the curriculum may choose up to four courses from other departments to satisfy requirement 1(b) above. This must be done in consultation with the physics major advisor, and the selections must constitute a coherent, coordinated program of study.

**Honors in physics.** To be a candidate for departmental honors in physics, a major must submit a thesis describing the investigation of a special problem carried out by the candidate under the direction of a member of the department. In addition, the candidate must have attained a minimum average in the eight lecture courses applied to the major, except those taken in the final semester of the senior year, of B (85.0) for honors and B+ (88.3) for high honors. Honors status is voted by the faculty on the basis of students’ thesis work.

**Combined 3-2 programs in science and engineering.** Wesleyan maintains a 3-2 program with Columbia and the California Institute of Technology for students wishing to combine the study of engineering with a broad background in liberal arts. A student participating in this program spends three years at Wesleyan followed by two at the engineering school. After completing all degree requirements from both schools, he or she receives two degrees, a BA from Wesleyan and a BS in engineering from the participating school. During the three years at Wesleyan, a prospective 3-2 student enters a normal major program and completes the minimal requirements for the major and, in addition, fulfills the science and mathematics requirements for the first two years of the engineering school he or she plans to enter. During the final two years at the engineering school, the student follows its regular third- and fourth-year program in whatever field of engineering is selected and, in addition, may need to take other specific courses to satisfy its degree requirements. (This is more likely to be the case at Columbia, which has a core curriculum required of all students.) Contact the department’s 3-2 advisor for further information. Please also consult with your class dean to ensure that you can meet all University requirements for graduation. In addition, a 4-2 option exists for Columbia University, allowing students to complete four years at Wesleyan before pursuing the engineering degree. Otherwise, requirements are the same as those for the 3-2 program.

**Certificate Program in Informatics and Modeling.** The Certificate Program in Informatics and Modeling enhances student choices and options. The certificate program provides students with a coherent set of courses and practical instruction in two pathways: (1) integrative genomics and (2) computational science and quantitative world modeling.

**Study abroad for physics majors.** The Physics Department encourages study abroad for majors since it allows our physics majors to play an active part as citizens of the world scientific community. As with any major, careful planning is needed to be sure that requirements for the major are fulfilled, and sophomores intending to declare a physics major are strongly urged to study these requirements for the major so that they can determine the optimum semester to study abroad. At Wesleyan we believe that the best study-abroad experience will include work done in the major, since this provides the student with a natural community of fellow students with shared interests and background and greatly facilitates the process of cultural integration. Physics majors are thus urged to consider direct enrollment in a university abroad where they can take courses related to their major interests.

The Physics Department cooperates with Dublin City University in Ireland to offer a preferred exchange program for physics majors. The spring semester opportunity allows students to study in a fully integrated environment under the guidance of members of the Dublin City physics faculty who engage in collaborative research work with members of the Wesleyan Physics Department. Students will be placed in a laboratory and will participate actively in current research activities, working closely with Dublin City physics faculty.

**BA/MA program in physics.** This is a curricular option for those students who feel the need for the intensive research experience that a fifth year of study can afford. During the fifth year, the student will do additional course work and write an MA thesis based on original research. Tuition is not charged for the fifth year. Students interested in this possibility should consult their physics major advisors as early as possible, since it takes some planning to complete the requirements for both the BA and MA degrees in five years.

**Program for nonmajors.** The Physics Department offers two two-semester survey courses covering many of the main subject areas of physics (mechanics, electromagnetism and optics, thermodynamics, and kinetic theory), **PHYS111/112** (no calculus) and **PHYS113/116** (calculus). Laboratory courses **PHYS121/122/123/124** are also offered. Either of these two-semester course sequences (with the lab) should satisfy the physics requirement for admission to most schools of medicine, dentistry, or architecture, but occasionally schools require the calculus-based series, so attention to these details is necessary.

**General education courses.** While the above courses are all excellent for general education, the Physics Department offers two topical general education courses: Physics for Future Presidents (**PHYS102**) and Newton to Einstein: The Trail of Light (**PHYS104**). Designed for a general audience, these courses explore in greater depth particular areas of physics. The courses offered differ from year to year, and they are listed in the course catalog.

**Advanced Placement credit.** Students may receive a maximum of two physics AP credits, one with a score of 5 on the AP physics C mechanics exam and one with a score of 5 on the AP physics C electricity and magnetism exam. However, special regulations apply. Please check with the registrar or a departmental advisor. Students may also receive AP credit with a score of 5 on the AP physics B exam. Again, special regulations apply.

## Graduate Program

The Physics Department offers graduate work leading to the PhD and MA. The small size of the program (nine full-time faculty and about 15 graduate students) permits the design of individual programs of study and allows the development of a close working collegiality among students and faculty. The department wants its students to “do physics” right from the start rather than spend one or two years solely on course work before getting into research. To this end, graduate students are expected to join in the research activities of the department upon arrival and must have done some work in at least two research areas before embarking on a thesis project. An interdisciplinary program in chemical physics is available to interested students. For more details, see the listing for chemical physics in the Chemistry Department.

For the PhD degree, in addition, students must have taken (or placed out of) five PhD-level graduate core courses and five Advanced Topics courses. Students must have demonstrated proficiency in the main subject areas of physics by the time they have completed the program. Each student, during the first year of graduate study, selects an advisory committee of three faculty members. The committee assists the student to design a program of study, monitors, and makes annual recommendations to the department regarding the student’s continuation in the program. The advisory committee also administers the examinations as described below.

Although the emphasis in the program is on independent research and scholarly achievement, graduate students are expected to improve their skills at teaching and other forms of oral communication. Each student is given the opportunity for some undergraduate teaching under direct faculty supervision. While this usually consists of participation in teaching undergraduate laboratories, direct classroom teaching experience is also possible for more advanced and qualified students. In addition, each student who has passed the candidacy examination (described below) is required to present an annual informal talk on his or her thesis work in a departmental seminar.

Experimental research areas are concentrated in atomic-molecular physics and condensed-matter physics. Current interests include Rydberg states in strong fields, molecular collisions, photo-ionization, laser-produced plasmas, quantum fluids, granular and fluid flows, and dynamics in biological systems. Current theoretical and computational research areas include nonlinear dynamics, quantum chaos, properties of nanostructures, soft condensed matter, and wave transport in complex media.

### Requirements for the degree of doctor of philosophy

- **Courses:** In consultation with the advisory committee (or, for incoming students, with the graduate advisor), each student plans a program of study that will ensure an adequate grasp of the main subject areas of physics, e.g., quantum theory, including atomic and condensed-matter physics; electromagnetism and optics; classical dynamics; and thermal and statistical physics. While these would normally be graduate-level (500) physics courses, under special circumstances a lower-level physics course, a course in a related discipline, or a tutorial may be chosen.
- **Research:** During the first year, each student should associate with at least two different research groups by spending a semester with each group. During the second year, research with one of these groups may be continued or still another research area may be explored. This second-year research activity will normally form the basis for the PhD candidacy examination and may develop into the subject matter of the thesis.
- **Examinations:** Three formal examinations serve to define the various stages of the student’s progress to the degree. The first, usually taken at the beginning of the second year, is a written examination on material at an advanced undergraduate level. Advancement to the second stage of candidacy depends on passing this examination as well as on course work and demonstrated research potential. Usually during the second semester of the second year, each student takes the PhD candidacy examination. This consists of an oral presentation before the student’s advisory committee, describing and defending a specific research proposal. (The proposal might—but need not—grow out of previous research, nor need the proposal be adopted by the student as a thesis topic.) The committee then recommends to the department whether to admit the student to the final stage of PhD candidacy or whether to advise the student to seek an MA degree. The final oral examination, taken when the dissertation is completed, is described below.
- **Dissertation:** Each candidate is required to write a dissertation on original and significant research, either experimental or theoretical, supervised by a member of the faculty. The work must be defended in a final oral examination administered by the advisory committee. This oral examination covers the dissertation and related topics and is open to all members of the Wesleyan community. It is expected that the candidate will submit the results of his or her work to a scholarly journal for publication.

### Requirements for the degree of master of arts

A minimum of eight credits with grades of B- or better is required for the MA degree. These may include three in research leading to the thesis, which is also required. Course selection is flexible and is done in consultation with the faculty advisor and with the members of the student’s committee.

**PHYS102 Physics for Future Presidents**

Physics of terrorism, energy, nukes, global warming, and space travel. This course offers the opportunity to students who previously have not studied physics to learn about the physics of timely topics that influence our lives. Students who are interested in having a working knowledge of physics to assist their decisions as citizens on the above topics are encouraged to enroll. Students who have already taken a high school physics course or other introductory physics courses may be too overqualified to enjoy this course.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
FALL 2012 INSTRUCTOR: WESTLING, LYNN ADREA SECT: 01

**PHYS103 Science Information Literacy**

IDENTICAL WITH: IMB&B102

**PHYS104 Newton to Einstein: The Trail of Light**

The course will follow the trail of light from Newton's corpuscles to Einstein's relativity. The major theoretical landmarks are the wave-particle duality and the special theory of relativity. Along the way, we will examine the properties of light and our perceptions of light, including topics on color, vision, and art. The emphasis will be on principles, not problem solving (although there will be weekly problems).

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

**PHYS111 Introductory Physics I**

This is the first of two noncalculus courses covering the fundamental principles of physics and is targeted specifically toward life-science majors and students planning to enter the health professions. Note that **PHYS111** and **PHYS112** may be taken in any order. By drawing on examples from everyday life, such as car crashes, basketball, and dance, as well as drawing from examples of interest to life scientists, the physics of mechanics, atoms, and nuclei will be covered in the first semester. The emphasis will be on developing a conceptual understanding of the physical processes as well as problem-solving skills. The lab **PHYS121** is recommended.

GRADING: OPT CREDIT: 1 GEN ED: NSM PREREQ: NONE  
FALL 2012 INSTRUCTOR: WESTLING, LYNN ADREA SECT: 01

**PHYS112 Introductory Physics II**

This is the second in the series of two noncalculus courses covering fundamental principles of physics and is targeted specifically toward nonscience majors. Note that **PHYS111** and **PHYS112** may be taken in any order. By drawing on examples from everyday life, such as tasers, defibrillators, household electrical power, and cameras, **PHYS112** covers the physics of electricity and magnetism, waves, sound, light, and optics, as well as buoyancy and flight. The emphasis will be on developing a conceptual understanding of the physical processes as well as problem-solving skills. The associated lab **PHYS122** is recommended.

GRADING: OPT CREDIT: 1 GEN ED: NSM PREREQ: NONE  
SPRING 2013 INSTRUCTOR: WESTLING, LYNN ADREA SECT: 01

**PHYS113 General Physics I**

This course is the first term of a general physics course with calculus. The focus is on Newtonian dynamics and its ramifications for mechanics and heat. This course seeks to develop both conceptual understanding and the ability to use this understanding to obtain precise, quantitative predictions of how the universe works. The associated lab **PHYS123** is recommended.

GRADING: OPT CREDIT: 1 GEN ED: NSM PREREQ: NONE  
FALL 2012 INSTRUCTOR: STEWART, BRIAN A. SECT: 01

**PHYS116 General Physics II**

**PHYS116**, following **PHYS113**, focuses on the physics of charged particles that give rise to both electricity and magnetism. This course develops our understanding of the forces charged particles exert on each other and develops the concepts of electric and magnetic fields. Calculus is used extensively.

The associated lab, **PHYS124**, is recommended.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: PHYS113  
SPRING 2013 INSTRUCTOR: BLÜMEL, REINHOLD SECT: 01

**PHYS121 Physics Laboratory I**

This laboratory course provides experience with phenomena discussed in **PHYS111** lectures. Video cameras and computer analysis of captured video clips will be the primary tools for data acquisition and investigation. While this course is not required by the Physics Department, students planning to enter the health professions should be aware that a year of physics *with laboratory* is usually required for admission. Consult your major advisor if you are in doubt about similar requirements in your field. Each laboratory is limited to 12.

GRADING: CR/U CREDIT: .5 GEN ED: NSM PREREQ: NONE  
FALL 2012 INSTRUCTOR: MORGAN, THOMAS J. SECT: 01-06

**PHYS122 Physics Laboratory II**

This course provides laboratory experiences for students taking **PHYS112**.

GRADING: CR/U CREDIT: .5 GEN ED: NSM PREREQ: NONE  
SPRING 2013 INSTRUCTOR: STARR, FRANCIS W. SECT: 01-06

**PHYS123 General Physics Laboratory I**

This laboratory course provides experience with phenomena discussed in **PHYS113** lecture, integrating calculus with the experiments.

GRADING: CR/U CREDIT: .5 GEN ED: NSM PREREQ: NONE  
FALL 2012 INSTRUCTOR: STEWART, BRIAN A. SECT: 01-04

**PHYS124 General Physics Laboratory II**

This laboratory course is designed to be taken in conjunction with **PHYS116**. Students will get hands-on experience with physical systems that demonstrate the principles being studied in **PHYS116**. Hands-on experience helps in developing physical intuition, a deeper understanding of the course material and the world around us.

The emphasis in this course is on experimental technique and the proper identification, appreciation, and handling of experimental error.

GRADING: CR/U CREDIT: .5 GEN ED: NSM PREREQ: PHYS113 OR PHYS123  
SPRING 2013 INSTRUCTOR: BLÜMEL, REINHOLD SECT: 01

**PHYS162 It's About Time**

The course will explore ideas and tools that help us to conceptualize and quantify time. Measurement of time has been accomplished by careful observation of celestial objects, counting growth rings in trees, or determining the abundance of radioactive decay products, with devices as varied as the hour glass and the atomic clock. A thorough investigation of these and other methods and tools will illuminate old and new views of time and will allow us to venture into various fields of physics such as classical mechanics, the theory of relativity, atomic and nuclear physics, electricity, and optics. Along the way, we will discuss concepts including, but not limited to (and not in that order), the origin of time, its smoothness, time dilation, the relativity of simultaneity, and the direction of time's arrow.

GRADING: OPT CREDIT: 1 GEN ED: NSM PREREQ: NONE  
SPRING 2013 INSTRUCTOR: HÜWEL, LUTZ SECT: 01

**PHYS213 Waves and Oscillations**

The properties of periodic motion recur in many areas of physics, including mechanics, quantum physics, and electricity and magnetism. We will explore the physical principles and fundamental mathematics related to periodic motions. Focus topics will include damped and forced harmonic motion, normal modes, the wave equation, Fourier series and integrals, and complex analysis. The principles and techniques developed in this course are central to many subsequent courses, particularly quantum mechanics (**PHYS214**, **315**), classical dynamics (**PHYS313**), and electricity and magnetism (**PHYS324**). An important component of this course is to develop the ability to use mathematical software packages to graph expressions, solve equations, and obtain numerical solutions to differential equations.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: (PHYS113 AND PHYS116)  
FALL 2012 INSTRUCTOR: HÜWEL, LUTZ SECT: 01

**PHYS214 Quantum Mechanics I**

This course provides an introduction to wave and matrix mechanics, including wave-particle duality, probability amplitudes and state vectors, eigenvalue problems, and the operator formulation of quantum mechanics.

GRADING: OPT CREDIT: 1 GEN ED: NSM PREREQ: PHYS213  
SPRING 2013 INSTRUCTOR: WESTLING, LYNN ADREA SECT: 01

**PHYS215 Special Relativity**

This calculus-based half-credit, half-semester introduction to Einstein's theory of special relativity promotes both a qualitative understanding of the subject and a quantitative problem-solving approach.

GRADING: A-F CREDIT: .5 GEN ED: NSM PREREQ: NONE  
FALL 2012 INSTRUCTOR: ELLIS, FRED M. SECT: 01

**PHYS217 Chaos**

This calculus-based course provides an introduction to the physics of chaos. Chaos is everywhere, in economics, biology, political science, chemistry, and physics.

GRADING: OPT CREDIT: .5 GEN ED: NSM PREREQ: NONE  
FALL 2012 INSTRUCTOR: OTHON, CHRISTINA MARIE SECT: 01

**PHYS219 Introduction to General Relativity**

This course introduces students to Einstein's general relativity.

GRADING: A-F CREDIT: .5 PREREQ: PHYS215

**PHYS313 Classical Dynamics**

This course will present classical dynamics, with emphasis on one- and two-particle systems of continued importance in physics and astrophysics. Lagrangian and Hamiltonian methods and nonlinear dynamics are among the topics that will be discussed.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: PHYS513  
PREREQ: (PHYS213 AND MATH221 AND MATH222 AND MATH122)  
SPRING 2013 INSTRUCTOR: STEWART, BRIAN A. SECT: 01

**PHYS315 Quantum Mechanics II**

This course will begin with the development of the formalism of quantum mechanics in three dimensions to include spin and angular momentum. The quantum theory of identical particles will be developed and applied to multi-

electron atoms. The remainder of the course will explore approximation methods for applying quantum mechanics to more complex systems.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: PHYS515 PREREQ: (PHYS214 AND MATH221)  
FALL 2012 INSTRUCTOR: KOTTOS, TSAMPIKOS SECT: 01

#### PHYS316 Thermal and Statistical Physics

An introductory course in classical thermodynamics, statistical mechanics, and kinetic theory. Focus areas will include phase transitions, critical phenomena, and statistical properties of fermions and bosons.

GRADING: A–F CREDIT: 1 IDENTICAL WITH: PHYS516 PREREQ: PHYS214  
SPRING 2013 INSTRUCTOR: OTHON, CHRISTINA MARIE SECT: 01

#### PHYS324 Electricity and Magnetism

Covering the first seven chapters of the course book, we will study the principles of electricity and magnetism.

GRADING: OPT CREDIT: 1 GEN ED: NSM IDENTICAL WITH: PHYS524  
PREREQ: (PHYS116 AND MATH222)

FALL 2012 INSTRUCTOR: VOTH, GREG A. SECT: 01

#### PHYS340 Computational Physics: Algorithms and Clusters

The aim of this course is to introduce students to both numerical techniques and the computer hardware and software used in modern computational physics. In the first part of the course, we will learn how to work with computers running the Linux operating system and how those computers can be linked together to make a Beowulf cluster. The majority of material in the course will focus on the most important numerical techniques that we will implement in weekly exercises. A functional knowledge of Linux/Unix is preferred but not required.

GRADING: A–F CREDIT: 5 GEN ED: NSM PREREQ: (MATH222 AND PHYS213)  
FALL 2012 INSTRUCTOR: STARR, FRANCIS W. SECT: 01

#### PHYS342 Experimental Optics

An experimental course in optics, including lenses, lens combinations, interference and diffraction, interferometry, and spectrometry.

GRADING: A–F CREDIT: 5 IDENTICAL WITH: PHYS542 PREREQ: (PHYS116 AND PHYS213)  
FALL 2012 INSTRUCTOR: MATEI, PAULA SECT: 01

#### PHYS345 Electronics Lab

This laboratory course will cover the fundamentals of analog and digital electronics: passive DC and AC circuits, linear transistor and integrated circuits, and digital integrated circuits.

GRADING: CR/U CREDIT: 5 IDENTICAL WITH: PHYS545  
PREREQ: PHYS112 OR PHYS116 OR [PHYS324 OR PHYS524]  
SPRING 2013 INSTRUCTOR: ELLIS, FRED M. SECT: 01

#### PHYS358 Condensed Matter

This course is an introduction to condensed-matter physics with emphasis on fundamental properties of solids. We will explore crystal structure, phonons and electrons in solids as a basis for understanding the thermal, electronic, and magnetic properties of materials. In addition to lectures and problem sets, there will be several numerical experiments in which computer simulation and visualization tools will be used to explore microscopic properties of materials.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: PHYS558 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: KOTTOS, TSAMPIKOS SECT: 01

#### PHYS395 Structural Biology Laboratory

IDENTICAL WITH: MB&B395

#### PHYS401/402 Individual Tutorial, Undergraduate

GRADING: OPT

#### PHYS409/410 Senior Thesis Tutorial

GRADING: OPT

#### PHYS411/412 Group Tutorial, Undergraduate

GRADING: OPT

#### PHYS465/466 Education in the Field, Undergraduate

GRADING: OPT

#### PHYS467/468 Independent Study, Undergraduate

GRADING: OPT

#### PHYS500 Graduate Pedagogy

IDENTICAL WITH: ASTR500

#### PHYS501/502 Individual Tutorial, Graduate

GRADING: OPT

#### PHYS503/504 Selected Topics, Graduate Science

GRADING: OPT

#### PHYS505 Condensed Matter Physics Seminar I

Presentations and discussions of material at the forefront of the discipline emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
FALL 2012 INSTRUCTOR: VOTH, GREG A. SECT: 01

#### PHYS506 Condensed Matter Physics Seminar II

Presentation and discussion of material at the forefront of the discipline emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: STARR, FRANCIS W. SECT: 01

#### PHYS507 Atomic and Molecular Physics Seminar I

Presentations and discussions of material at the forefront of the discipline emphasizing current research at Wesleyan.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
FALL 2012 INSTRUCTOR: HÜWEL, LUTZ SECT: 01

#### PHYS508 Atomic and Molecular Physics Seminar II

Presentations and discussions of material at the forefront of the discipline emphasizing current research at Wesleyan.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: MORGAN, THOMAS J. SECT: 01

#### PHYS509 Theoretical Physics Seminar I

Presentations and discussions of material at the forefront of the discipline emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: .25 PREREQ: ((PHYS313 OR PHYS513) AND PHYS214 AND [PHYS315 OR PHYS515] AND [PHYS316 OR PHYS516])  
FALL 2012 INSTRUCTOR: KOTTOS, TSAMPIKOS SECT: 01

#### PHYS510 Theoretical Physics Seminar II

Presentations and discussions of material at the forefront of the discipline emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: .25  
PREREQ: ([PHYS315 OR PHYS515] AND [PHYS324 OR PHYS524] AND [PHYS316 OR PHYS516])  
SPRING 2013 INSTRUCTOR: KOTTOS, TSAMPIKOS SECT: 01

#### PHYS511/512 Group Tutorial, Graduate

GRADING: OPT

#### PHYS513 Classical Dynamics

IDENTICAL WITH: PHYS313

#### PHYS515 Quantum Mechanics II

IDENTICAL WITH: PHYS315

#### PHYS516 Thermal and Statistical Physics

IDENTICAL WITH: PHYS316

#### PHYS521 Physics Colloquium I

Presentations by outside experts and discussion of material at the forefront of the discipline emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: .25 PREREQ: NONE  
FALL 2012 INSTRUCTOR: MORGAN, THOMAS J. SECT: 01

#### PHYS522 Physics Colloquium II

Presentations by outside experts and discussion of material at the forefront of the discipline emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: .25 PREREQ: ((PHYS315 OR PHYS515] AND [PHYS313 OR PHYS513])  
SPRING 2013 INSTRUCTOR: OTHON, CHRISTINA MARIE SECT: 01

#### PHYS524 Electricity and Magnetism

IDENTICAL WITH: PHYS324

#### PHYS542 Experimental Optics

IDENTICAL WITH: PHYS342

#### PHYS545 Electronics Lab

IDENTICAL WITH: PHYS345

#### PHYS558 Condensed Matter

IDENTICAL WITH: PHYS358

#### PHYS561/562 Graduate Field Research

GRADING: OPT

#### PHYS563 Analytical Mechanics

Advanced classical mechanics and mathematical physics, description of multi-dimensional motion, vibrations, perturbation theory, and chaos.

GRADING: A–F CREDIT: 1  
PREREQ: (PHYS213 AND PHYS217 AND [PHYS313 OR PHYS513] AND [PHYS316 OR PHYS516])

#### PHYS565 Mathematical Physics

Much of mathematical physics has grown from the need to solve ordinary and partial differential equations. The course will emphasize certain techniques that are employed for this purpose, including complex analysis and Fourier and Laplace transforms. We will also introduce the notion of Green's function and apply them for the solution of differential equations.

GRADING: OPT CREDIT: 1 PREREQ: MATH222 AND (MATH221 OR MATH223)

#### PHYS566 Electrodynamics

Boundary value problems, Green's functions, multipoles, fields in dielectric and magnetic media, electromagnetic radiation, and wave guides.

GRADING: OPT CREDIT: 1 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: ELLIS, FRED M. SECT: 01

#### PHYS567 Statistical Mechanics

This course will develop important concepts in statistical physics by examining several applications in detail. The areas covered will include the classical and quantum gases, critical behavior and phase transitions, and elementary transport phenomena.

GRADING: A–F CREDIT: 1 PREREQ: [PHYS316 OR PHYS516]

#### PHYS568 Quantum Mechanics

This course will develop advanced aspects of theory and application of quantum mechanics.

GRADING: A–F CREDIT: 1 PREREQ: [PHYS315 OR PHYS515]

#### PHYS571 Advanced Topics in Atomic and Molecular Physics

Discussion of aspects of atomic and molecular structure and dynamics with application to current research topics.

GRADING: OPT CREDIT: .5 PREREQ: NONE

#### PHYS572 Advanced Topics in Atomic and Molecular Physics

The course will treat advanced topics in structure, spectroscopy, and dynamics of atoms and molecules.

GRADING: OPT CREDIT: .5 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: MORGAN, THOMAS J. SECT: 01

**PHYS573 Advanced Topics in Condensed Matter**

The course will treat advanced topics in condensed-matter physics with emphasis on current research problems within the department.

GRADING: OPT CREDIT: .5 PREREQ: ([PHYS358 OR PHYS558] AND [PHYS315 OR PHYS515])  
FALL 2012 INSTRUCTOR: ELLIS, FRED M. SECT: 01

**PHYS574 Advanced Topics in Atomic, Molecular, and Optical Physics**

The course will treat advanced topics in condensed-matter physics with emphasis on current research problems within the department.

GRADING: CR/U CREDIT: .5 PREREQ: NONE

**PHYS575 Advanced Topics in Theoretical Physics**

This introduction to quantum computing formulates physical models that provide the basis for understanding how our world works at its most fundamental level.

GRADING: OPT CREDIT: .5 PREREQ: (PHYS214 AND [PHYS315 OR PHYS515])

**PHYS576 Advanced Topics in Theory**

This graduate course will present advanced topics in theory of relevance for current research in the department.

GRADING: OPT CREDIT: .5 GEN ED: NSM PREREQ: NONE

**PHYS577 Lab Pedagogy**

Course taken by graduate students teaching PHYS121

GRADING: CR/U CREDIT: .25 PREREQ: NONE

**PHYS578 Lab Pedagogy**

Course taken by graduate students teaching PHYS122

GRADING: OPT CREDIT: .5 PREREQ: NONE

**PHYS587 Seminar in Chemical Physics**

IDENTICAL WITH: CHEM547

**PHYS588 Seminar in Chemical Physics**

Weekly seminars presented jointly with the Chemistry Department under the auspices of the Chemical Physics Program. These informal seminars will be presented by students, faculty, and outside visitors on current research and other topics of interest.

GRADING: CR/U CREDIT: .25 IDENTICAL WITH: CHEM548 PREREQ: NONE

SPRING 2013 INSTRUCTOR: STEWART, BRIAN A. SECT: 01

# Psychology

**PROFESSORS:** Lisa Dierker; Jill G. Morawski; Scott Plous; John G. Seamon; Robert S. Steele; Ruth Striegel

**ASSOCIATE PROFESSORS:** Hilary Barth; Matthew Kurtz; Andrea L. Patalano, *Chair*

**ASSISTANT PROFESSORS:** Barbara Juhasz; Patricia Rodriguez Mosquera; Charles Sanislow; Anna Shusterman; Steven Stemler; Clara Wilkins

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Barbara Juhasz; Clara Wilkins

The Department of Psychology offers introductory courses to provide a general overview of the entire field. Statistics and research methods courses familiarize students with research tools and techniques. The breadth requirement courses assure that students take an array of medium-level courses that provide an intensive exposure to the theories, practices, and results associated with important investigative areas.

Three new components have been added to the psychology major: (1) a cultural immersion experience in a culture other than one's own, (2) a foreign language requirement, and (3) satisfaction of Stage 2 general education requirements. Additionally, the number of transfer courses that can be counted toward the major has been increased so that students are able to fulfill major course requirements while abroad. All of these are explained below in more detail.

**Admission.** Prospective majors are required to earn a B or better in two psychology courses taken at Wesleyan and declare psychology as their major not later than first week of classes in their junior year. (Transfer students declaring a major must receive a B or better in two psychology courses from their previous institution.) Satisfaction of the Stage 1 general education expectation is required for admission to the major. Please refer to the department's web site ([wesleyan.edu/psyc/ugrad/psychman.pdf](http://wesleyan.edu/psyc/ugrad/psychman.pdf)) for more detail.

**Major requirements.** Ten psychology credits are required to fulfill the major. Nine of the 10 credits needed for the major must be graded. (Introductory and statistic courses must be taken graded.)

**Introductory psychology.** These courses provide a broad overview of psychology. Either Psychological Science (**PSYC101**) or Foundations of Contemporary Psychology (**PSYC105**) is required. An AP course plus a breadth requirement course will also fulfill the introductory requirement.

**Psychological statistics.** These courses provide an introduction to data analysis in psychology. Either Statistics: An Activity-Based Approach (**PSYC200**), Psychological Statistics (**PSYC201**), or Applied Data Analysis (**QAC201**) is required. Alternatively, this requirement can be fulfilled with one of the following approved courses from outside the department: **MATH132**, **MATH232**, **ECON300**, **SOC256/GOVT366**, or **BIOL320/E&ES320**.

**Research methods.** These courses provide specific skills with which to evaluate and perform research. One course in methods of research is required. These courses are numbered **PSYC202–219**. Alternatively, this requirement can be fulfilled by taking one of the Advanced Research courses (**PSYC380–399**), but seats are more limited in these advanced courses.

**Breadth requirement.** Students must choose a minimum of one course from each of the three columns:

## COLUMN 1

**PSYC220** Cognitive Psychology  
**PSYC221** Human Memory  
**PSYC222** Sensation and Perception  
**PSYC 223** Psycholinguistics  
**PSYC228** Clinical Neuropsychology  
**PSYC239** Functional Anatomy of the Human Brain  
**PSYC240** Behavioral Neurobiology  
**PSYC247** Neuroscience Perspectives on Psychopathologies

## COLUMN 2

**PSYC230** Developmental Psychology  
**PSYC233** Adolescent Psychology  
**PSYC245** Psychological Measurement  
**PSYC251** Psychopathology  
**PSYC258** Positive Psychology  
**PSYC259** Discovering the Person  
**PSYC274** Cultural and Historical Perspectives on Psychological Disorders

## COLUMN 3

**PSYC260** Social Psychology  
**PSYC261** Cultural Psychology  
**PSYC263** Exploring Social Psychology  
**PSYC 265** Culture in Psychology: An Introduction to Theory and Research  
**PSYC277** Psychology and the Law  
**PSYC290** The Psychology of Gender

**Specialized.** These courses (**PSYC300–398**) aim to ensure that students study at least one subfield of psychology in-depth. A student must take one specialized course that deepens the knowledge she or he gained in a breadth requirement course.

**Electives.** Any other courses, tutorials, or teaching apprenticeships offered by the department, or any courses approved by the chair, may also be counted toward completion of the requirements.

**Foreign language requirement.** Learning a language other than one's own enhances an understanding of and engagement with persons from cultures not one's own. Psychology majors are required to work toward achieving language proficiency in a second language. Specifically, two semesters of intermediate level (or, if the student chooses an "uncommonly taught language," two semesters at any of the levels) of language study in a language of the student's choice are required for completion of the major. Students for whom English is a second language or students who can demonstrate mastery of a foreign language at the intermediate level (by language placement test) may opt out of the language requirement.

**Cultural immersion experience.** Direct interaction with other cultures through study abroad facilitates an understanding of cultures not one's own and of global issues. Psychology majors need to spend at least one semester engaged in a cultural immersion experience. Study abroad automatically fulfills the requirement. Students may petition to the chair to fulfill the requirement with a cultural immersion experience within the United States, with a summer program, or with other equivalent experience.

**Honors thesis in psychology.** By the beginning of their spring semester junior year, psychology majors who have earned at least a B+ average in all psychology courses and who have earned at least a B average in all nonpsychology courses may pursue honors in psychology by writing a thesis. Honors will be awarded only if both readers evaluate the thesis worthy of honors.

**High honors thesis in psychology.** In addition to the above, psychology majors who have met the University's general education requirements may pursue high honors in psychology by writing a thesis. High honors will be awarded only if both readers evaluate the thesis as truly exceptional, i.e., worthy of high honors.

To evaluate eligibility, grades are needed for all courses, including transfer courses. Please refer to the department's web site ([wesleyan.edu/psyc/ugrad/gpa.html](http://wesleyan.edu/psyc/ugrad/gpa.html)) for the formula to calculate GPAs.

**Transfer credits.** Students may transfer up to three psychology credits from other departments or institutions (including AP Psychology) or, if from study abroad, three psychology credits plus one credit from within the United States. These courses must be preapproved by the chair. Even though a transfer credit may have been approved toward a University credit, it must also be specifically approved toward the psychology major. Transfer credits cannot be counted toward admission to the program unless you are a transfer student.

**Teaching apprentice credits.** No more than two teaching apprentice credits can be counted toward the major.

**Tutorial credits.** No more than four tutorial credits can be counted toward the major, or six including the senior thesis tutorials.

**Advanced Placement credit.** Students who receive a score of 5 or 4 and complete a full-credit breadth requirement course will receive 1.00 credit. This credit will fulfill the introductory requirement. An AP credit may not be counted toward admission to the major. An AP credit will count as a transfer credit as well as the nongraded course (refer to the section Major Requirements).

**Concentrations.** The department has optional concentration programs within the major in cognitive science and in cultural psychology. See the department web site for further details.

**BA/MA degree program.** The Psychology Department offers the BA/MA degree program. It is available only to Wesleyan psychology major students in their junior year. Please contact the department or visit the Office of Graduate Student Services' web site, [wesleyan.edu/grad](http://wesleyan.edu/grad).

**PSYC102 Science Information Literacy**

IDENTICAL WITH: MB&amp;B102

**PSYC105 Foundations of Contemporary Psychology**

This course will include an introductory-level presentation of ideas and research findings in the major areas of psychology. It will serve as both preparation for upper-level courses in psychology and as a valuable contribution to students' liberal arts education. This course will help to discover what psychology is and what psychologists do. Not only will students learn the basic content of psychology, but the course should help them to think critically about such everyday issues as, In what ways are we like other humans, and how do we differ? What do babies perceive and think? Why do we dream? Content areas include history of psychology, methods of psychological research, biological basis of human behavior, motivation and emotions, learning and memory, sensation and perception, cognitive and social development, personality, intelligence, and psychopathology.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

FALL 2012 INSTRUCTOR: STEMLER, STEVEN E. SECT: 01

SPRING 2013 INSTRUCTOR: CARNEY, SARAH KRISTIN SECT: 01

INSTRUCTOR: SCHUG, MARIAH GABRIELLE SECT: 02

**PSYC111 Myth, Magic, and Movies**

We will examine how the mythic is made and what purposes myth and magic serve in modern culture. Guided by classic psychoanalytic ideas, we will seek to understand both the conscious and unconscious power of myths. The seven volumes in J. K. Rowling's *Harry Potter* series will be the core texts for the course, and we will explore how these texts were transformed by the eight Potter movies.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

FALL 2012/SPRING 2013 INSTRUCTOR: STEELE, ROBERT S. SECT: 01

**PSYC112 Positive Psychology**

This course seeks to identify and define, investigate, and promote the development of human strengths, growth, and potential. This seminar will examine the history, theories, methodology, and research findings in the subfield of positive psychology, and it will challenge students to apply what they have learned in class toward personal or social change.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**PSYC131 Service-Learning Clinical Experience at Connecticut Valley Hospital**

IDENTICAL WITH: BIOL131

**PSYC200 Statistics: An Activity-Based Approach**

This course will introduce the concepts and methods used in the analysis of quantitative data in the behavioral and life sciences. The approach will emphasize activity-based learning. Lectures will be used for the initial presentation and wrap-up of topics, but most class time will be devoted to activities in which students perform analyses. The topics covered will include descriptive statistics, sampling distributions, estimation, hypothesis testing, analysis of variance, and regression.

GRADING: OPT CREDIT: 1 GEN ED: NSM PREREQ: NONE

FALL 2012 INSTRUCTOR: PATALANO, ANDREA L. SECT: 01

SPRING 2013 INSTRUCTOR: KURTZ, MATTHEW M. SECT: 01

INSTRUCTOR: JUHASZ, BARBARA JEAN SECT: 02

**PSYC202 Qualitative Research Methods in Psychology**

Students in the course will learn about the topic of qualitative research methods through the process of designing and conducting an interview study. Students will work together in small groups and be introduced to other methods of collecting qualitative data throughout the term, but the focus of this course is on semistructured interviewing. Students gain firsthand experience with entry issues, data collection, and analysis (e.g., thick description, theme interpretation, grounded theory), and writing up ethnographic research. Throughout the course we will discuss the theoretical paradigms and tensions regarding the role of qualitative methods in the field of psychology.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AMST241 OR FGSS203] PREREQ: PSYC105

**PSYC204 Methods of Interpretation**

Projects incorporating issues of race, gender, and class will be the focus of this methods course. Feminist, phenomenological, experiential, textual, and ecological methods of interpreting gender, race, and class in multimedia formats will be explored.

GRADING: OPT CREDIT: 1 PREREQ: PSYC261

SPRING 2013 INSTRUCTOR: STEELE, ROBERT S. SECT: 01

**PSYC205 Introduction to Cultural Phenomenology**

This course studies how we are entwined, embedded, and embodied in culture. We will explore this through discussions and projects.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

**PSYC206 Research Methods in Cognitive Development and Education**

This course introduces students to translational research in psychology: research that draws on psychological science to inform practice. The course is built around a central case study, the acquisition of numerical concepts in deaf children. We will cover existing research on cognitive and language development, deaf education, and teaching strategies to understand the relationship between research and practice in these areas.

The service-learning component of the course, in which students will spend two hours per week in a preschool, provides a hands-on opportunity to interact with preschool children and learn firsthand about their learning environment and styles. Although the service-learning component will generally entail work in hearing preschools, opportunities will be available for observation and volunteering in schools for deaf children.

GRADING: A-F CREDIT: 1.25—GEN ED: SBS PREREQ: PSYC105

**PSYC207 Research Methods in Developmental Psychology: General**

The goal of this course is to introduce students to basic research strategies and methods, with a focus on quantitative methods in developmental psychology. Course materials will focus on the conceptual, design, and analytic issues to research across development. This course is designed to provide students with the knowledge, skills, and understanding to both conduct and evaluate research. In the service of these goals, students will participate in lectures, readings, and discussion as well as hands-on research experience.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: PSYC105

FALL 2012 INSTRUCTOR: BARTH, HILARY C. SECT: 01

SPRING 2013 INSTRUCTOR: SCHUG, MARIAH GABRIELLE SECT: 01

**PSYC208 Research Methods on Emotion**

This course will focus on methods and techniques to study emotions in their social context, including emotional narratives, interviews, experiments with emotional stimuli (e.g., mood induction), surveys, and daily diaries. We will study which methods and techniques are best suited to study different positive and negative emotions. The course will give special attention to ethical issues in emotion research.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: [PSYC265 OR PSYC365]

FALL 2012 INSTRUCTOR: RODRIGUEZ MOSQUERA, PATRICIA MARIA SECT: 01

**PSYC211 Research Methods in Clinical Psychology**

This course will provide students with an opportunity to conduct their own original research in the area of clinical psychology. Students will develop a research project based on available data and complete the project under the supervision of the instructor. SAS software will be used.

GRADING: A-F CREDIT: 1

PREREQ: (PSYC105 AND [QAC201 OR SOC257 OR GOVT201 OR PSYC280 OR NS&amp;B280])

SPRING 2013 INSTRUCTOR: DIERKER, LISA C. SECT: 01

**PSYC213 Research Methods in Social Psychology**

The course examines research methods and techniques used in social psychology, including observation, correlation, and experimentation. Students will learn about study design, research ethics, how to collect and analyze data, as well as effective ways to report results. All students are expected to undertake a research project.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: PSYC105

FALL 2012 INSTRUCTOR: WILKINS, CLARA L. SECT: 01

INSTRUCTOR: CARNEY, SARAH KRISTIN SECT: 02

**PSYC217 Research Methods and Design in the Behavioral Sciences**

This course will provide students with an overview of the scientific methods used in the behavioral sciences, with an emphasis on design and analysis. The course combines lecture and discussion to critically evaluate basic and applied research. Students will also design and implement an observational study, collect and analyze data, and report the results of their study using guidelines set forth by the American Psychological Association.

GRADING: OPT CREDIT: 1 GEN ED: NSM PREREQ: NONE

**PSYC220 Cognitive Psychology**

This course offers a broad introduction to scientific theory and research in the study of human mental processes. Topics include perception, attention, memory, thinking, and language. The course draws on both behavioral and cognitive neuroscience approaches and emphasizes the relationship between mind and brain. Class activities include lectures, short discussions, and demonstrations.

GRADING: OPT CREDIT: 1 GEN ED: NSM

IDENTICAL WITH: NS&amp;B220 PREREQ: PSYC105 OR [NS&amp;B213 OR BIOL213 OR PSYC240]

SPRING 2013 INSTRUCTOR: BATIS, JEFFERY CLARK SECT: 01

**PSYC221 Human Memory**

This course is designed to provide students with an in-depth overview of the different human memory systems revealed by empirical research in the fields of cognitive psychology and cognitive neuroscience. The different systems include procedural memory, working memory, perceptual memory, semantic memory, and episodic memory.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: NS&amp;B221 PREREQ: PSYC105 OR [PSYC220 OR

NS&amp;B220] OR [NS&amp;B213 OR BIOL213 OR PSYC240] OR [PSYC222 OR NS&amp;B222]

**PSYC222 Sensation and Perception**

This course explores our perceptual systems and how they create and shape our experience of the world around us. We will consider the neurophysiology of perceptual systems as well as psychological approaches to the study of perception, covering all of the human senses with a special emphasis on vision. Class demonstrations will introduce students to interesting perceptual phenomena.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: NS&amp;B222

PREREQ: PSYC105 OR [NS&amp;B213 OR BIOL213 OR PSYC240]

FALL 2012 INSTRUCTOR: JUHASZ, BARBARA JEAN SECT: 01



**PSYC223 Psycholinguistics**

How do our minds create the capacity for human language? What are the components of human language? How do we study them using the tools of experimental psychology? This course offers a broad introduction to the central empirical and theoretical foundations in the study of language. Topics covered include phonology, orthography, morphology, syntax, sentence processing, semantics, discourse, metaphor, acquired and congenital language disorders, language and the brain, language acquisition, bilingualism, and the effects of language on thought.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: PSYC105

**PSYC228 Clinical Neuropsychology**

This introductory course will examine the relationship between brain functioning and cognition, behavior and emotion through the study of human brain disorders. The course will begin with a brief overview of basic human regional neuroanatomy, followed by an exploration of neuropsychological assessment and intervention (its history, rationale, goals, and procedures). These topics will provide a foundation for the discussion of more specific topics in neuropsychology (e.g., traumatic brain injury, dementia, psychiatric disorders, cerebrovascular disorders, seizure disorders, learning disabilities, autism, etc.) and the role that neuropsychologists play in the evaluation and treatment of individuals with these disorders.

GRADING: OPT CREDIT: 1 GEN ED: NSM IDENTICAL WITH: NS&B228  
PREREQ: [NS&B213 OR BIOL213 OR PSYC240]

**PSYC230 Developmental Psychology**

This course is an introduction to human behavior and psychological development focusing on infancy and childhood. We will examine theory and research pertaining to physical, social, and cognitive development, with emphasis on cognitive development.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: PSYC105  
FALL 2012 INSTRUCTOR: SCHUG, MARIAH GABRIELLE SECT: 01  
SPRING 2013 INSTRUCTOR: SHUSTERMAN, ANNA SECT: 01

**PSYC233 Adolescent Psychology**

Adolescence is marked by major changes in youths' physical, cognitive, emotional, and social development. This course examines these changes, taking an applied perspective to examine theory and current research.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**PSYC239 Functional Anatomy of the Human Brain**

IDENTICAL WITH: BIOL239

**PSYC240 Behavioral Neurobiology**

IDENTICAL WITH: NS&B213

**PSYC245 Psychological Measurement**

This course will discuss various approaches to the measurement of psychological constructs such as intelligence and personality. Topics covered will include ability tests (e.g., IQ tests), achievement tests (e.g., classroom assessments), and diagnostic clinical assessments (e.g., the draw-a-person test). The strengths and weaknesses associated with different methods of measurement (e.g., self-report vs. performance measures) will also be discussed. Special attention will be given to the criteria used to critically evaluate the psychometric quality of measurement instruments. Students will learn the steps necessary to develop psychometrically sound, practically useful, and legally defensible tests.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: STEMLER, STEVEN E. SECT: 01

**PSYC247 Neuroscience Perspectives on Psychopathologies**

The goals of this course are to (1) acquaint students with the signs and symptoms, cognitive sequelae, and functional consequences of a range of DSM-IV-defined psychiatric categories, e.g., schizophrenia, bipolar illness, depression, attention-deficit disorder, and posttraumatic stress disorder, and to introduce standardized methods for describing and quantifying symptoms and cognitive skills in these disorders; (2) begin to critically evaluate links between disordered behavior and disrupted activity in anatomically- and neurochemically-defined neural systems based on contemporary structural and functional neuroimaging methodology, as well as links between common features of disordered behavior in psychiatric syndromes and neurological illnesses with well-defined pathophysiology; and (3) describe how emerging information regarding neural correlates of disordered behavior aids development of novel treatment technologies.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: NS&B217 PREREQ: PSYC105

**PSYC251 Psychopathology**

Historical and contemporary perspectives of psychopathology are surveyed and the different paradigms used to understand psychopathology are considered. Specific mental disorders including affective, anxiety, impulsive, and psychotic spectrum disorders are covered. As students learn about models of classification of different mental disorders, they will also be expected to think critically about the mechanisms of psychopathology and consider implica-

tions for diagnosis and treatment. This course focuses on the scientific study of psychopathology and is not intended for self-exploration.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: PSYC105  
FALL 2012/SPRING 2013 INSTRUCTOR: SANISLOW, CHARLES A. SECT: 01

**PSYC258 Positive Psychology**

This course seeks to identify and define, investigate, and promote the development of human strengths, growth, and potential. This breadth course will examine the history, theories, methodology, and research findings in the subfield of positive psychology, and it will challenge students to apply what they have learned in class toward personal and social change.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: STRIEGEL, RUTH H. SECT: 01

**PSYC259 Discovering the Person**

This course surveys major developments in psychology and psychiatry from 1860 to 1980. Through readings and lectures, the course introduces the major schools, theories, and systems in the American "psy" sciences. We examine the kinds of persons who were "discovered," the techniques of discovery, the extensions of psychological ideas to institutions and policy formulations, and the consequences of these discoveries for public as well as private life. We examine characteristics of the new persons who were located, catalogued, and explained by these sciences including irrationality, sexuality, cognitive powers (and fallibilities), personality types, emotional processes, neurotic behaviors, intelligence, addictive tendencies, and a receding if not nonexistent will. Attention is also given to the scientific grounds for investigating persons (from realist to dynamic nominalist and social constructionist), the evidence sought in the century-long process of finding and naming psychological kinds, and the modes of producing this knowledge (aggregate methods, case study, and theories). Readings include primary source documents, histories of the disciplines, and philosophical analyses.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AMST259 OR SIS259] PREREQ: PSYC105  
SPRING 2013 INSTRUCTOR: MORAWSKI, JILL G. SECT: 01

**PSYC260 Social Psychology**

What leads us to become attracted to one person rather than another? How does prejudice develop, and how can it be reduced? Can psychological research help protect the environment, and if so, how? This course offers an overview of classic and contemporary social psychology, covering topics such as interpersonal attractions, stereotyping, conformity, obedience, and conflict resolution.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: PLOUS, SCOTT L. SECT: 01  
SPRING 2013 INSTRUCTOR: WILKINS, CLARA L. SECT: 01

**PSYC261 Cultural Psychology**

Through essays, novels, videos, and film, we will explore the intersection of culture, ideology, and psychology. We will examine how gender, ethnicity, and class are interwoven in the social fabric and individual identity. Employing feminist, psychoanalytic, and deconstructive interpretive methods, we will try to decipher the many ways we inscribe ourselves in culture.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: STEELE, ROBERT S. SECT: 01

**PSYC265 Culture in Psychology: An Introduction to Theory and Research**

Culture is central to the study of mind and behavior. This course will provide students with an introduction to theory and research on culture in psychology. We will discuss what culture is, the methods that psychologists use to study culture, and how much of our behavior is universal or culture-specific. We will explore how culture influences how we think, feel, and behave. Studies and examples from cultures around the world (e.g., Africa, Latin America, North America) will be presented.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: PSYC105  
SPRING 2013 INSTRUCTOR: RODRIGUEZ MOSQUERA, PATRICIA MARIA SECT: 01

**PSYC266 Community Psychology**

This course serves as an introduction to community psychology, a discipline that blends elements of sociology, anthropology, social psychology, clinical psychology, developmental psychology, and urban planning (to name a few). Class topics include levels of analysis, ecologies, prevention and intervention, feminism, and community psychology, empowerment, self-help, sense of community, coalition building, and social justice and action.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**PSYC274 Cultural and Historical Perspectives on Psychological Disorders**

The goal of this course is to introduce students to historical and cultural studies of the naming and treatment of disordered or abnormal kinds of persons. The course surveys the history of observing, categorizing, and treating what are taken to be abnormal persons. Attention is given to theories that explain modern psychopathologies in cultural terms, including the work of Erving Goffman, Emily Martin, Jonathan Metzler, Michel Foucault, and Ian Hacking. The course focuses on a selective set of psychopathologies that represent disorders of thinking, mood, and life experiences. These exemplary studies enable critical examination of dynamic relations between

cultural conditions, detection and treatment of mental disease, and the self-understandings of those so diagnosed.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: PSYC105

### PSYC277 Psychology and the Law

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

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: PSYC105

FALL 2012/SPRING 2013 INSTRUCTOR: CARNEY, SARAH KRISTIN SECT: 01

### PSYC280 Applied Data Analysis

IDENTICAL WITH: QAC201

### PSYC290 The Psychology of Gender

This course will examine gender as a construct with biological, social, and psychological dimensions. Theories of gender and gender differences will be reviewed and critiqued. We will also take an empirical look at gender differences across a variety of psychological and social phenomena and look at varying ways in which gender can be conceptualized and measured for the purpose of psychological inquiry. A major focus of the course will be on diverse experiences of gender identity, our ever-expanding terminology of gender (e.g., "gender queer"), and the psychological and social implications of those identities.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS290 PREREQ: NONE

### PSYC298 World History: A Psychohistory of the Modern World

IDENTICAL WITH: HIST251

### PSYC309 Social Stigma

This seminar aims to introduce students to theoretical and empirical social psychological research on prejudice and social stigma. The topics covered will include examinations of why individuals stigmatize: exploring cognitive, evolutionary, self, and system justification explanations. The course will examine the effects of stigmatization for low-status groups (stereotype threat, dis-identification, compensation, and health outcomes). We will explore the role of stigma in intergroup interactions. Finally, we will explore perceptions of bias from the perspective of high-status groups (e.g. perceptions of antiwhite prejudice).

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: [PSYC105 AND PSYC260]

FALL 2012 INSTRUCTOR: WILKINS, CLARA L. SECT: 01

### PSYC311 The Behavioral and Neural Basis of Attention

Attention is a topic of growing research interest that still provides many opportunities for further investigation. This course will provide an introduction to the field as students gain insight about both the behavioral and neural basis of attention. Topics that will be covered include, but are not limited to, discussion of the research methods specific to the field, the interaction between memory and attention, auditory and crossmodal attention, the role of attention on task performance (multitasking), inhibition of attention, and attentional disorders like the various forms of visual neglect and ADHD. In addition, there will be a module specifically dedicated to the cognitive neuroscience of attention.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: NS&B311 PREREQ: NONE

### PSYC312 Culture, Cognition, and Motivation

This seminar aims to provide an in-depth exploration of research and theory in cultural psychology that focuses on cognitive and motivational processes. Students are introduced to recent cross-cultural literature (e.g., comparing North Americans and East Asians) to learn culturally divergent psychological tendencies such as self-views, values, reasoning, attention, as well as various motivational factors that regulate people's thoughts and behaviors. We will also examine how such different psychological tendencies are interrelated to each other, how they are functional within a given cultural context, how they are fostered and transmitted through generations, as well as their historical origins.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

### PSYC313 Speech and Hearing

How are ripples of air pressure instantly converted into words in the mind? Why do some foreign language learners have strong accents and others none? What does it take to engineer a bionic ear? This course will provide a focused review and discussion of topics related to how we hear and how we receive, perceive, and produce speech, including phonetics, phonology, auditory and speech perception, articulatory behavior, speech development, disorders of speech, hearing and speech prostheses, speech sound systems, second-language acquisition of speech, and other speech modalities (e.g., sign language, writing), as well as the physics of sound, the mechanics of how the ear works, and the neuroscience of speaking and hearing.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

### PSYC314 Theories in Psychology

Theory is a central tool in psychology, directing empirical investigations and interpretations of human action. Psychology theory likewise has come to significantly guide social policy and personal understandings of human actions. This course introduces the practice of theory construction and appraisal. We will ask, What is a good psychological theory, what are its origins, and how should it be appraised? The theories to be considered include classic works from learning theory to psychoanalysis, mid-range theories such as dissonance, social action, script, and role theory, and contemporary theories emerging in mass psychology, cognitive psychology, emotion research, and neuroscience.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: SISP314 PREREQ: NONE

### PSYC316 Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives

The goal of the seminar will be to critically investigate the concept of schizophrenia as a unitary disease construct, from historical, neuroscientific, and phenomenological approaches, and the implications of these views for our understanding of treatment in the disorder. How are we to make sense of a psychiatric disorder that has changed so substantially in definition over time, with wide interindividual difference in symptom expression and functional outcome, a wide array of competing theories regarding etiology and biological mechanisms, and correspondingly diverse treatment interventions? We will engage these questions through three separate units that will evaluate the disorder from three different levels of analysis: (1) readings in the history of psychiatry and the perspective they cast on schizophrenia as a unitary disease concept; (2) an analysis of contemporary work in neuroimaging and experimental cognition in the disease and the current status of creating a coherent account of neurocognitive mechanisms of the disease, as well as a neurocognitive approach to novel interventions; (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE

FALL 2012 INSTRUCTOR: KURTZ, MATTHEW M. SECT: 01

### PSYC321 Memory in the Movies

This course is designed to show how memory works, and it serves as a complement to and is conceptually linked to PSYC/NS&B221 Human Memory in terms of topics covered, but it is an independent course. Students may take either course alone or both courses (concurrently or sequentially). Whereas PSYC/NS&B221 provides an in-depth overview of memory by examining psychology and neuroscience research, PSYC321 covers memory through major films and documentaries. Topics include amnesia, person recognition, savant memory, altered memories in science fiction, autobiographical memory, false memory, troubled memory, and memory changes in old age. Two films per week will be used to illustrate aspects of memory. This is not a course about film; it is a course about memory that uses film to inform viewers about memory.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

### PSYC322 Psychology of Decision Making

This course will focus on the psychology of judgment and decision making. The aims of this course are to explore theories of human judgment and decision making in light of descriptive data drawn primarily from empirical studies in cognitive psychology and neuroscience.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: [PSYC220 OR NS&B220]

### PSYC329 Neural Costs of War

This course focuses on psychopathology commonly classified as posttraumatic stress disorder (PTSD) as a result of exposure to war, combat, and related atrocities. In this class, students learn about the diagnosis of PTSD, including the development and history of the diagnosis. Strong neural and cognitive mechanisms are related to stress-related psychopathology, and the overlap of these systems with the damaging effects of traumatic brain injury are covered. While the impact of these mechanisms on the social, interpersonal, and occupational is considered, this is not the focus of the course. To be fully prepared

for this course, students should have a solid grounding in their knowledge of behavioral neuroscience and psychopathology.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: NS&B329 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: SANISLOW, CHARLES A. SECT: 01

#### PSYC331 The Narratives of Illness and Recovery

A detailed examination of primarily first-person accounts of illness and recovery. The focus will be on narratives that deal with mental illnesses and trauma or the psychological aspects of physical illnesses. We will explore the relationship of story and narrative to the healing process. Students will analyze across texts the common psychological traits that lead to recovery and generativity, as well as the response to loss and the experience of suffering. Particular emphasis will also be placed on the role of "the wounded healer," those persons who have suffered and then choose to assist others who face similar predicaments.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: BARBER, CHARLES MATTHEW SECT: 01

#### PSYC334 Psychopharmacology

The purpose of this course is to examine basic principles of psychopharmacology. After reviewing the bases of neural communication and functioning, the use and/or misuse of various classes of drugs will be reviewed. Special emphasis will be given to the role of drugs in treating psychological disorders. Topics to be discussed include treatment of psychological disorders, analgesic medications, pharmacology of drug abuse, and psychopharmacology of special populations (adolescents and geriatric populations). Class activities include lectures and discussions.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: NS&B334  
PREREQ: [PSYC220 OR NS&B220] OR [NS&B213 OR BIOL213 OR PSYC240]  
FALL 2012 INSTRUCTOR: BATIS, JEFFERY CLARK SECT: 01-02

#### PSYC337 Mathematical Cognition and Children's Learning

Students will be introduced to the psychological study of children's mathematical thinking and learning through a variety of theoretical and experimental readings from laboratory and school-based studies. Students will also review selected sections of grade-school mathematics textbooks from commonly used curricula to identify connections between particular theoretical viewpoints and their curricular implementations.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### PSYC338 Masculinity

Masculinity and the broader subject of the psychology of men often stand as unmarked categories in psychology and the human sciences generally. The course surveys psychologies of masculinity, including psychoanalysis, evolutionary notions, cognitive models, and queer theory. Consideration will be given to historical and cultural dynamics of masculinity. We ask how the psychological attributes associated with the masculine relate to private life and public spaces, notably commerce, science, and political affairs. We consider, too, the claims of the masculine epistemic grounding of the science and the "natural" status of masculine human kinds.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [FGSS338 OR SISP338]  
PREREQ: [PSYC290 OR FGSS290] OR [BIOL148 OR FGSS148] OR FGSS209 OR [SOC228 OR FGSS231] OR [ANTH312 OR SISP313 OR FGSS312] OR [SISP202 OR PHIL287] OR [SISP205 OR PHIL288 OR ENV5205]

#### PSYC339 Cross-Cultural Childhoods

The course will begin by examining different attitudes and practices during prenatal development and continue through early adulthood. We will consider the perspectives of the child, parents, other family members, and larger society. Developmental experiences will be examined in traditional societies and developing nations, as well as in modern industrialized societies. A wide range of developmental topics will be considered. Examples of topics in child development include weaning practices, sleep patterns, paternal contribution, education, sibling relationships, and childcare practices. Examples of topics in adolescence and early adulthood include anxiety in adolescence and the age of economic independence, sexual activity, and marriage. Some disturbing and controversial material will be discussed in a respectful atmosphere (e.g., cultural relativism and severe neglect). Students will have the opportunity to opt out of potentially disturbing discussions. The strengths and weaknesses of multiple theoretical approaches to development will be addressed and debated. A few examples of these theories include cultural relativism, universal learning mechanisms, evolutionary ecology, and evolutionary psychology.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ANTH239 PREREQ: NONE  
FALL 2012 INSTRUCTOR: SCHUG, MARIAH GABRIELLE SECT: 01

#### PSYC345/346 Cognitive Science Capstone Seminar

Broadly defined, cognitive science is an interdisciplinary field that seeks to examine the nature of the human mind. The cognitive science concentration in the Psychology Department was created by a committee of cognitive and developmental psychologists who study issues regarding numerical representation, categorization, decision making, reading, spatial representation, memory, social cognition, and how language can shape thought. This seminar is an opportunity for advanced students to come together and discuss their research with a community of researchers who are interested in questions

regarding cognition and its development. It is meant for students who are currently involved in the cognitive science concentration and/or who are currently conducting research in an approved laboratory.

GRADING: CR/U CREDIT: .5 PREREQ: NONE

#### PSYC348 Origins of Knowledge

In this course we will discuss in-depth a selection of current topics in cognitive development, centering on questions concerning the origins of knowledge. (What kinds of knowledge do we possess even very early in life? How does that knowledge change over time?) We will examine these questions within specific subject areas such as object perception, space perception, number understanding, and understanding of other minds, surveying evidence from different stages of human individual development as well as evidence from different nonhuman species.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: NS&B348 PREREQ: NONE

#### PSYC350 Seminar in Eating Disorders

This advanced seminar will explore contemporary psychological theories and multidisciplinary empirical research of anorexia nervosa, bulimia nervosa, and binge eating disorder. Using eating disorders as an example, we will study how culture, familial factors, and personal vulnerability contribute to risk for psychiatric disorders.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS318 PREREQ: NONE

#### PSYC353 Neurobiology of Neurological Disorders

IDENTICAL WITH: NS&B353

#### PSYC355 Psychology of Reading

The study of the psychology of reading encompasses many aspects of human cognition: from sensation and perception to comprehension and reasoning. This class will provide an overview of research in the psychology of reading. Topics such as word recognition, eye movements during reading, comprehension, learning to read, methods of teaching reading, the brain and reading, reading in different languages, and reading impairments in children and adults will be covered.

GRADING: A-F CREDIT: 1 GEN ED: NSM PREREQ: NONE  
FALL 2012 INSTRUCTOR: JUHASZ, BARBARA JEAN SECT: 01

#### PSYC357 Seminar on Language and Thought

This course is an advanced seminar on the relationship between language and thought, a central question in cognitive science and a very active area of research and theory in recent years. Students will be exposed to theoretical and empirical work evaluating the hypothesis that the language you speak influences or even determines the thoughts you can think. The case studies to be evaluated will include object kinds, number, spatial relations, time, gender, theory of mind, and causality.

GRADING: OPT CREDIT: 1 GEN ED: NSM PREREQ: NONE

#### PSYC361 The Psychology of Prejudice and Discrimination

This seminar offers a social psychological analysis of different forms of prejudice and discrimination, including racism, sexism, anti-Semitism, heterosexism, and less recognized forms of bias, such as the exploitation and domination of indigenous peoples, animals, and the natural environment.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AFAM361 PREREQ: PSYC260

#### PSYC363 The Dramaturgical Approach to Psychology

The objective of this course is to explore the use of the language of theater in the illumination of psychological questions. Material for the course will be about half drama, half readings from social psychology. Among the issues to be explored are politics as theater, audience effects, role-playing as a teaching and therapeutic technique, the actor's identity problems, and general theory of the mask.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: PSYC105

#### PSYC365 Seminar on Emotion

This seminar aims to provide an intensive introduction to what emotions are and how they influence our relations with other people. The seminar will cover general theory on emotion as well as theory on specific emotions (e.g., anger, shame, envy, humiliation). As emotions are multicomponential processes, we will examine how the social context shapes different components of the emotion process, e.g., phenomenological experience, regulation, and expression of emotion. Moreover, we will explore how emotions operate at the individual, interpersonal, intergroup, and cultural levels of analysis.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: PSYC105  
FALL 2012 INSTRUCTOR: RODRIGUEZ MOSQUERA, PATRICIA MARIA SECT: 01

#### PSYC377 Cultural Phenomenology

Phenomenology is the study of our embeddedness in the world and an attempt to understand that seamless engagement while reflecting upon it. Cultural phenomenology asks us to see the frames that define our everyday being and, by analyzing these givens, to come to a better understanding of how our participation is essential to the continuous expression of the archetypes of the social: gender, race, and class. Multimedia format will be explored.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: PSYC261 OR PSYC204

**PSYC380 Advanced Research Seminar in Ethnic Minority Psychology**

The course will focus on psychological processes that are especially relevant to ethnic minorities and to the intergroup relations between majority and minority groups, for example, prejudice and discrimination, integration, immigration, and acculturation. Small teams of students will design a research project related to the topic of the seminar and will carry out these research projects during the semester. They will also learn how to properly analyze and interpret both qualitative and quantitative data.

GRADING: A-F CREDIT: 1 PREREQ: (PSYC365 AND PSYC200) OR (PSYC265 AND PSYC200)  
 SPRING 2013 INSTRUCTOR: RODRIGUEZ MOSQUERA, PATRICIA MARIA SECT: 01

**PSYC381 Advanced Seminar in Memory Theory and Research**

This course is designed to allow students to conduct supervised research in the area of human memory. Working as a team with the instructor, students will undertake a semester-long project. Current research is focused on the use of a memory camera, called SenseCam, to enhance the retention of everyday events for people with unimpaired memory ability, as well as with people who suffer from different memory impairments.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: NS&B381 PREREQ: NONE

**PSYC382 Advanced Research in Decision Making**

This course is designed to allow students to conduct supervised research in the area of the cognitive psychology of reasoning and decision making. Working as a team with the instructor and other members of the research group, students will undertake a semester-long experimental research project on a topic in reasoning and decision making.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: NS&B382 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: PATALANO, ANDREA L. SECT: 01

**PSYC383 Psychology of Conflict Resolution**

This course will focus on the psychological causes and consequences of interpersonal, intergroup, and international conflict. Topics discussed will include such issues as the role of power, status, trust, and social identity. Students will learn about various theories related to the causes of conflict, as well as practical techniques for navigating conflict, including negotiation, mediation, and facilitation. Educational programs that teach conflict-resolution skills will also be examined.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**PSYC384 Advanced Research in Cognitive Development**

This course is designed to allow advanced students to conduct a supervised group research project in cognitive development. Working with the instructor, students will conduct an experiment that seeks to answer a current question in the field of cognitive development.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**PSYC386 Research Practicum in Language and Conceptual Development**

Students in this course work on new and ongoing research projects in the Cognitive Development Laboratory. Students will be individually matched to a research project and participate in all aspects of research including background literature review and designing, running, and analyzing experiments.

GRADING: OPT CREDIT: 1 GEN ED: SBS PREREQ: NONE

**PSYC387 Epidemiological Approaches to Psychopathology**

Under close supervision of the instructor, students conduct empirical studies in the area of etiological research of psychopathologies. Class meetings provide a forum for exchange of ideas, oral presentations of research plans, and oral and written presentations of major research findings. The course is intended for students with a serious interest in empirical research. Students are expected to make a considerable time commitment to this course.

GRADING: A-F CREDIT: 1 PREREQ: PSYC112 OR [PSYC350 OR FGSS318]  
 SPRING 2013 INSTRUCTOR: STRIEGEL, RUTH H. SECT: 01

**PSYC388 Advanced Research in Measurement**

In this advanced seminar on psychological measurement, students will receive individualized mentoring from the instructor on each aspect of the course, including conducting an in-depth literature review on a topic, developing a new measurement instrument, gathering and analyzing pilot data using a variety of advanced statistical methods (e.g., factor analysis, Rasch measurement, item response theory), and writing up a professional paper reporting on the results and future directions.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**PSYC389 Advanced Research in Social and Historical Process**

In this advanced research course, students will become familiar with core theories that consider the temporal dynamics of social psychological phenomena and undertake empirical projects that attend to historical processes, including the history of psychological objects themselves. Students will work collaboratively on all aspects of the research project, including reviews of the literature, assessment of theories, and the design, conduct, and analysis of a study.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: SISP389 PREREQ: PSYC105  
 SPRING 2013 INSTRUCTOR: MORAWSKI, JILL G. SECT: 01

**PSYC390 Experimental Investigations into Reading**

Experienced readers can easily recognize thousands of words. The mental dictionaries of these readers are efficiently organized to allow rapid and seemingly effortless word recognition. There are still many unanswered questions about the processes involved in visual word recognition. In this class, students will work together with the instructor to design and carry out an experimental investigation relating to reading and word recognition. The semester will provide students with a chance to integrate all aspects of the experimental process: idea formation, experimental design, data collection and analysis, interpretation, write-up, and presentation.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: NS&B390 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: JUHASZ, BARBARA JEAN SECT: 01

**PSYC391 Culture and Denial**

Intensive research on cultural illusion using interpretive methods will be done. Books and movies about women escaping patriarchy will be our primary focus.

GRADING: OPT CREDIT: 1 PREREQ: PSYC261

**PSYC392 Behavioral Methods in Affective Neuroscience**

This research methods course teaches experimental design and methods in experimental psychopathology using tools to conduct behavioral research in cognitive-affective neuroscience. Course material includes studies from the contemporary psychopathology research literature, with a focus on emotion interactions. Methods taught include statistical procedures (e.g., repeated measures ANOVA) and tools for carrying out research and analyzing data (e.g., computer programming for stimuli presentation and data processing). Students are expected to work independently in this course.

GRADING: A-F CREDIT: 1 GEN ED: NSM IDENTICAL WITH: NS&B392 PREREQ: NONE  
 FALL 2012 INSTRUCTOR: SANISLOW, CHARLES A. SECT: 01

**PSYC393 Advanced Research in Cognition and Neuropsychiatric Illness**

Students in this advanced undergraduate research course will work in teams on novel and ongoing research studies focused on understanding neurocognitive dysfunction and its treatment in neuropsychiatric illness. Students will be matched to a research project and will participate in different aspects of this research including background literature review, acquiring elementary skills in neurocognitive and symptom assessment, and collecting and/or analyzing extant data using SPSS. Students may also be involved in learning cognitive training procedures.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: NS&B393 PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: KURTZ, MATTHEW M. SECT: 01

**PSYC394 Advanced Research in Prejudice and Stereotyping**

This course will provide an overview of how to conduct experimental research in social psychology with a particular emphasis on prejudice and stereotyping. The course will progress through all stages of the research process, from idea generation to presentation of findings. Students will learn about a variety of current experimental measurement techniques (both explicit and implicit measures). Groups of students will design and carry out research projects, analyze data, and present findings to the class. In addition, students will complete weekly assignments on methodology and will write a final research paper.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: PSYC260  
 SPRING 2013 INSTRUCTOR: WILKINS, CLARA L. SECT: 01

**PSYC395 Introduction to Statistical Consulting**

IDENTICAL WITH: QAC380

**PSYC401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**PSYC409/410 Senior Thesis Tutorial**

GRADING: OPT

**PSYC411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**PSYC465/469 Education in the Field, Undergraduate**

GRADING: OPT

**PSYC467/468 Independent Study, Undergraduate**

GRADING: OPT

**PSYC500 Graduate Pedagogy**

IDENTICAL WITH: ASTR500

**PSYC501/502 Individual Tutorial, Graduate**

GRADING: OPT

**PSYC503/504 Selected Topics, Graduate Science**

GRADING: OPT

**PSYC511/512 Group Tutorial, Graduate**

GRADING: OPT

**PSYC520 Advanced Research Seminar**

We will examine the substantive and practical issues inherent in psychological research and inquiry.

GRADING: A-F CREDIT: 1 PREREQ: NONE

## Quantitative Analysis Center

The Quantitative Analysis Center (QAC) is a collaborative effort of academic and administrative departments. It coordinates support for quantitative analysis across the curriculum and provides an institutional framework for collaboration across departments and disciplines in the area of data analysis. Through its programs it facilitates the integration of quantitative teaching and research activities and the further implementation of the logical reasoning and quantitative reasoning key capabilities as outlined in the March 1, 2005, faculty legislation.

### QAC201 Applied Data Analysis

In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. Students will have the opportunity to develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings.

The course is challenging, but offers unlimited one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.

GRADING: A-F CREDIT: 1.50 GEN ED: NSM  
IDENTICAL WITH: [SOC257 OR GOVT201 OR PSYC280 OR NS&B280] PREREQ: NONE  
FALL 2012 INSTRUCTOR: DIERKER, LISA C. SECT: 01-06

### QAC380 Introduction to Statistical Consulting

In this course, students will be exposed to realistic statistical and scientific problems that appear in typical interactions between statisticians and researchers. The goal is for students to apply what they have learned in their basic statistics and data analysis courses to gain greater experience in the areas of research collaboration, data management and analysis, and writing and presenting reports on the results of the analyses. An important objective of the course is to help develop communication skills, both written and verbal, as well as the professional standards and the interpersonal skills necessary for effective statistical consulting.

GRADING: A-F CREDIT: 1 GEN ED: NSM, SBS IDENTICAL WITH: PSYC395  
PREREQ: MATH132 OR ECON300 OR PSYC200 OR [QAC201 OR SOC257 OR GOVT201 OR PSYC280 OR NS&B280]

SPRING 2013 INSTRUCTOR: ROSE, JENNIFER S. SECT: 01

### QAC401/402 Individual Tutorial, Undergraduate

GRADING: OPT

### QAC465/466 Education in the Field, Undergraduate

GRADING: OPT

### QAC467/468 Independent Study, Undergraduate

GRADING: OPT

# Religion

**PROFESSORS:** Ronald Cameron; Peter S. Gottschalk; Janice D. Willis

**ASSOCIATE PROFESSORS:** Elizabeth McAlister, *Chair*; Mary-Jane Rubenstein

**ASSISTANT PROFESSOR:** Justine Quijada; Elisha Russ-Fishbane

**ADJUNCT ASSISTANT PROFESSOR:** Dalit Katz, *Hebrew*

**DEPARTMENT ADVISING  
EXPERT 2012–2013:** Elizabeth McAlister

The department offers a cross-cultural, interdisciplinary, and critical program that explores the variety of religious experiences and expressions. In addition to courses that demonstrate the power and limits of various critical approaches to the study of religion, the department provides opportunities to analyze practices of interpretation, systems of belief, and patterns of religious behavior; the history of religious traditions; the effects of religion in society; the ways religions can form collective identity through race, nationalism, gender and sexuality, class, caste, language, and migration; and various forms of religious phenomena such as myth, ritual, texts, theological and philosophical reflection.

A range of courses is available to students interested in taking one or two courses. Clusters of courses can be devised in consultation with members of the staff for those who wish to develop a modest program in religion in support of another major. A student who chooses a double major must fulfill all requirements for the religion major.

The department enthusiastically encourages students to study abroad and will count up to two courses taken outside Wesleyan toward the major. The department offers four categories of courses through which students organize their curriculum of studies. Please note that some courses fit more than one category.

- **Introductory course.** The department encourages the beginning student to take Introduction to the Study of Religion (**RELI151**). It serves as the most effective way to acquire broad knowledge about religion and the methods employed by scholars in the field of religious studies.

- **Historical traditions courses.** Many offerings in the department deal with the historical content of the major religious traditions such as Buddhism, Christianity, Hinduism, Islam, and Judaism, as well as the religions of Caribbean peoples. These courses examine the texts, histories, institutions, and rituals of these religions. In this category are both survey courses (generally numbered at the **200**-level) and seminars (generally numbered at the **300**-level). In the main, these courses have no prerequisites, though in some seminars, some background knowledge is assumed. To gain entry to these seminars, students are advised to check with the instructor with regard to what is expected. And, in general, courses that are not thematic approach or method and theory courses are considered historical traditions courses.

- **Thematic approach courses.** These courses are designed to focus on the encounter of religious groups and their contemporaneous cultural settings within a defined social space past or present. They concentrate on the relationships between a particular religious formation and its larger social context, aiming to understand that formation's reflective, critical, and decisive interaction within, for, and/or against its context.

- **Method and theory courses.** These courses review and critically analyze methods, theories, and strategies employed by scholars of religion.

The department's Majors Colloquium in Religious Studies (**RELI398**) is required of all majors and is to be taken in junior year. The task of this course is to reflect upon the theoretical and methodological pluralism in the field of religious studies with the opportunity to apply these theories and methods to specific texts, concrete issues, or other cultural formations.

## Program for Majors

- All majors are required to take Introduction to the Study of Religion (**RELI151**), in which they must earn a grade of B- or better. This introductory course is taught every semester. Majors are required to take it before the end of their junior year. It is strongly encouraged that students take **RELI151** in their first two years at Wesleyan.

- To complete a major in religion, students are required to take a minimum of nine courses (with a maximum of 14, including thesis credits) numbered **200** or above.

### The minimum of nine courses will be distributed as follows:

- Four courses in two areas of historical traditions

- Two courses in thematic approaches

- Two courses in method and theory, one of which must be the Majors Colloquium in Religious Studies (**RELI398**)

- The additional course may be taken in any of these areas at the student's option. Or, the student can include one Hebrew course (**HEBR202** or higher).

*(Please note that although some courses may fit more than one category, they cannot be included more than once in the overall count of courses taken.)*

Religion majors are strongly encouraged to develop knowledge in an ancient and/or modern foreign language.

**Assessment Portfolio and Capstone Symposium.** During their time in the major, students assemble a portfolio of three or four papers (of at least four pages in length each) that they have written in the department: one from the introductory course (**RELI151**), one from the Major's Colloquium (**RELI398**), and a third of their choice that was written in their junior or senior year. Taken together, these papers should give evidence of the development of the students' learning, as well as their command of critical, analytical, and interpretative skills.

In either the fall or spring term, all senior majors enroll in a .25 credit pass/fail tutorial, for which they will write a three- to four-page paper reflecting on the portfolio of papers they have assembled and perhaps on other work in the department. This paper allows students an opportunity to assess the arc of their intellectual development as a religion major. In the spring semester, faculty and senior majors will meet for a symposium discussion of these self-assessments, to be followed by a festive meal.

**Honors program.** Religion majors with a B+ (88.3) average in the department may choose to write a senior honors thesis. Candidates for honors must submit to the department chair a two- to three-page proposal abstract and bibliography by the last Friday of April of their junior year. The proposal should be a description of the intellectual problem of the thesis and the method to be used (whether it will be historical, ethnographic, etc.). Students should list three faculty members who would make good thesis tutors, in order of preference. The department will determine which theses will move forward with which faculty and may reject some proposals. Students will be notified of the department's decision before classes end in May. A student must be General Education Stage 1 compliant by graduation to be awarded honors or high honors. High honors may be awarded after a student's work has been submitted for a departmental colloquium.

## RELI151 Introduction to the Study of Religion

This course will examine the many ways in which religion is understood and practiced by a variety of communities as well as the ways it is critically engaged and understood by scholars in the field of religious studies. The three divisions of the curriculum of the Department of Religion (religious traditions, thematic approaches, and method and theory) will be represented in the course's examples and approaches. Topics covered in this course include religious violence and conflict, the significance of myth and narrative in providing schemes of meaning, the production of community solidarity and difference through rituals, the construction and transmission of traditions through texts and objects, and religious conflict.

GRADING: **A-F** CREDIT: **1** GEN ED: **5B5** PREREQ: **NONE**  
FALL 2012 INSTRUCTOR: **CAMERON, RON** SECT: **01**  
SPRING 2013 INSTRUCTOR: **MCALISTER, ELIZABETH** SECT: **01-02**

## RELI201 Introduction to the Hebrew Bible

The Hebrew Bible, also known as the Old Testament, is a diverse collection of writings spanning a millennium in time and reflecting the societies, beliefs, ideas, and institutions of the people of ancient Israel. This course introduces the Hebrew Bible in its complex historical, religious, and literary dimensions and seeks to introduce students to the variety of approaches modern readers bring to a reading of the Bible. We will combine close readings of the biblical texts in translation with contemporary approaches to the Hebrew Bible and its context in the ancient Near East.

GRADING: **A-F** CREDIT: **1** GEN ED: **HA** IDENTICAL WITH: **MDST203** PREREQ: **NONE**  
SPRING 2013 INSTRUCTOR: **RUSS-FISHBANE, ELISHA REUVEN** SECT: **01**

**RELI204 Judaisms**

This course will examine varieties of Jewishness in its contemporary and historical forms. We will focus on topics and texts that provide a focal point from which to discuss significant religious, historical, and cultural components of Jewish traditions. The course texts draw on several types of literature, including philosophical and theological writings about God, Yiddish short stories, American graphic novels, ethnographic studies of Jewish communities, personal narratives, and critical histories. This wide array of texts is intended to introduce students to Jewish history, thought, practice, stories, and identities from different gendered, geographical, and cultural perspectives.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**RELI205 Hindu Lives**

Through fiction, autobiography, biography, art, a comic book, a city, and a village, this course explores some of the myriad understandings of what it is to be Hindu. In an effort to introduce students to Hindu culture and religion, a number of approaches shall engage the questions, What is Hindu *dharma*? and What is it to be Hindu? The class will also investigate the issue of "Hinduism," a term created in the 19th century to identify a Hindu "religion" rejected by many 21st-century Hindus. This issue expresses just one of many arising from the Indian experience of contact with the West. Overall, the course immerses students in the lives of Hindu individuals and communities so that we, as a class, can draw our conclusions about Hindu practices and meanings in different political, mythic, social, and cultural contexts.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**RELI209 Unthinkable Suffering: The Problem of "the Problem of Evil"**

This course will explore the difficulties of reconciling the existence of evil and suffering in the world with the existence of an omnipotent and benevolent God. How have Christian philosophers and theologians sought to justify God by redefining, relativizing, or even explaining away evil? We will explore traditional efforts to set forth "theodicies," or justifications of God's goodness, as well as the inadequacy of these schemes in the face of the horrors of the 20th century. How is it possible to account for evil that surpasses all understanding or suffering that is too great to explain away? How, in other words, can thinking think the unthinkable?

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: RUBENSTEIN, MARY-JANE VICTORIA SECT: 01

**RELI212 Introduction to the New Testament**

The purpose of this course is to provide an introduction to those writings of the earliest Christians that came to be included in the New Testament. These writings will be examined critically with respect to their social-historical origin, religious content, and place within the development of early Christianities. Interpreting early Christian texts constitutes the most important task in the study of the New Testament. We will, therefore, focus on a close reading of the New Testament in light of historical situations and social contexts in the Greco-Roman world, having as one of the chief aims of the course the acquisition of critical skills in reading and understanding the New Testament.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST214 PREREQ: NONE

**RELI215 Politics and Piety in Early Christianities**

This course is an introduction to the political, social, and religious world of Christianities during the first three centuries of the Common Era. Through discussion sessions, it will explore the controversy between emerging orthodoxy and heresy and its propagandistic impact upon the development of church organizations, interpretations of sexuality and the roles of women, the rise of gnosticism, and the formation of the Christian Bible.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: [MDST215 OR CCIV212] PREREQ: NONE

**RELI216 Secularism: An Introduction**

This course traces the idea and ideal of secularism from classic enlightenment texts to its contemporary incarnations: both liberal democratic principles of the separation of church and state as well as state-sponsored atheism in the Soviet Union and China. This is not an examination of secularization as a historical process, but rather secularism as an ideological project, encompassing both secularism as a realpolitik approach to governing multi-religious societies, the utopian ideals of secular humanism, and the relationship between secularism and the idea of religious freedom as a universal human right.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: REES216 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: QUIJADA, JUSTINE SECT: 01

**RELI219 Jewish Attitudes Toward Leisure and Entertainment in the Ancient World**

This course will examine how Jews adapted, exploited, or rejected the leisure activities and entertainments that were common in the ancient world. By examining theories of social play, students will develop an understanding of how Jews used games and leisure activities to strengthen communal bonds, transmit ethical values, and map the boundaries of Jewish identity.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**RELI220 Modern Christian Thought**

This course will provide an introduction to the field of Christian thought by exploring the relationship between conceptions of God and conceptions of selfhood, from St. Augustine through liberation, feminist, process, and neo-orthodox theologies. How do the ways people think about God reflect, support, or even interrupt the ways they think about the human subject? And what are the politics of thinking in different ways about the relationship between God and humanity?

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL220 PREREQ: NONE  
FALL 2012 INSTRUCTOR: RUBENSTEIN, MARY-JANE VICTORIA SECT: 01

**RELI221 Islam and Muslim Cultures**

This course provides an introduction to Islam and Muslim societies. It familiarizes students with the basic teachings and practices of Islam and examines commonalities and diversity in how Islam has been and continues to be practiced by Muslims, paying particular attention to peoples and places in South Asia and the Middle East. We further examine colonial and postcolonial relations through which the West and Islamic world have come to be understood as mutually distinct and antithetical to one another and as historical and contemporary forms of global and transnational interrelatedness that belie simplistic binaries and oppositions.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**RELI222 Religion in the United States**

This course is an introduction to religion in the United States with an emphasis on the diverse cultural influences that have informed religious life for Americans. The course materials acquaint the student with some of the major themes in American religious history, moving into an extended consideration of changes in the post-1965 era. We will highlight themes of migration, race, gender, American civil religion, and popular religion. We will pay specific attention to ongoing public debates about the role of religion in American civic life, politics, and popular culture, especially in light of September 11th and its aftermath.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST220 PREREQ: NONE

**RELI223 Chinese Buddhist Philosophy**

IDENTICAL WITH: PHIL322

**RELI224 Hasidism: European Origins and American Identities**

This course approaches Hasidism as a significant Jewish movement that began in the 18th century and continues today. The course is structured as two case studies. The first half of the course addresses how Hasidism emerged and the mystical content of Hasidic teachings, and the second half of the course focuses on questions of Jewish authenticity, identity, racialization, gender roles, and civil rights in the United States.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**RELI227 The Jews of the Islamic World from Muhammad to Modernity**

The current state of Jewish-Islamic relations is tragically fraught with mutual suspicion and competing historical narratives that are manifest as much in the religious as in the political arena. In the midst of this fractious debate, it is sometimes forgotten that Jews were for centuries a vital presence throughout the Islamic world and contributed in rich and dynamic ways to Islamic civilization right up to contemporary times. This course explores the complex historical relationship of the Jews of the Islamic world from the rise of Islam in the seventh century to the mass exodus of Middle Eastern and North African Jewry from their ancestral communities in modern times.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: RUSS-FISHBANE, ELISHA REUVEN SECT: 01

**RELI233 The People of the Book: Jewish Cultures and Jewish Canons**

Jewish cultures and Jewish canonical literatures have long existed in a mutually reinforcing and creative tension. This course is designed as an introduction to Jewish cultural and religious canonical literature, from biblical antiquity to modern times, through the lens of the religious, political, and social contexts of Jewish history. We will trace the evolution of Jewish literature from its origins in ancient Israel to its reinvention in modern America, paying careful attention to the process of evolution and expansion by which new ideas and changing sensibilities were either integrated with, or broke from, the voices of the past as they responded to the challenges of the present.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: RUSS-FISHBANE, ELISHA REUVEN SECT: 01

**RELI234 Sophomore Seminar: East European Jewish Experience**

IDENTICAL WITH: HIST156

**RELI236 Duty, Power, Pleasure, Release: Key Themes in Classical Indian Thought**

IDENTICAL WITH: ARHA291

**RELI242 Buddhism: An Introduction**

This course is an introduction to Buddhism in its major historical variations. Using both selected secondary sources and primary texts in translation, we will examine Buddhism as the product of two ongoing and historically situated discourses: the one belonging to scholars of Buddhism, and the other

to the tradition itself. The course begins with the mainstream tradition of early India, continues through the Mahayana transformation in South and East Asia, and concludes with a comparative look at the Buddhist traditions of Tibet and Japan and the relevance of these movements for contemporary “Western” Buddhism.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST242 PREREQ: NONE

**RELI253 Islamic Civilization: The Classical Age**

IDENTICAL WITH: HIST231

**RELI257 Protestantism: From the Reformation to the Religious Right**

IDENTICAL WITH: HIST261

**RELI259 Islam and/in the West**

Is there a “clash of civilizations” between Islam and the West? What distinguishes the two and why the conflict? This course, which assumes no familiarity with Islam, explores these questions and the assumptions underlying them. Through a historical and thematic exploration, we will delve into the notions of difference and the interests these have served, as well as the cultural, religious, and political dimensions of interaction at specific historical moments. These will include Arab imperialism, the Crusades, the Spanish *Reconquista*, European imperialism, Zionism, Islamist revivalism, Western Muslims, and the War Against Terror.

GRADING: A-F CREDIT: 1 GEN ED: SB5 PREREQ: NONE

**RELI261 Jewish History: From Biblical Israel to Diaspora Jews**

IDENTICAL WITH: HIST247

**RELI262 Jewish History: From Spanish Expulsion to Jon Stewart**

IDENTICAL WITH: HIST248

**RELI266 Talking About the Other: Jewish-Christian-Muslim Religious Polemic**

IDENTICAL WITH: HIST329

**RELI268 Anthropology of Black Religions in the Americas**

This course examines Afro-Creole religions and cultural expressions in selected communities throughout the Atlantic world. How were religious communities created under colonial domination? Under what conditions were religions shaped, and what shapes did they take? How are African-based religions produced through aesthetics and the ritual arts of spiritual talk and sermons, song, dance, drumming, and medicine-making? How do these religions continue to survive, thrive, and, in some cases, grow in the current historical period? This course will pay special attention to the yearly ritual cycle and its attendant festivals: Christmas, Carnivals, Lent, Easter, saints’ days, feasts, and pilgrimages, as well as the emergent spiritual and aesthetic traditions such as *Capoeira* and *Rara*. We will study Orisha religions like *La Regla de Ocha*, or *Lukumi*, in Cuba and the Latino United States; *Candomble* in Brazil; *Vodou* in Haiti; and *Garifuna* traditions and spiritism in Puerto Rico.

GRADING: A-F CREDIT: 1 GEN ED: SB5 IDENTICAL WITH: [AFAM387 OR LAST268] PREREQ: NONE

**RELI272 Religious Worlds of New York**

This course will explore the religious diversity of New York City—the promised city for many new Americans from throughout the world. It will focus, in large part, on the role of religion in defining the identities of New York’s immigrant and transnational communities by examining how religion shapes the incorporation of immigrants into American society while also helping some maintain enduring connections to their homelands. By focusing on the bewildering diversity of a single city, the course will also raise a fundamental theoretical and political question: How can a number of different communities living in their own sociocultural worlds negotiate a shared urban space and shared public sphere?

GRADING: A-F CREDIT: 1 GEN ED: SB5 IDENTICAL WITH: [ANTH255 OR AMST297] PREREQ: NONE

**RELI274 Romans and Christians: The World of Late Antiquity**

IDENTICAL WITH: CCIV275

**RELI275 Chosen Peoples, Chosen Nation**

This course will examine a range of social, political, and philosophical issues surrounding the concept of chosenness—the belief that a particular community (usually one’s own) has been singled out by God for some special favor or purpose. We will trace the roots of this concept in the Hebrew Bible and examine a number of religious communities (including Orthodox Jews, Black Hebrew Israelites, Puritans, and Rastafarians) who have claimed divine chosenness through narratives of Israelite descent. Above all, however, we will examine the role of chosenness in popular understandings of American national identity, tracing the history of U.S. claims to be a chosen nation.

GRADING: A-F CREDIT: 1 GEN ED: SB5 IDENTICAL WITH: AMST216 PREREQ: NONE

**RELI276 The Gospels and Jesus**

In this examination of the history and literature of the earliest writings about Jesus, attention will be given to the literary forms used in the composition of gospel literature, the social and religious functions of the traditions within believing communities, the role of imagination in the production of gospel texts, and the diversity of interpretations of Jesus in the early church. Readings will focus on the gospels of Matthew, Mark, Luke, John, Peter, Thomas, and “Q.”

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: CAMERON, RON SECT: 01

**RELI279 Liberation Theology and Pentecostalism in the Americas and Africa**

This course tackles the question: If liberation theology advocates a preferential option for the poor, why do the poor in the Americas often choose a preferential option for evangelical Protestantism? We will examine how liberation theology offers those concerned with human rights a moral compass for future action. For liberation theology, “the poverty of the poor is not a call to generous relief action, but a demand that we go and build a different social order” (Gutierrez, 1983). Indeed, liberation theology has been a powerful influence in many human rights movements in the Americas, from the Sandinista revolution to social movements in grassroots Brazil and Haiti. In contrast, for evangelical Christianity, the common good is a by-product of the righteous lives of believers as they enact the outward signs of personal salvation. This course examines both religious thought and analysis of various Christianities of the Americas and Africa, with particular attention to the ways religious thinkers and communities grapple with and resolve questions of human rights, evangelizing, and structural inequalities that arise in the recent era of globalization and neoliberal capitalism. Other topics will include the prosperity gospel, the growth of Christian NGOs, gender and machismo, and spiritual warfare. Case studies will include readings on Colorado Springs in the United States; Colombia; Brazil; Haiti; and Zimbabwe.

GRADING: A-F CREDIT: 1 GEN ED: SB5 IDENTICAL WITH: LAST306 PREREQ: NONE

FALL 2012 INSTRUCTOR: MCALISTER, ELIZABETH SECT: 01

**RELI280 Mixed in America: Race, Religion, and Memoir**

This course examines the history of mixed-race and interfaith identities in America. Using the genre of the memoir as a focusing lens, we will look at the various ways that Americans of mixed heritage have found a place, crafted an identity, and made meaning out of being considered “mixed.” How has being multiracial or bi-religious changed in the course of history in the United States? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage, gender, sexuality, and marriage; and some literary and media representations of mixed-heritage people.

GRADING: A-F CREDIT: 1 GEN ED: SB5 IDENTICAL WITH: [AFAM282 OR AMST242] PREREQ: NONE

**RELI281 The Sociology of Religious Movements**

IDENTICAL WITH: SOC286

**RELI282 Modern Shamanism: An Introduction**

This class examines shamanism as a field of practice and an academically constructed idea. Students will be introduced to theories scholars have offered to explain, and explain away, shamanic practices, from the idea that shamans were primitive schizophrenics to recent studies that place shamanism within the context of global identity politics. Course materials will be supplemented by audiovisual materials from the instructor’s fieldwork with shamans in Buryatia.

GRADING: A-F CREDIT: 1 GEN ED: SB5 IDENTICAL WITH: REES282 PREREQ: NONE

**RELI285 Religion and National Culture in the United States**

IDENTICAL WITH: AMST236

**RELI287 The End of the World: The Millennium and the End Times in American Thought**

Eschatology [Gk, *eschatos* last, farthest]: A branch of theology concerned with the final events in the history of the world or of mankind. This course examines how some religious groups in the United States herald the hastening of the End Times, when a Messiah will appear to cleanse the earth of all unrighteousness. The course examines various American eschatologies and the religious communities that imagine them. Included are Puritans, Messianic Jews, Christian evangelicals and fundamentalists, Branch Davidians, Rastafari, the Nation of Islam, and Christian identity in genres of representation including fiction, film, and popular music. Among the themes we will discuss will be Americanism, or the ways groups imagine the United States to be favored by God, religious politics, and the ways American eschatologies are gendered and racialized.

GRADING: A-F CREDIT: 1 GEN ED: SB5 IDENTICAL WITH: AMST288 PREREQ: NONE

**RELI288 Buddhism in America**

Buddhism has been in America for slightly more than 100 years. Although this is a comparatively short period of time, already there appear to be new directions as well as distinctive concerns that warrant the claim that an American Buddhism has begun to emerge. Issues such as purity, equality, and authority, for example, have all come to the fore as the various traditions of Buddhism make their way onto American soil. This seminar will be a philosophical and sociohistorical examination of some of these issues and themes in contemporary Buddhism in America.

GRADING: A-F CREDIT: 1 GEN ED: SB5 IDENTICAL WITH: EAST286 PREREQ: [RELI242 OR EAST242]

**RELI289 Religion and Indigenous Identity Politics**

From stereotypes about wise old Indians to contemporary U.S. repatriation legislation, religious practice figures prominently in indigenous identity politics around the world. Religion can be profoundly sustaining to native com-



munities and, at the same time, fraught with stereotypes and contradictory demands. This class examines these stereotypes, contradictions, and convictions with empathy and a critical eye.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
FALL 2012 INSTRUCTOR: QUIJADA, JUSTINE SECT: 01

**RELI290 Jews Under Christianity and Islam: Borders, Boundaries, and Coexistence**  
IDENTICAL WITH: HIST301

**RELI292 Reason and Revelation: An Introduction to the Philosophy of Religion**  
With the dawning of the Age of Reason, Western societies began to witness the gradual erosion—or in some cases, the violent upheaval—of nearly every traditional source of religious and political authority. Events like the Protestant and English Reformations, the invention of the printing press, the emergence of modern science, and the revolutions in France, America, and Haiti prompted the opening of a profound rift between the claims of reason and the claims of revelation. This course will examine some major texts that evaluate the claims of religion in the light of philosophy, or vice versa, to navigate the modern distinction between the sacred and the secular.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: PHIL282 PREREQ: NONE

**RELI294 Judaism and the Philopic Path: An Introduction to Maimonides**  
“From Moses to Moses, there is none like Moses”: Few individuals have left as profound a mark on Jewish and Western thought as the medieval Jewish sage, Moses Maimonides (1138–1204). Court physician, legal codifier, communal leader, and iconic philosopher, Maimonides was both revered and reviled in his lifetime and has been the object of endless interpretation (misinterpretation) over the ages. This course offers a thorough introduction to the life and legacy of Maimonides, beginning with his writings and career in medieval Egypt through modern revisions of his message in contemporary America.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
SPRING 2013 INSTRUCTOR: RUSS-FISHBANE, ELISHA REUVEN SECT: 01

**RELI295 Cosmopolitan Islams**

The widespread transnational migration of Muslims to North America, Australia, and Europe and the proliferation of interregional and globalizing Islamic movements raise a number of thematic issues this course will explore: How do Muslims understand differences between themselves and non-Muslims, how do Muslims apprehend and manage differences among themselves, and what transnational and interregional forms of identification and sociopolitical forms of organizing do they develop? We will examine these questions not only in relation to contemporary Muslim movements, but historical precursors as well.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ANTH294 PREREQ: NONE

**RELI297 Constructing Hinduism and Islam**

What is Hinduism? What is not? Is Islam a religion or a way of life? What is the difference? The meanings of few words are as greatly contested as that of “religion.” For Western (primarily Christian) observers, Hinduism and Islam have acted as foils for their self-perceptions of faith, practice, modernity, and culture. More significantly, Western scholars of religion, in the course of their studies, have influenced the self-understanding of those who identify themselves as Hindu and Muslim. The concept of religion continues to play a significant role in both nation formation and international affairs. Using theory critiquing the category of religion, we will explore the application of this term by Westerners in South Asia and the Middle East and investigate the continuing debate regarding the identities of these religions both by those within and outside these traditions.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: HIST276 PREREQ: NONE

**RELI298 Religion and History**

IDENTICAL WITH: HIST323

**RELI299 National Religions and Political Rituals**

This class examines national religions, political rituals, and the role of religion in constructing both secular and not-so-secular nations. Classic texts on religion are interspersed with case studies from Western and Eastern Europe, Russia, Japan, and Bali to help us understand the intersections between nations, states, religious identities, and ritual practices. No previous knowledge of the study of religion is required.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: REES299 PREREQ: NONE

SPRING 2013 INSTRUCTOR: QUIJADA, JUSTINE SECT: 01

**RELI301 History of Religion**

A study of the history of the academic study of religion, using critical themes (e.g., myth, ritual) as points of entrée into the discipline.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

**RELI302 Parable and Paradox: Kierkegaard's Pseudonymous Works**

In addition to the works written under his own name, the quasi-philosopher/quasi-theologian Soren Kierkegaard attributed a number of “his” texts to characters he had created. Each of these pseudonymous authors has a distinct personality and set of concerns, but the texts all attempt in various ways to express the inexplicable. In this class, we will read five of these works, exploring their structures (dialectical, narrative, epistolary, etc.), major philo-

literary devices (repetitions, disavowals, digressions, parables, and paradoxes), and means of authorial erasure. Above all, we will ask why this body of work appears under names other than Kierkegaard's and what they had to say that couldn't be said directly.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**RELI304 God After the Death of God: Postmodern Echoes of Premodern Thought**

The proclamation is well known: Nietzsche's madman cries throughout the marketplace that “God himself is dead, and we have killed him.” This message has appeared on magazine covers, T-shirts, and coffee mugs, but what, exactly, does it mean? Which “God” is it that “we” have killed, and how? Even more puzzlingly, how is it that Christian thought is not entirely disabled by this claim? This advanced seminar will explore various post-Nietzschean attempts to come to terms with the eclipse of the very source of traditional Christian thinking and will track the ways in which these strategies resonate with pre-modern, mystical theologies.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST305 PREREQ: NONE

**RELI305 Gender and Islam: Beyond Burkas, Fatawas, and the Shariah**

IDENTICAL WITH: FGS5305

**RELI306 The Variety of Religious Expressions: Movements, Mediation, and Embodiment in an Anthro. Perspective**

This course takes as its point of departure today's global proliferation of religious movements and media and explores the following questions: What are the similarities and differences among India's Hindutva movement, Christian Evangelical groups in the United States, Hamas and the Muslim Brotherhood in the Middle East, and protests led by Buddhist monks in Myanmar? What role do various forms of mediation—including the body and embodied practice—and religious texts, cassette sermons, television serials, documentaries, the Internet, and blog sites play in promoting, shaping, spreading, and containing religious practices and belief? A seminar designed for mid- to upper-year undergraduate students who want to learn about the myriad forms of religious expression in today's world, this course consists of three thematic sections. In the first section we will explore various theorists' attempts to carve out a universal category of religion and the ways in which this categorization has been problematized. In the second thematic section, our class will examine how “religion” comes to be separated analytically from other categories of experience such as politics, economics, and the secular, and we examine how interrelations between these categories are reestablished. In the third and final thematic section, students will bring their sharpened analytic faculties to bear on contemporary religious expressions and examine a variety of contemporary religious media and movements.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ANTH313 PREREQ: NONE

**RELI307 Ritual**

Religion can be defined through beliefs or traditions or texts, but it always takes physical form through ritual. Ritual is the one universal in religion, but the question of how to understand ritual is possibly the most contested question in the study of religion. Can a ritual be read like a text? How do symbols produce effects, and how should we understand these effects? What is performative speech and how does it work? How does ritual behavior reflect and shape social relationships? This course introduces students to the major approaches of studying ritual. The readings draw heavily, but not exclusively, on anthropological approaches to ritual, both classic texts and recent innovative approaches focusing on language and embodiment. Students will be required to do practical fieldwork observations of rituals so that they can put these texts in dialogue with their research experience.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

FALL 2012 INSTRUCTOR: QUIJADA, JUSTINE SECT: 01

**RELI308 Tracing Transcendence: Emmanuel Levinas's Talmudic Lectures**

IDENTICAL WITH: HIST315

**RELI311 Ethnicity, Religion, and Class in the Middle East and the Balkans**

IDENTICAL WITH: HIST311

**RELI333 Global Christianity**

IDENTICAL WITH: HIST265

**RELI343 Tibetan Buddhism**

For centuries Tibet and Tibetan Buddhism have held an allure and mystique for Westerners that is akin to the magical kingdom of Shangri-la. This course will explore the realities as well as the myths of Tibet and Tibetan Buddhism. We shall survey the geographical, cultural, and religious landscape of Tibet prior to the advent of Buddhism and, thereafter, focus upon the introduction of Buddhism and its subsequent development there. We shall attempt to plumb the complex interface of religion, culture, and politics as practiced within the Tibetan context as well as to glean an appreciation of the distinctly Tibetan flavor of Buddhist tantric theory and practice. To do the latter, we shall draw both upon a number of Tibetan biographies

as well as specific Tibetan Buddhist rituals. Finally, we shall look at the contemporary situation of Tibetans today.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: EAST343 PREREQ: [RELI242 OR EAST242]

#### RELI355 Mystical Traditions in Islam

IDENTICAL WITH: HIST337

#### RELI356 From Chinese Chan to Japanese Zen: Dōgen and Buddhism's Place in the World

IDENTICAL WITH: HIST356

#### RELI373 Religion, Science, and Empire: Crucible of a Globalized World

The development of modern science—and of modernity itself—not only coincided with the rise of European imperialism, it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemologies.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: SIS373 PREREQ: NONE

#### RELI374 Scribes, Seers, and Sages: The Cultures of Early Judaism

This seminar will trace the roots of Jewish society in the Mediterranean during the first thousand years of Jewish history. These Jewish communities produced a variety of literatures, including the Dead Sea Scrolls; apocalyptic and apocryphal texts; Greco-Jewish philosophy, drama, and poetry, as well as the classics of the Rabbinic tradition. By investigating this literature along with ancient archives, inscriptions, and Jewish art and architecture, this course demonstrates the richness and diversity of the Jewish experience and explores the institutions and experiences that bound Jews scattered throughout the Mediterranean together as a collective. Special attention will be paid to the formation of Jewish identity in the context of imperial cultures, the efflorescence of Jewish literary and cultural expression in the Hellenistic Diaspora, the boundaries of Jewish sectarianism, the birth of the ancient synagogue, and the evolution of Rabbinic Judaism.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### RELI376 The Peoples of the Books: Sacred Texts in Social Contexts

This course will explore the diverse roles of sacred texts in the everyday lives of religious communities. It will focus, in large part, on differing understandings of scripture in the Jewish, Christian, and Muslim traditions, but it will pose a set of theoretical questions about textual interpretation and authority that are relevant to a wide range of religious (and secular) traditions. How, we will ask, do individuals and communities engage with religious texts and narratives? How do social structures and institutions shape the process of textual interpretation? How is the immense authority of sacred texts negotiated in the context of everyday social life? How are ancient texts reimagined in contemporary literary works and artistic productions? How, in short, do texts and communities—peoples and their books—work to construct each other in religious life?

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### RELI377 Worlding the World: Creation Myths from Ancient Greece to the Multiverse

This course will focus on two questions that have thwarted and enthralled scientists, philosophers, and theologians for millennia: Where have we come from? and Where are we going? By reading ancient Greek and early Christian sources alongside contemporary astrophysicists, we will witness the reconfigured resurrection of some very old debates about the creation and unmaking of the world. Is the universe eternal, or was it created? Is it finite or infinite? Destructible or indestructible? Linear or cyclical? And is ours the only universe, or are there others?

The semester will be divided into four sections. The first will explore the dominant, or “inflationary,” version of the big bang hypothesis in relation to the Christian doctrine of creation. The second will consider the possibility that the whole universe might be a negligible part of a vast “multiverse,” in conversation with the early Greek atomists, who posited an extra-cosmic space teeming with other worlds. The third will explore contemporary cyclical cosmologies—that is, theories that posit a rebirth of the cosmos out of its fiery destruction—in relation to early Stoic philosophy and cross-cultural cyclic mythologies. The fourth will explore quantum cosmologies, in which the universe fragments into parallel branches each time a particle “decides” upon a position. We will examine these varied “cosmologies of multiplicity,” not with a view toward adjudicating among them, but toward pointing out their mythic and ontological genealogies and consequences.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [CHUM377 OR SIS377] PREREQ: NONE

#### RELI379 Christianity and Sexuality

This course will explore a range of Christian teachings on attitudes toward, and technologies of, sex and sexuality. We will read medieval and modern theologians of sexuality, as well as contemporary historical, sociological, and cultural studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and transgendered practices and identities, and reproductive rights.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [FG5309 OR AMST379] PREREQ: NONE

#### RELI380 The Gospel of Mark and Christian Origins

Borges has written that “the generations of men, throughout recorded time, have always told and retold two stories—that of a lost ship which searches the Mediterranean Sea for a dearly beloved island and that of a god who is crucified on Golgotha.” This seminar will examine the fateful construction of an epic hero myth of Christian origins by tracing the social history and patterns of sectarian formation coursing through and under the Gospel of Mark. Through a close reading of Mark’s parables and controversies, aphorisms and anecdotes, miracle stories and passion narratives, analyzed contextually with contemporaneous Jewish, Greek, Roman, and Christian literature, the Gospel will be exposed as an apologetic rationalization of a specific apocalyptic mythology.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### RELI381 Religions Resist Modernity

Why did the Taliban forbid television? Why do creationists reject evolution? Why did Gandhi insist that Indian nationalists spin their own thread? Throughout the last century, resistance has risen to modernity, and religion has played an increasingly important role in challenging the globalization of modern Western values. This seminar will explore how Europe transformed itself into a modern society with worldwide influence. Then it will investigate how the Lakota Sioux, Christian creationists, Mohandas Gandhi, the Branch Davidians, and the Taliban each have used religion in an attempt to resist some aspect of modernity, either outside the Western world or within it.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

FALL 2012 INSTRUCTOR: GOTTSCHALK, PETER S. SECT: 01

#### RELI384 The Making of American Jewish Identities: Blood, Bris, Bagels, and Beyond

Jewish identities in the United States, and perhaps elsewhere, have been difficult to define in categorical terms. Jewishness is often seen, and lived, as an amorphous peoplehood—on the boundaries of such categories as religion, race, ethnicity, nation, class, and culture. This course will examine some of the conceptual and political categories that have been used, since the 19th century, to construct American Jewish identities. By examining the ties and tensions among these categories of identity, students will gain a new understanding of American Jewishness, as well as a critical perspective on the process of collective identity formation. What, we will ask, does the proliferation of conceptual categories around Jewishness tell us about the nature of collective identity, as such? Is Jewishness somehow unique, or distinctive, in this categorical multiplicity? Or does the ambiguity of American Jewishness give us insight into the ambiguities of other identities?

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST383 PREREQ: NONE

#### RELI385 Performance Studies

IDENTICAL WITH: THEA316

#### RELI388 Socially Engaged Buddhism—East and West

For the past several decades, a new movement within Buddhist communities has been emerging that aims at joining the tenets and practices of the tradition with various forms of activism—involving social, political, economic, and ecological concerns. Termed “socially engaged Buddhism,” this phenomenon and perspective can be seen throughout Asia—in examples such as the work of Thich Nhat Hanh in Vietnam, Sulak Sivaraksa in Thailand, the Dalai Lama on behalf of Tibetans, and Aung San Suu Kyi in Burma—as well as, more recently, in various forms and locations throughout the West. This course will explore in some depth the history and contours of this emerging religious and social phenomenon.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: [RELI242 OR EAST242]

#### RELI391 Religion and the Social Construction of Race

In this course we examine aspects of the intersections between race and religion in a number of historical and social contexts. We place at the center of our discussions the question of how race and religion are co-constructed categories that function as a prism through which people come to understand and experience their own identities and those of others. We will privilege interpretations that emphasize (a) the intersections of race and religion as a process in which power plays a pivotal role; and (b) means through which communities form collective identities.

We will read a range of historical analysis and primary source materials from the United States and the Caribbean. After a theory module, we will examine a colonial-era captivity narrative, antebellum pro-slavery document,

missionary works, analyses of anti-Semitism, works on Father Divine, the Nation of Islam, Rastafari, Haitian Vodou, Jonestown, the Christian White Supremacy movement, as well as the contemporary United States relationship to the Middle East.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AFAM280 OR AMST297] PREREQ: NONE

#### RELI395 The Anthropology of Religion

What do we study when we study religion? What can be observed, documented, and concluded from the anthropological study of religion? This course will introduce students to a cross-cultural, comparative perspective on religious practice and belief, and has a significant methods component. Students will be expected to do independent field research in a local religious community. Methodological exercises will be interspersed with theoretical readings that focus on religious practice and religious speech.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: ANTH395 PREREQ: NONE

#### RELI396 Performing Jewish Studies: History, Methods, and Models

Jewish studies is broad in terms of disciplinary approaches and diverse in the ways it conceives its subject matter. This course will focus on the historical roots of the field of Jewish studies, models that advance theories and methods of Jewish studies, and on how such studies are being differently forged and performed in different disciplines, including Jewish history, Jewish literary studies, anthropology, sociology, and religious studies. For each of these areas of study, the seminar will examine a classical seminal work as well as outstanding recent ones that are on the frontiers of knowledge. Talks by a number of invited guest speakers will be a required part of the seminar.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: HIST313 PREREQ: NONE

#### RELI398 Majors Colloquium in Religious Studies

This course is designed to teach us how to reflect critically upon the theories, methods, and discourses that constitute the academic study of religion. We will be concerned with current studies in history and the history of religions; the interpretation of texts, including the Bible; philosophy of religion and theology; anthropology; cultural studies; and feminist theory. Our task is to understand and assess how scholars of religion make critical judgments. And so, since the building blocks of argumentation remain constant—definitions, classifications, data, and explanations—we will seek to identify and evaluate each scholar's principles of selection, means of description, stipulation of evidence, use of comparative categories, and methods and models of argumentation.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: GOTTSCHALK, PETER S. SECT: 01

#### RELI401/402 Individual Tutorial, Undergraduate

GRADING: OPT

#### RELI409/410 Senior Thesis Tutorial

GRADING: OPT

#### RELI411/412 Group Tutorial, Undergraduate

GRADING: OPT

#### RELI465/466 Education in the Field, Undergraduate

GRADING: OPT

#### RELI467/468 Independent Study, Undergraduate

GRADING: OPT

#### RELI474 Secularization and Secularism

This course examines historical processes of secularization, religious adaptation, resistance to secularization, and varieties of modern secularism.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### RELI475 Religion and Politics: Faith and Power in Comparative-Historical Perspective

This course examines the relationship between religion and politics historically in the contemporary world and across diverse religious traditions. We discuss the relationship of religion to the rise of the modern state, church-state relations, religious social movements, and the sources of religious conflict and violence.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### RELI476 Introduction to the Sociology of Religion

This course examines classical and contemporary theoretical perspectives on the nature of religion as a social institution and cultural system. Themes will include sociological definitions of religion and the rise of capitalism, modernity, and belief and patterns of religion's reconciliation with modern society.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### RELI477 Conversion: Patterns of Individual and Cultural Transformation

This course examines conversion as an individual, social, and cultured process involving a change from one system of beliefs and behaviors to another. We will evaluate social-scientific approaches to the phenomenon of conversion and examine and compare examples drawn from history and the contemporary world. Readings will focus on the conditions and outcomes of conversion processes, the missionary/convert relationship, and the contexts of cultural interaction in which conversion succeeds or fails.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### RELI478 Buddhist Art of Asia

Study of the philosophical underpinnings, use, and social significance of select genres of Buddhist art in India, China, Tibet and Indonesia. Special attention will be given to ways of representing Buddhist concepts, values, and practices through visual narrative strategies.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

#### RELI479 Judaism and Race

Before race became a named category used to differentiate between human bodies, Jewish converts to Catholicism in medieval Spain became suspect subjects due to the "purity" of their "blood" (*limpieza de sangre*). Beginning with the Spanish debates regarding pure and impure bodies, this course traces the relationship between Jews and racial categories to the 21st century. The course focuses on how evolving definitions of "race" and "Jewishness" have correlated and conflicted in varied and sometimes surprising ways. We will read about theories of race, examine their direct ties to European colonial projects, and discuss the pervasive impact of these theories and projects on contemporary societies. We will consider questions such as, What does "race" mean in particular times and places? How have Jews been racialized and how have Jews represented themselves in terms of racial categories? Why does race continue to inform social thought and institutions in such prominent ways and how do we situate Jews in these contexts? Case studies will address the question of Jewish "whiteness" in various geographical contexts, crypto-Jews in the United States, and *mizrahim* ("eastern" Jews) in Israel.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### RELI480 Sacred Mountains in Buddhist Asia

By approaching Buddhism "on the ground" through a close study of key sacred mountains, students in this course will come to an understanding of various Buddhist practices and their philosophical, cosmological, and soteriological frameworks. Monks, hermits, and lay practitioners alike acknowledge the transformative power of sacred mountains; nevertheless, their methods of and motivations for encountering these mountains can be quite divergent.

This course begins with an introduction to geographical approaches to the study of religion that we will then employ throughout the semester to analyze and compare the conceptions of sacred space found across Buddhist Asia. Through case studies of mountain-based Buddhist traditions in India, Tibet, Mongolia, China, and Japan, we will investigate themes such as identity, ritual, pilgrimage, asceticism, religious experience, cosmology, and material culture.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### RELI482 Jewish Art and Rituals in Context

IDENTICAL WITH: ARHA212

#### RELI484 Religion and Law in the United States

This course addresses the complex and continually contested relationship between law and religion in the United States. The course will include three main components: (1) a historical overview that examines how this relationship has changed over time, starting with the colonial period; (2) a study of varied theoretical approaches from the fields of religious studies and law and society on subjects such as the boundaries of state power, what counts as religion, and how state actors (judicial and legislative bodies) have justified legal decisions regarding religious practices and identities; and (3) an analysis of significant Supreme Court decisions pertaining to religion and law but also related to intersecting issues of race, gender, and homosexuality. Among other topics, we will discuss the criminalization of religious practices such as peyote consumption and snake handling and civil rights protection for religious groups such as the Supreme Court's decision to grant race-based rights to Jews.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

## HEBREW

#### HEBR101 Elementary Hebrew I

This first part of a two-semester course is designed to develop the basic language skills: reading, writing, speaking, and listening comprehension, and basic Hebrew grammar. Emphasis is on modern Israeli Hebrew. No previous knowledge of Hebrew is required. Multimedia and authentic resources will be incorporated into class work. Independent lab work, as well as participation in cultural and literary enrichment activities by Israeli scholars, is required.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: KATZ, DALIT SECT: 01

#### HEBR102 Elementary Hebrew II

This course is a continuation of **HEBR101** with emphasis on enlarging vocabulary, grammar, composition, and further developing language skills. Videotapes and computer programs will be used to enhance listening and comprehension. Exposure to cultural material will also be included. Independent lab work, as well as participation in the Israeli film festival, is required.

GRADING: A-F CREDIT: 1 PREREQ: HEBR101  
SPRING 2013 INSTRUCTOR: KATZ, DALIT SECT: 01

**HEBR201 Intermediate Hebrew I**

This course follows **HEBR101** and **102**. Emphasis is divided among the four basic language skills: reading, writing, speaking, and listening comprehension. Instruction of Hebrew grammar will be enhanced. Multimedia resources as well as computer programs will be used in the appropriate cultural context. Lab work with digitized film is required. Israeli scholars' visits will be integrated into course curriculum.

GRADING: **A-F** CREDIT: **1** GEN ED: **HA** PREREQ: **HEBR102**  
 FALL 2012 INSTRUCTOR: **KATZ, DALIT** SECT: **01**

**HEBR202 Intermediate Hebrew II**

This course is a continuation of **HEBR201** with more advanced grammar and increased emphasis on speaking as well as reading more complicated texts including literary texts. Various multimedia resources, computer programs, and the Internet will be used to enhance listening, composition, and comprehension skills. Exposure to appropriate cultural material such as Israeli films and newspapers will also be included. Lab work with digitized film is required, as well as participation in the Israeli film festival.

GRADING: **A-F** CREDIT: **1** GEN ED: **HA** PREREQ: **HEBR201**  
 SPRING 2013 INSTRUCTOR: **KATZ, DALIT** SECT: **01**

**HEBR211 Hebrew Literature**

This seminar will survey contemporary Hebrew poetry, prose, plays, and films with emphasis on aspects of sociohistorical issues and the ways in which modern Hebrew literature enriches and brings deeper understanding of collective Jewish experiences and detects and shapes the reality of modern Israel. This course will seek to increase the fluency and complexity of the students' expression and comprehension and generate a greater appreciation of the uniqueness of the language. Literary scholars' visits will be incorporated into the curriculum.

GRADING: **A-F** CREDIT: **1** GEN ED: **HA** PREREQ: **HEBR202**  
 FALL 2012 INSTRUCTOR: **KATZ, DALIT** SECT: **01**

**HEBR401/402 Individual Tutorial, Undergraduate**

GRADING: **OPT**

**HEBR409/410 Senior Thesis Tutorial**

GRADING: **OPT**

**HEBR411/412 Group Tutorial, Undergraduate**

GRADING: **OPT**

**HEBR465/466 Education in the Field, Undergraduate**

GRADING: **OPT**

**HEBR467/468 Independent Study, Undergraduate**

GRADING: **OPT**

**HEBREW STUDIES****HEST215 Yiddish Cultural Expression: Music, Theater, Literature, Film**

IDENTICAL WITH: **MUSC297**

**HEST228 Jewish Art and Rituals in Context**

IDENTICAL WITH: **ARHA212**

**HEST230 "Israel on the Road:" Making Road Trip Films with Filmmaker Dani Menken**

This is a practical script and directing master class in making documentary and fiction road trip films. We will be analyzing in-depth the making of Dani Menken's award winning films. Lessons will include behind-the-scenes discussions on the "journey of the filmmaker" versus the "journey of the characters"; writing and critiquing scripts; analyzing other international award-winning road trip films; reading, reviewing, and analyzing Dani's script-in-progress cowritten with best selling author and writer Eshkol Nevo; and how to shoot.

GRADING: **A-F** CREDIT: **1** GEN ED: **HA** PREREQ: **NONE**

**HEST236 Revival of the Israeli Cinema**

This course will analyze the possible reasons for the current revival of Israeli cinema. We will explore the history of Israeli filmmaking in the context of the changes that the political and social climates in Israel have undergone over the years, focusing on the developing cinematic styles and the rises and falls of various cinematic movements. Selected Israeli films will be examined and discussed.

GRADING: **A-F** CREDIT: **1** GEN ED: **HA** PREREQ: **NONE**

**HEST401/402 Individual Tutorial, Undergraduate**

GRADING: **OPT**

**HEST409/410 Senior Thesis Tutorial**

GRADING: **OPT**

**HEST411/412 Group Tutorial, Undergraduate**

GRADING: **OPT**

**HEST465/466 Education in the Field, Undergraduate**

GRADING: **OPT**

**HEST467/468 Independent Study, Undergraduate**

GRADING: **OPT**

## Romance Languages and Literatures

<b>PROFESSORS:</b>	Andrew Curran, <i>French</i> ; Bernardo Antonio González, <i>Spanish</i> ; Ellen Nerenberg, <i>Italian</i> ; Jeffrey Rider, <i>French</i> , <i>Chair</i> ; Norman R. Shapiro, <i>French</i>
<b>ASSOCIATE PROFESSORS:</b>	Michael Armstrong-Roche, <i>Spanish</i> ; Robert Conn, <i>Spanish</i> ; Fernando Degiovanni, <i>Spanish</i> ; Typhaine Leservot, <i>French</i> , <i>College of Letters</i> ; Catherine Poisson, <i>French</i>
<b>ASSISTANT PROFESSORS:</b>	Maria Ospina, <i>Spanish</i> ; Stéphanie Ponsavady, <i>French</i>
<b>ADJUNCT PROFESSORS:</b>	Octavio Flores-Cuadra, <i>Spanish</i> ; Ana Pérez-Gironés, <i>Spanish</i>
<b>ADJUNCT ASSISTANT PROFESSOR:</b>	Louise Neary, <i>Spanish</i>
<b>ADJUNCT INSTRUCTOR:</b>	Daniela Viale, <i>Italian</i>
<b>ADJUNCT LECTURER:</b>	Catherine Ostrow, <i>French</i>
<b>DEPARTMENTAL ADVISING EXPERTS 2012–2013:</b>	Catherine Poisson, <i>French Studies</i> ; Robert Conn, <i>Spanish and Iberian Studies</i> ; Ellen Nerenberg, <i>Romance Studies and Italian Studies</i>

Students interested in enrolling in French, Italian, or Spanish at the elementary or intermediate levels are urged to do so during their first and sophomore years. Department policy gives priority to first-year and sophomore students in our language classes (numbered **101–112**) to allow students to study abroad and to meet the requirements of those programs requiring language study. Juniors and seniors who wish to take elementary and intermediate language courses should submit an online enrollment request and attend the first class. They may be accepted during the drop/add period if seats become available. Should a junior or senior enroll in the first course of an ampersand sequence (such as **101–102**), he or she will have priority for the second course, just like first-year and sophomore students.

Beginning with the Class of 2013, all students graduated with a major in the department will be required to complete a capstone project in the course of their senior year.

### FRENCH STUDIES

The French studies major provides students with a command of the French language sufficient to live and work successfully in a French-speaking environment. It enables them to develop an in-depth knowledge of French-language literatures and critical approaches, and, through it, an awareness of French and Francophone modes of thought and expression. It also offers them the opportunity to develop simultaneously a broad knowledge of French and Francophone cultures through a flexible, interdisciplinary program combining course work in a number of fields that may serve as the basis for future work or further academic or professional studies. The major consists of a minimum of eight courses:

**\* Four FREN courses numbered 220–399.**

- **FREN215** or the equivalent is the prerequisite for all **FREN** courses numbered **220** or higher.
- Courses numbered **220–299** are introductory courses intended for students who have completed **FREN215**, have taken an equivalent course elsewhere, or who have placed out of **FREN215** through the placement test. In general, these courses are designed for students who have not yet studied abroad in a French-speaking country.
- **300**-level courses are upper-level courses intended for students who have already completed two courses in French beyond **FREN215** or who have studied abroad in a French-speaking country for at least a semester.

**\* Four other courses whose content is devoted substantially to the study of French or Francophone literature, history, culture, or society.**

These courses may be in French or English and may include

- Courses from the French section's normal offering of **200**- or **300**-level courses.
- Courses listed as **FRST** (French Studies) or **FIST** (French, Italian, Spanish in Translation).
- Courses taken through approved study-abroad programs.
- Courses offered by other departments and programs on campus that treat French or Francophone culture, politics, or history. These courses must be approved by the student's major advisor.

A minimum grade of B- is required for courses taken on campus to count toward the **FRST** or the **RMST** major where the student is combining French with one or two other Romance cultures.

All majors are strongly encouraged to spend at least one semester studying abroad in a French-speaking country. In addition to Wesleyan's program in Paris (the Vassar-Wesleyan Program), Wesleyan-approved study-abroad programs currently exist in Cameroon, France (Aix-en-Provence, Grenoble), Madagascar, and Senegal. Wesleyan also sends one exchange student a year to the Institut d'Etudes Politiques in Paris. Students who have strong academic reasons for wishing to participate in other French-based programs may also petition the International Studies Committee for permission to do so. For information on the approved programs and the petition process, contact the Office of International Studies, 105 Fisk Hall (gwinter@wesleyan.edu).

### ITALIAN STUDIES

**Requirements for the Italian studies major**

- Nine courses above the level of **102** (i.e., **111** and higher)
  - At least one course taken in Italian at Wesleyan after study abroad
- Allowance: One course of these nine may be taken through the medium of English

**The major at a glance**

- One course in Italian post-study abroad required
- Students are highly encouraged to satisfy the post-study abroad requirement in the semester they return to campus.
- Four credits from Bologna accepted
- Only one of these may be on a topic that is not Italian in nature (i.e., Economy of Russia taken at the Università di Bologna).
- Lecce credit accepted only for students who have completed through **102** only before study abroad.
- If a student attends a study abroad program other than ECCO, a review of the number of credits that will be accepted into the major will be required.
- Students placing into **221** or higher are required to complete nine courses, three of which may be in English. One of the six minimum courses in Italian must be taken in the senior year.

**Sample transcripts:**

YEAR	SEM	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT 5
<b>FR</b>	F	ITAL101	ITAL101			ITAL221
	S	ITAL102	ITAL102			ITAL2++
<b>SO</b>	F	<b>ITAL111</b>	<b>ITAL111</b>	ITAL101	ITAL101	ITST**
	S	<b>ITAL112</b>	<b>ITAL112</b>	ITAL102	ITAL102	ITAL2++
<b>JU</b>	<b>F</b>	<b>ECCO</b> <b>ECCO</b> <b>ECCO</b> <b>ECCO</b>	<b>ITAL221</b>	<b>ITAL111</b>	<b>Lecce (= ITAL111)</b> <b>ECCO (= ITAL112)</b> <b>ECCO</b> <b>ECCO</b>	<b>ECCO</b> <b>ECCO</b> <b>ECCO</b> <b>ECCO</b>
	<b>S</b>	<b>ITAL2++ or ITST*</b>	<b>ECCO</b> <b>ECCO</b> <b>ECCO</b> <b>ECCO</b>	<b>ECCO</b> <b>ECCO</b> <b>ECCO</b> <b>ECCO</b>	<b>ITAL2++</b> <b>ITAL2++ or ITST*</b>	<b>ITAL2++ or ITST** (or 0)</b>
<b>SE</b> <b>***</b>		<b>ITAL2++ or ITST*</b> <b>ITAL2++ or ITST*</b>	<b>ITAL2++ or ITST*</b> <b>ITAL2++ or ITST*</b>	<b>ITAL221 and ITAL2++</b> <b>ITAL2++ and ITST* or ITAL</b>	<b>ITAL2++ or ITST*</b> <b>ITAL2++ or ITST*</b>	<b>ITAL2++ (or 0)***</b> <b>ITAL2++ (or 0)</b>
<b>NOTES:</b>		* 1 <b>ITST</b> course permitted for the major. ** Up to 3 <b>ITST</b> permitted for the major for students placing into <b>221</b> or higher. *** One <b>ITAL</b> must be taken in the student's senior year.				
<b>KEY:</b>		<ul style="list-style-type: none"> <li>• Courses in bold: accepted as courses for <b>ITST</b> major</li> <li>• F = Fall / S = Spring</li> <li>• <b>ITAL</b> = courses taken through the medium of Italian at Wesleyan (in RLL)</li> <li>• <b>ITST</b> = courses on Italian literature/culture taken through the medium of English at Wesleyan</li> <li>• <b>ECCO</b> = courses taken on the <b>ECCO</b> Program in Bologna</li> </ul>				

**Study Overseas Wesleyan Program in Bologna**

**Program in Bologna, Italy.** Wesleyan University co-sponsors with Vassar College and Wellesley College a program in Italy for up to 15 students from each of the three schools without regard to their choice of major. **ITAL102** or the equivalent of one year of college-level Italian is the prerequisite for participation. Students may choose to participate in either the fall or spring semesters, or (optimally) both. For fall or full-year participants, the program begins with a seven-week (2 credit) intensive language and culture course that consists of three weeks in Siena in the month of August, followed by a short break and then four more weeks in Bologna before the beginning of the academic year; spring-only participants will have a similar three-week (1 credit) course in Bologna in January. A full complement of courses taught in Italian dealing with Italian literature, history, government, art history and other areas are offered at the program's center, taught by faculty from the Università di Bologna and by the program director.

Qualified students are strongly encouraged to enroll in courses at the Università, and thus students with good language skills will have a wide range of fields from which to choose, including economics, government, and the natural sciences. All courses carry one Wesleyan credit. Literature courses may count toward the Italian studies major. Courses in other disciplines must be approved for credit toward the major by the appropriate advisor.

Cost of the program is approximately equivalent to that of staying on the home campus for the same period, and it includes round-trip air transportation between New York and Italy. Applications for the fall semester are due by March 1, for the spring semester, by October 1, and must be submitted to the Office of International Studies.

Students participating in Wesleyan's Program in Bologna for any duration may receive credit for four courses. Students attending study abroad programs other than **ECCO** are required to have those credits reviewed by their advisor before they will be accepted for the major.

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

**HISPANIC LITERATURES AND CULTURES**

As of January 2012 the Department of Romance Languages and Literatures is offering Wesleyan students the opportunity of majoring in Hispanic literatures and cultures. This program combines features of the options—Spanish or Iberian Studies—previously available. Students enrolled at Wesleyan in the fall of 2011 may choose to major in either Hispanic literatures and cultures, Spanish, or Iberian Studies. As of January 2012 newly matriculated Wesleyan students will choose Hispanic literatures and cultures.

The major is designed for students committed to achieving fluency in Spanish and a broad and deep knowledge of the literatures and cultures of the Spanish-speaking world. The major emphasizes both the historical interest and cultural diversity of a world whose geographic reach is vast and whose heritage extends from the Middle Ages to the present. The major focuses primarily on literary and related modes of representation (performance and the visual media). It recognizes course work outside the department insofar as such courses bear on the Spanish-speaking world and contribute to a fuller understanding of the themes writers and artists routinely address or the conditions for literary, theatrical, and media production. Students majoring in Hispanic Literatures and Cultures have the flexibility to tailor the major to their intellectual interests as long as they meet our expectations for coherence.

**Requirements:**

- Nine courses numbered **221** and above.
- Five courses in **SPAN** taken on Wesleyan's Middletown campus.
- Breadth requirements: at least one course in early modern (Spanish Golden Age or colonial Latin America), modern Spain, and modern Latin America. Breadth requirements may be fulfilled at Wesleyan or abroad.
- Students will take at least one course in **SPAN** at Wesleyan during their senior year. (Tutorials do not apply.)

**Options:**

- Students may apply up to four units for courses taken in Spanish in related fields on selected programs abroad. (See list below.)
- Of the nine required courses, students may take one course in a related field through the medium of English.
- Students who do not study abroad may, with approval from the advisor, take up to two courses in related fields through the medium of English.
- Capstone experience: Students are encouraged to present a substantial piece of work during their senior year that is comparative and transnational in nature, either within the framework of a single course (a term paper, for instance) or as their senior essay or thesis.
- Special provision for students interested in majoring in both **HISP** and **LAST**: Students may count no more than four courses toward satisfying requirements of both majors concurrently.

**Sample transcripts:**

STUDENTS WHO DO NOT STUDY ABROAD			STUDENTS WHO STUDY ABROAD	
SPAN (Spanish Golden Age through Colonial Latin America)	SPAN (Spanish Golden Age through Colonial Latin America)	SPAN (Spanish Golden Age through Colonial Latin America)	SPAN (breadth req or elective)	SPAN (breadth req or elective)
SPAN (Modern Spain)	SPAN (Modern Spain)	SPAN (Modern Spain)	SPAN (breadth req or elective)	SPAN (breadth req or elective)
SPAN (Modern Latin Ame)	SPAN (Modern Latin Ame)	SPAN (Modern Latin Ame)	SPAN (breadth req or elective)	SPAN (breadth req or elective)
SPAN	SPAN	SPAN	SPAN	SPAN
SPAN	SPAN	SPAN	SPAN	SPAN
SPAN	SPAN	SPAN	SPAN or Related field	SPAN or Related field
SPAN	SPAN	SPAN	SPAN or Related field	SPAN or Related field
SPAN	Related field	Related field	SPAN or Related field	SPAN or Related field
SPAN	Related field (in English at Wes)	Related field (in English at Wes)	SPAN or Related field	Related field (in English at Wes)
<b>NOTES:</b> Breadth requirements may be satisfied at Wesleyan or abroad Related field courses at Wesleyan in English Related field courses abroad through the medium of Spanish				

**Study abroad:**

The following programs abroad are recommended for majors in Hispanic Literatures and Cultures:

- Vassar-Wesleyan Program in Madrid (Spain)
- CIEE in Buenos Aires (Argentina)
- Middlebury in Chile (Various cities)
- CIEE in Santo Domingo (Dominican Republic)
- Duke in the Andes (Quito, Ecuador)
- IFSA Butler at the Universidad Autónoma (Mérida, Mexico)

Students may petition for ad hoc approval of other programs abroad. For more information concerning study abroad opportunities, visit the Office of International Studies, 105 Fisk Hall.

**THE SPANISH AND IBERIAN STUDIES MAJORS (DISCONTINUED WITH THE CLASS OF 2015)**

<b>PARALLELS: The Spanish and Iberian Studies majors are equivalent concerning the following:</b>	
<ul style="list-style-type: none"> <li>• Nine credits in courses numbered SPAN221 or above are required.</li> <li>• Five SPAN credits must be taken at Wesleyan, at least one during the senior year.</li> <li>• Four credits from study abroad may apply.</li> <li>• Senior theses/essays are encouraged but do not count toward the nine credits.</li> <li>• Students qualify for these majors with a grade of B- or better in SPAN221 or the equivalent. SPAN221 is not required but may be counted toward the major.</li> <li>• Students are expected to maintain at least a B- average in the major program.</li> <li>• Courses must be taken for a letter grade, unless the student is also majoring in the COL.</li> </ul>	
<b>DISTINCTIONS: The major in Spanish</b>	<b>DISTINCTIONS: The major in Iberian Studies</b>
The Spanish major is distinct from IBST in the following ways:	The Iberian Studies major is distinct from SPAN in the following ways:
<ul style="list-style-type: none"> <li>• This major integrates the study of Spain and Latin America.</li> <li>• This major emphasizes language, literature, theater, and film.</li> <li>• Two related field courses (see below) may apply, one dealing with Spain.</li> <li>• All courses must be taken through the medium of Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• This major emphasizes the study of Iberian cultures (Spanish, Portuguese) in Europe and overseas.</li> <li>• This major emphasizes language, literature, theater, and film in conjunction with courses taken in other departments.</li> <li>• Four related field courses (see below) dealing with Iberian cultures apply.</li> <li>• Related field courses may be taken in either Spanish or English.</li> </ul>
<b>Breadth requirements for each major</b>	
To ensure that our students achieve historical and cultural breadth in their knowledge of the Spanish-speaking world, the department has established the following distributional requirements. Note that these requirements pertain to literature, theater, or film courses, taken either at Wesleyan or abroad.	
<b>For SPAN</b>	<b>For IBST</b>
<ul style="list-style-type: none"> <li>• Three courses concerning Spain <ul style="list-style-type: none"> <li>• At least one in the early modern era (prior to 1700)</li> <li>• At least one in the modern era (1700–present)</li> </ul> </li> <li>• Four courses concerning Latin America</li> </ul>	<ul style="list-style-type: none"> <li>• At least one course in the early modern era (prior to 1700)</li> <li>• At least one course in the modern era (1700–present)</li> </ul> <p>As a point of reference, courses in Spanish at Wesleyan are numbered as follows:</p> <p>SPAN230–249: Spain/Early Modern</p> <p>SPAN223, 250–269: Spain/Modern</p> <p>SPAN226, 270–289: Latin America</p>
<b>Related field courses</b>	
<ul style="list-style-type: none"> <li>• Most often courses in the humanities (art history, theater, music, literature) or social sciences (history, government, sociology, anthropology, economics)</li> <li>• May be taken at Wesleyan or abroad</li> </ul>	
<ul style="list-style-type: none"> <li>• Related field courses for SPAN <ul style="list-style-type: none"> <li>• One must deal with Spain</li> <li>• Both must be taught in Spanish</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Related field courses for the IBST <ul style="list-style-type: none"> <li>• They must deal with Iberian cultures in Europe (Spanish, Portuguese, Catalan, Basque, or Galician) or overseas</li> <li>• They may be taught in either Spanish or English, abroad or at Wesleyan (e.g., history or College of Letters)</li> <li>• One may deal with Latin America if focused on exchanges with Spain</li> </ul> </li> </ul>

**Related field courses**

- Most often courses in the humanities (art history, theater, music, literature) or social sciences (history, government, sociology, anthropology, economics)
- May be taken at Wesleyan or abroad

<ul style="list-style-type: none"> <li>• Related field courses for SPAN <ul style="list-style-type: none"> <li>• One must deal with Spain</li> <li>• Both must be taught in Spanish</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Related field courses for the IBST <ul style="list-style-type: none"> <li>• They must deal with Iberian cultures in Europe (Spanish, Portuguese, Catalan, Basque, or Galician) or overseas</li> <li>• They may be taught in either Spanish or English, abroad or at Wesleyan (e.g., history or College of Letters)</li> <li>• One may deal with Latin America if focused on exchanges with Spain</li> </ul> </li> </ul>
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**Double major**

Students commonly major in Spanish or Iberian Studies in conjunction with majors in any of the three divisions, including the COL, the CSS, English, history, government, sociology, anthropology, psychology, Latin American studies, neurosciences, psychology, and mathematics.

**Study abroad**

Students are strongly encouraged to study abroad, for either a semester or the entire academic year. As indicated, students may count up to four credits toward the major for courses taken abroad, on either Wesleyan's program in Madrid or any of the preapproved programs in Latin America. At least one credit should be earned through direct enrollment in the Spanish or Latin American university's regular curriculum.

Students may petition Wesleyan’s Committee on International Studies to participate on other programs in Spain or Latin America. In such cases, they must petition the department as well for credit toward the major for courses taken on these programs. Students with advanced proficiency in Spanish may apply to study in Cataluña, the País Vasco, or Galicia. In their curriculum abroad, these students are expected to concentrate on the language, literature, and culture of the region (i.e., Catalan, Basque, Galician).

As a rule, programs in Spanish-speaking countries require students to take a language course. Wesleyan students receive university credit for such courses, but they may not count them toward the Spanish or Iberian studies majors.

For more information concerning study abroad opportunities, visit the Office of International Studies, 105 Fisk Hall.

Sample course studies	
The following provides a comparative analysis of the requirements for the Spanish and Iberian Studies majors. Wesleyan’s numbering system is used to demonstrate how the distributional requirements apply to each of these majors. Note, however, that students are required to complete only five courses through Wesleyan’s Department of Romance Languages and Literatures. Some distributional requirements may therefore be satisfied by equivalent courses taken abroad.	
SPANISH	IBERIAN STUDIES
<b>SPAN230–249</b> (Spain: Early Modern) <b>SPAN250–269</b> (Spain: Modern) <b>SPAN230–269</b> (Spain) <b>SPAN270–289</b> (Latin American) <b>SPAN270–289</b> (Latin American) <b>SPAN270–289</b> (Latin American) <b>SPAN270–289</b> (Latin American) Elective: <b>SPAN221–289</b> or related field/Spain Elective: <b>SPAN221–289</b> or related field	<b>SPAN230–249</b> (Spain: Early Modern) <b>SPAN250–269</b> (Spain: Modern) <b>SPAN230–269</b> (Spain) <b>SPAN230–269</b> (Spain) <b>SPAN230–269</b> (Spain) or <b>SPAN221</b> Elective: <b>SPAN230–269</b> , <b>IBST</b> , or related field Elective: <b>SPAN230–269</b> , <b>IBST</b> , or related field Elective: <b>SPAN230–269</b> , <b>IBST</b> , or related field Elective: <b>SPAN230–269</b> , <b>IBST</b> , or related field

### ROMANCE STUDIES MAJOR

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

#### Requirements

- Nine courses at or above determined levels (**FREN223**, **ITAL112**, **SPAN221**) in two Romance Languages
- Determination of a “major” (five courses, “1L”) and “minor” (four courses “2L”) focus
- A minimum of two comparative projects to be completed on Wesleyan’s Middletown campus in a course within each of the two language groups
- At least one course taken in both 1L and 2L following the student’s study abroad experience
- At least one course taken in both 1L and 2L in the student’s senior year

#### Further details

- Study abroad for 2L to take place on a Wesleyan-sponsored study-abroad program. Alternatively, students may, with the advisor’s advanced statement of support, study on another approved program. This practice is intended to promote the intellectual coherence of a major in which students acquire one language (2L) more recently than another.
- Students may take one course through the medium of English in 1L only.
- With the advisor’s approval, students may satisfy the comparative requirement by way of course work and/or written work conducted on a study-abroad program.
- Students whose 1L placement is higher than **FREN215**, **ITAL112**, **SPAN221** are required to complete nine courses, two of which may be in English in 1L only.
- Up to three courses taken during study abroad may be used for the major, combining both 1L and 2L, unless the student has very high standing in 1L. See the sample transcripts below.
- Except in extremely rare circumstances, students may not double major in any of the majors sponsored by the Department of Romance Languages and Literatures: **RMST**, **IBST**, **SPAN**, **FRST**, **ITST**.
- Senior essays or theses must be comparative and involve the literatures and/or cultures of both 1L and 2L.

All majors are strongly encouraged to spend at least one semester studying abroad in a Romance-language-speaking country. In addition to Wesleyan’s own programs in Bologna, Madrid, and Paris, there are currently Wesleyan-approved study-abroad programs in Argentina, Brazil, Cameroon, Chile, Costa Rica, Ecuador, France (internships in Francophone Europe in Paris, Aix-en-Provence, Grenoble), Italy (Florence, Padua, Rome), Madagascar, Mexico, and Senegal. Wesleyan also sends one exchange student a year to the Institut d’Etudes Politiques in Paris. Students who have strong academic reasons for wishing to participate in other programs may also petition the International Studies Committee for permission to do so. For information on the approved programs and the petition process, contact the Office of International Studies, 105 Fisk Hall ([gwinter@wesleyan.edu](mailto:gwinter@wesleyan.edu)).

Majors with a minimum grade point average of 92 in courses taken for the major may choose to complete a one- or two-semester project for departmental honors. Students who are interested in this opportunity should read the description of the departmental honors program ([wesleyan.edu/romance/rllhonors.html](http://wesleyan.edu/romance/rllhonors.html)). The course credit(s) associated with the project are not applicable to the nine required for completion of the major.

SAMPLE TRANSCRIPTS: two students, staggered start of 2L, study abroad one semester					
YEAR	SEM	STUDENT 1 1L (major)	STUDENT 1 2L (minor)	STUDENT 2 1L (major)	STUDENT 2 2L (minor)
FR	F	1L 221	2L 101	1L 221	
	S	1L 2++	2L 102	1L 2++	
SO	F	1L 2++	2L 111		2L 101
	S		2L 112	1L 2++ or Eng (or 0)*	2L 102
JU	F	Wes abroad 1L Wes abroad 1L Wes ab. (not RLANG or 2L) Wes ab. (not RLANG or 2L)		1L 2++ or Eng (or 0)*	2L 111
	S	1L 2++ OR related course in English*/** (or 0)	2L 2++ (or 0)		Wes abroad 2L Wes abroad 2L Wes ab (1L or not RLANG) Wes ab (1L or not RLANG)
SE ***		1L 2++ or Eng*/** (or 0) _____ 1L 2++ or Eng*/** (or 0)	2L 2++ ** (or 0) 2L 2++ ** ((or 0)	1L 2++ or Eng*/** (or 0) _____ 1L 2++ or Eng*/** (or 0)	2L 2++ ** 2L 2++ **



SAMPLE TRANSCRIPTS: two students, staggered start of 2L, study abroad two semesters, 1 in each of the target cultures					
YEAR	SEM	STUDENT 1 1L (major)	STUDENT 1 2L (minor)	STUDENT 2 1L (major)	STUDENT 2 2L (minor)
FR	F	1L 221	2L 101	1L 221	
	S	1L 2++	2L 102	1L 2++	
SO	F	1L 2++	2L 111		2L 101
	S		2L 112	1L 2++ or Eng (or 0)	2L 102
JU	F	<b>Wes abroad</b> (or another program) <b>Wes abroad</b> (not RLANG) abroad (not RLANG)			<b>Wes abroad</b> <b>Wes abroad</b> (not RLANG) abroad (not RLANG)
	S		<b>Wes abroad</b> (or another program) <b>Wes abroad</b> (not RLANG) abroad (not RLANG)	<b>Wes abroad</b> <b>Wes abroad</b> (not RLANG) <b>abroad</b> (not RLANG)	
SE ***		1L 2++ or Eng (OR 0) _____ 1L 2++ or Eng (OR 0)	2L 2++ (OR 0) 2L 2++ (OR 0)	1L 2++ or Eng (or 0) 1L 2++ or Eng (or 0)	2L 221 2L 2++

  

SAMPLE TRANSCRIPTS: students with very high placement in 1L					
YEAR	SEM	STUDENT 1 1L (major)	STUDENT 1 2L (minor)	STUDENT 2 1L (major)	STUDENT 2 2L (minor)
FR	F	1L 2++ or Eng*	2L 101	1L 2++	
	S	1L 2++ or Eng*	2L 102	1L 2++	
SO	F	1L 2++	2L 111		2L 101
	S		2L 112	1L 2++ or Eng (or 0)*	2L 102
JU	F	<b>Wes abr</b> (or another program) <b>Wes abroad</b> (not RLANG or 2L) abroad (not RLANG or 2L)			2L 111
	S		2L 2++** (or 0)	<b>Wes abroad</b> (or another program) <b>Abroad 2L abroad</b> (not RLANG) <b>abroad</b> (not RLANG)	
SE ***		1L 2++ or Eng**/** (or 0) _____ 1L 2++ or Eng**/** (or 0)	2L 2++ ** (OR 0) 2L 2++ ** (OR 0)	1L 2++ or Eng (or 0) **/** (or 0) 1L 2++ or Eng (or 0) **/** (or 0)	2L 221 ** 2L 2++

  

<b>NOTES:</b>	<ul style="list-style-type: none"> <li>* 2 courses in English on subject culture/country permitted for the major in 1L.</li> <li>** Students required to take at least 1 course in both 1L and 2L following study abroad.</li> <li>*** Students required to take at least 1 course in both 1L and 2L in the senior year.</li> </ul>
<b>KEY:</b>	Courses in bold: accepted as courses for RMST major F = Fall / S = Spring 1L = major language focus: either French, Italian, or Spanish 2L = minor language focus: either French, Italian, or Spanish

## ROMANCE LITERATURES IN TRANSLATION

### F1ST223 Heroes, Zombies, Despots, and Exiles: A Haitian Introduction to Postcolonialism

Among the many phenomena associated with the catchall category of “post-colonial studies,” the island nation of Haiti stands alone. It is here, after all, and for the first time in history, that an army of slaves successfully prosecuted a revolutionary war and made a nation. As the world’s first black republic, Haiti was likewise the first state to abolish slavery definitively, and according to at least one Haitian scholar, even “invented the process of decolonization that would only take hold in the majority of European colonies a century and a half later.” Haiti is consequently an ideal prism through which students may be introduced to the broader concepts of postcolonialism. In this course we will track Haiti’s remarkable trajectory from being the wealthiest colony in the world to being the poorest nation in the Western hemisphere. We will examine both internal and external literary representations of Haiti’s people, its revolution, its unapologetic embrace of Vodou (including its still-unsung invention of the Hollywood zombie), its despots, its exiles, and, last, its indefatigable insistence on its own legitimacy.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: NONE

### F1ST241 Dante and Medieval Culture I

IDENTICAL WITH: COL234

### F1ST242 Dante and Medieval Culture II

IDENTICAL WITH: COL236

### F1ST245 Italian Cinema, Italian Society

This introductory course, taught in English, investigates major silent and sound films and contextualizes them, their production, and the subjects they treat within a historical, cultural and political framework. We will trace the intersection among politics, ideology, and Italian cinema, from its Golden Age of silents through fascism, neorealism, and beyond. Featured filmmakers include Pastrone, Rossellini, De Sica, Fellini, Bertolucci, Antonioni, Wertmuller, Cavani, Pasolini, the Taviani Brothers, and others. Additional material includes readings in film theory and criticism, Italian history, literary sources, screenplays, and interviews.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ITAL245 PREREQ: NONE

SPRING 2013 INSTRUCTOR: NERENBERG, ELLEN SECT: 01

### F1ST276 Days and Knights of the Round Table

This course will study the evolution of the Arthurian legend from its origins in 6th-century Britain to its fullest development in the 13th-century French Lancelot-Grail cycle. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [MDST234 OR FRST232] PREREQ: NONE

### F1ST290 Reading Theories

IDENTICAL WITH: ENGL295

### F1ST301 The History of Spanish Cinema

This course explores the development of Spanish cinema from the early 20th century to the present. We will evaluate how social, political, and economic circumstances condition Spanish cinematography at key junctures of Spanish cultural history in terms of the production and distribution of films, cinematographic style, and thematic. The course will highlight as well key facets of the Spanish star system as well as the auteurism of those directors who have achieved international acclaim by reworking a national film idiom within international frames of reference.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [SPAN301 OR FILM301 OR COL334]

PREREQ: NONE

FALL 2012 INSTRUCTOR: GONZALEZ, BERNARDO ANTONIO SECT: 01

### F1ST302 The View from Abroad on the Early Modern Stage

This course looks at the ways in which eight fascinating early modern plays by Cervantes, Shakespeare, Lope de Vega, John Webster, and Philip Massinger emerged from, responded creatively to, and still challenge narratives about a period in which many situate the origins of globalization. Written from 1580 to 1630 for the first public, commercial theaters of the Western world (in Madrid and London), these plays explore the anxieties, hopes, dangers, and pleasures generated by a century of displacements—of peoples, ideas, goods, capital, and diseases—that had transformed the look, feel, and taste of daily life even in remote villages of Spain and England. From Cervantes’s use of Roman history to dramatize the contemporary wages of empire, to

Massinger's and Cervantes's evocations of Christian captivity in Tunis and Algiers, to Lope's and Webster's markedly distinct versions of a celebrity murder, to Shakespeare's and Lope's romantic comedy exploration of conflicting loyalties and shifting gender roles in a world of accelerated social mobility, these plays often resort to seemingly remote places (ancient Rome, Islamic Algiers and Tunis, Renaissance Milan and Naples, or the gypsy underworld) to examine the exoticism, immorality, internal conflicts, and injustices of the supposedly familiar worlds of their audiences in Madrid and London. Organized around the careful reading of eight key plays in English, together with historical, critical, and theoretical readings, this seminar will offer students multiple ways to approach early modern plays through printed, online, and Olin Special Collections resources. We will pay particular attention to the local conditions that help explain why Spanish and English theatrical cultures should be so similar despite divergent political and religious trajectories (their commercial orientation, for instance) and also why, on the other hand, even plays that drew on the same sources could differ so markedly (because, for instance, of the prominence of actresses on the Spanish stage). Those interested in translation and performance will have opportunities to pursue them in class presentations, papers, and final projects.

GRADING: A-F CREDIT: 1 GEN ED: HA  
IDENTICAL WITH: [SPAN302 OR THEA322 OR ENGL377 OR COL314 OR IBST320] PREREQ: NONE  
SPRING 2013 INSTRUCTOR: ARMSTRONG ROCHE, MICHAEL SECT: 01

#### FIST401/402 Individual Tutorial, Undergraduate

GRADING: OPT

#### FIST409/410 Senior Thesis Tutorial

GRADING: OPT

#### FIST411/412 Group Tutorial, Undergraduate

GRADING: OPT

#### FIST465/466 Education in the Field, Undergraduate

GRADING: OPT

#### FIST467/468 Independent Study, Undergraduate

GRADING: OPT

## FRENCH

### FREN101 French in Action I

This multimedia course combines video, audio, and print to teach French language and culture as complementary facets of a single reality. It puts you in the presence of authentic, unsimplified French and trains you to use it in the dynamic context of actual communication. A complete, carefully sequenced course, it involves you actively in your own learning and emphasizes communicative proficiency—not the study of rules and regulations, but the development of skills, self-expression, and cultural insight. **FREN101** is the first semester of the four-semester introductory and intermediate French language sequence.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: OSTROW, CATHERINE R. SECT: 01-03

### FREN102 French in Action II

This multimedia course combines video, audio, and print to teach French language and culture as complementary facets of a single reality. It puts you in the presence of authentic, unsimplified French and trains you to use it in the dynamic context of actual communication. A complete, carefully sequenced course, it involves you actively in your own learning and emphasizes communicative proficiency—not the study of rules and regulations, but the development of skills, self-expression, and cultural insight. **FREN102** is the second semester of the four-semester introductory and intermediate French language sequence.

GRADING: A-F CREDIT: 1 PREREQ: FREN101  
SPRING 2013 INSTRUCTOR: PONSADVADY, STÉPHANIE SECT: 01  
INSTRUCTOR: LALANDE, CHRISTINE SECT: 02-03

### FREN111 Intermediate French I

This multimedia course combines film and print to teach French language and culture as complementary facets of a single reality. It puts you in the presence of authentic, unsimplified French and trains you to use it in the dynamic context of actual communication. A complete, carefully sequenced course, it involves you actively in your own learning and emphasizes communicative proficiency—not the study of rules and regulations, but the development of skills, self-expression, and cultural insight. **FREN111** is the third semester of the four-semester introductory and intermediate French language sequence.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: HUMPHRIES, MARK SECT: 01-02

### FREN112 Intermediate French

The fourth semester of our language program features an intensive review of basic grammar points that frequently cause problems. A variety of readings will introduce contemporary literature and serves as a springboard to conversation. Movies will be used to develop students' listening skills.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: LALANDE, CHRISTINE SECT: 01-02  
SPRING 2013 INSTRUCTOR: HUMPHRIES, MARK SECT: 01-02

### FREN215 Composition and Conversation

This course prepares students for upper-level French courses and for study abroad. It offers students the opportunity to review and strengthen their speaking, writing, and reading abilities in French. Class time is devoted to discussing short reading assignments (literary and nonliterary) from the French-speaking world (France, Africa, and the Caribbean). The semester ends with students reading an entire novel in French. Daily class discussions, oral presentations, weekly discussions with French teaching assistants, laboratory practice, outside-of-class grammar review, and compositions are to be expected.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: RIDER, JEFF SECT: 01  
INSTRUCTOR: LALANDE, CHRISTINE SECT: 02  
INSTRUCTOR: SHAPIRO, NORMAN R. SECT: 03  
SPRING 2013 INSTRUCTOR: LESERVOT, TYPHAINÉ SECT: 01  
INSTRUCTOR: SHAPIRO, NORMAN R. SECT: 02

### FREN223 French Way(s)

What are French ways? Do the French still wear berets? How do they really speak? What is important to them? How do they view themselves? What do they think about issues facing their country? What do they think of Americans? Students will explore these questions by examining the French press, comic strips, television and radio broadcasts, as well as other selected readings. This course is designed for highly motivated students with a firm foundation in French who wish to refine their skills in listening, speaking, reading, and writing while gaining more insight into French life and culture.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

### FREN224 Cultural and Literary Mo(ve)ments: A Survey of 19th- and 20th-Century France

The purpose of this course is to familiarize students with movements such as Romanticism, realism, surrealism, and the *Nouveau Roman* to name a few. Some of these movements stem directly from the political context, when others seem to have grown almost organically. Though the course will primarily rely on literary texts, it will also examine the *Passerelles* between literature, music, and painting.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: PONSADVADY, STÉPHANIE SECT: 01

### FREN225 20th-Century Franco-Caribbean Literature and the Search for Identity

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

GRADING: A-F CREDIT: 1 GEN ED: HA  
IDENTICAL WITH: [AFAM223 OR AMST226 OR COL225 OR LAST220 OR FGSS222] PREREQ: NONE

### FREN226 Topics and Genres in French Popular Culture

Spanning the mid-19th century to the present, the course will present and examine the expansion of such genres as newspapers' *feuilletons* (serialized novels), *romans de gare* (easy literature), detective novels, and *bandes dessinées* (graphic novels). Though at times poor in their execution, such productions are a revealing window into French society, and their popularity has only increased. The course will particularly focus on the participation of renowned writers in so-called low-cultures genres, as well as on women writers' growing presence in the field.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

### FREN227 From Theater to Cinema in the French Avant-Gardes

At the beginning of the 20th century, actors, directors, and playwrights were confronted with two significant upheavals: a shift from theater to silent films and then from silent films to "talking pictures." This transition was greeted by the French avant-gardes alternately with enthusiasm and reservations, especially by the authors we will study: Antonin Artaud and Jean Genet. We will read both their literary and theoretical texts, focusing on the questions they raise within the avant-garde movement: How does one avoid the pitfalls of representation? How can one use, or, indeed, mix, theater and film to change, enlarge, or upset our perception of the world? We will study two silent films by Artaud and Genet, paying particular attention to their technical, aesthetic, political, and legal implications. Throughout the semester, we will likewise study some 20th-century film adaptations made from the works of these two major playwrights.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

### FREN230 Knights, Fools, and Lovers: An Introduction to Medieval and Renaissance French Culture

This course will help students acquire a basic awareness of the history of French culture from the 12th through the 16th centuries and develop their ability to imagine other—past and fictional—worlds through a study of medieval chivalry, the Renaissance carnival, and medieval and Renaissance lyric poetry.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [MDS232 OR COL235] PREREQ: NONE

**FREN231 Paris and Its Representations: Realities and Fantasies**

This course investigates some of the myths and realities of Paris. Starting from an analysis of Paris in late 19th-century novels and paintings, we will explore the shifting perceptions of the city during the 20th century in fiction, poetry, photography, painting, and film. We will focus on such themes as the role of history in the structuring of the city, the importance of architecture in the ever-changing social fabric, and the recurrent opposition between the city and its suburbs. Students will be asked to attend various screenings.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL256 PREREQ: NONE

**FREN244 Confronting the Other: Perceptions of Difference in Premodern French Literature**

While its initial incursions into the New World would prove positively anemic in comparison with its competitors from the Old, France would eventually oversee one of the most profitable empires of the colonial era. The process of geographical and political expansion would inevitably oblige France to confront the radical differences of the “others” inhabiting its periphery. In this seminar we will examine the ways in which French authors would perceive, quantify, and metabolize those differences into their own national narrative and likewise investigate how, by defining the Other, France would ultimately come to define itself.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**FREN245 L'Amour et l'Obstacle**

This course will study a variety of plays, poetry, and novels spanning the centuries, in each of which, and each in its particular way, love, faced with an obstacle to its realization, either proves or refutes the proverbial dictum, *amor omnia vincit*, and the poetic assertion of Emily Dickinson: “That love is all there is/Is all we know of love...”

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**FREN250 Cannibals of the Terrible Republic: The Haitian Revolution Past and Present**

In addition to being the first and only successful slave revolution in the history of the human race, the Haitian Revolution created the first black republic, the first modern nation to abolish slavery definitively, and the first modern, decolonized space. In this course we will study the colorful, complex, and eventful history of that revolution and, just as important, representations both of the conflict and its aftermath that firmly ensconce Haiti and the foundation of contemporary postcolonialism.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: HUMPHRIES, MARK SECT: 01

**FREN254 Paris to Saigon: French Representations of Asia**

The course explore the ways in which French explorers, writers, and artists traveled to Asian countries, such as Japan, China, and Vietnam, in the 19th and 20th centuries and represented “*Extrême-Orient*,” a Eurocentric designation. Attentive analysis of their works will allow us to question the colonial construction of the Far East as “other”; examine Asian influences on cultural, aesthetic, and literary expressions; and discuss Asian presence in postcolonial France. Issues such as orientalization, eroticization, and hybridization of genres and identities will be the subjects of our study.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: PONSADVADY, STÉPHANIE SECT: 01

**FREN256 From the Diary to the Stage: Women Writers and Literary Genres from the 17th to the 20th Centuries**

While women in France were not welcomed in the literary sphere, they have nonetheless participated in the various movements that have radically affected literature from the 17th century on. The purpose of this course is to discuss women’s space within the literary field. Through the study of various texts, this course will examine women’s compliance and defiance toward literary trends. It will also investigate the roles of literary categories (letters, plays, fairy tales, poems, novels, and essays) in women’s production.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: FGSS260 PREREQ: NONE

**FREN272 Exoticism: Imaginary Geographies in 18th- and 19th-Century French Literature**

This course will consider the fascination with the exotic—with foreign landscapes, customs, and culture—in 18th- and 19th-century French fiction and poetry. Discussions will focus on the representation of foreignness and the construction of the exotic woman, as well as on the status of the European gaze. Major authors may include Bernardin de Saint-Pierre, Chateaubriand, Balzac, Mérimée, Loti, Flaubert, Hugo, Baudelaire, and Gautier.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL272 PREREQ: NONE

**FREN273 Special Delivery: The French Epistolary Novel**

Before the 18th century, the first-person narrative was generally perceived as self-indulgent, not to mention distasteful. Eighteenth-century readers, however, became fascinated with the looking glass of the first person, with the intimacy, immediacy, and confessional aspect of the *je* narrator. It comes as no surprise, then, that the 18th century was the golden age of the *Roman Epistolaire*,

the novel composed entirely of letters. In this class we will read epistolary novels that vary widely in both form and content: from Madame de Graffigny’s critique of European society (*Lettres d’une Peruvienne*), to Mme de Charrière’s praise of female independence (*Lettres de Mistris Henley*), to Laclos’ portrait of aristocratic libertinage (*Les Liaisons Dangereuses*). We will also read two examples of the epistolary novel’s stylistic counterpart, the *Roman-Memoire*.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL301 PREREQ: NONE

**FREN280 French Cinema: An Introduction**

This course introduces students to the history of French cinema (the evolution of its aesthetics as well as of its main themes), from the films of the Lumière brothers in 1895 until now with French filmmakers of Maghrebi origins. One leading question of the course will be: What makes French cinema “French”?

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL286 PREREQ: NONE

**FREN283 Marginality in Francophone Cinema**

IDENTICAL WITH: COL298

**FREN285 Fables, Foibles, Messages, and Morals: Varieties of French Moralistic Literature**

The course will attempt to acquaint the student with the broad range of works—poetry, fiction, theater, etc.—from the Middle Ages to the present, whose didactic intent—sometimes primary, sometimes a thin pretext for artistic expression—serves as a unifying theme. Works studied will be as diverse as medieval *Aesopica* and courtesy-books on the one hand and dramatic *Proverbes* of Musset on the other. Among the other authors studied will be La Fontaine, Voltaire, Vigny, Dumas *filis*, and Gide.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

SPRING 2013 INSTRUCTOR: SHAPIRO, NORMAN R. SECT: 01

**FREN301 The French Enlightenment and Its Discontents**

To what extent was the Enlightenment universal? Who were the dissenting voices in 18th-century French literature and thought? What is the anti-Enlightenment? During the first half of the semester, we will identify the basic tenets of *Les Lumières*: the belief in humankind’s perfectibility, the certitude that knowledge leads to progress, and the conviction that the human condition was somehow universal. In the second half of this course, we will catalog the fissures in such an all-encompassing program, e.g., discourses on race, class, and the status of women in 18th-century France. This survey will ultimately lead us to the study of a series of writers who disavowed Enlightenment philosophy by preaching debauchery and/or nihilistic views of the human condition.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**FREN302 Workshop in Literary Translation**

The aim of this course is to develop the art and craft of literary translation among those students who have both a good knowledge of French and an already-exhibited stylistic sensitivity in English. A wide chronological range of works—short narrative, theater, and verse, both traditional and free—from a diverse body of authors will provide the material for semiweekly sessions devoted to mutual criticism and discussion. Each student will also work throughout the semester on an individual translation project of his or her choice. A number of relevant critical texts will be read.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**FREN304 Nomadic Islanders: Contemporary Caribbean Diasporas and Identities**

IDENTICAL WITH: COL305

**FREN305 Negotiating French Identity: Migration and Identity in Contemporary France**

IDENTICAL WITH: COL307

**FREN311 The Franco-Arab World: Religions and Conflicts in Francophone Literatures and Films from the Arab World**

The course explores the Franco-Arab literary and cinematographic portrayals of several major contemporary events affecting the Francophone Arab world: the Arab-Israeli conflict, the Lebanese civil war, the Algerian civil war, and September 11th.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL331 PREREQ: NONE

FALL 2012 INSTRUCTOR: LESERVOT, TYPHAINE SECT: 01

**FREN320 Paris—New York: French Writers of the Beat Generation**

The founders of the Beat Generation—William Burroughs, Allen Ginsberg, and Jack Kerouac—were all deeply inspired by the works of many French writers. From Paris to New York and from New York to Paris, we will reconstruct the narrative of this significant but often overlooked literary relationship. To conduct our investigation, we will proceed in three stages and look at three eras, that is to say, we will read works by Burroughs, Ginsberg, and Kerouac but will focus on several short texts by their French precursors to ask ourselves which aspects of French literature Burroughs, Ginsberg, and Kerouac might have transmitted to American culture, a thorny question that will lead us to a discussion of crucial issues in the field of modern comparative literature.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: COL320 PREREQ: NONE

**FREN325 The French Enlightenment's Africa, 1650–1800**

With a few notable exceptions, European missionaries, soldiers, slavers, and natural historians rarely penetrated into the interior of sub-Saharan Africa until the 19th century. Nonetheless, travel accounts by those who did venture to the continent during the early modern era provided an abundance of raw material for a sustained and complex discussion of the black African in Europe. Not surprisingly, whatever the context within which the African was evoked, be it in discussions of cultural relativism, the state of nature, or comparative anatomy, the Ethiopian, Hottentot, or Guinean functioned as a yardstick against which European civilization measured its presumed technical, cultural, and, increasingly, biological superiority. This was, of course, most acutely true after the later part of the 18th century when pseudoscientific racial theories were used to justify the continued existence of the slave trade. In this seminar we will examine both the genres of representation and the ideology behind European views of the black African in French thought. While this class will begin with an overview of the history of cultural contacts existing between North Africa, Europe, and sub-Saharan Africa, this seminar is anything but a class on African history. Rather, the members of this seminar will become familiar with the European representation of Africa and Africans by reading selections from travel accounts and natural history treatises as well as novels featuring European perceptions of the African. Works to be studied include Buffon's *Histoire naturelle*, Raynal's *Histoire des deux Indes*, Montesquieu's *dDe l'esprit des Loix*, Bernardin de Saint-Pierre's *Paul et Virginie*, and Voltaire's *Candide et Essai sur les moeurs et l'esprit des nations*.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL325 PREREQ: NONE

**FREN326 19th-Century Fictions of Desire**

From romantic passion to decadent perversion, 19th-century fictions place desire at the core of identity, even and especially if it is unsatisfied. But is desire ours? Do we really know what we want? In this course, we will read a range of short stories and longer fictions about love and desire, asking where desire is located, how it may be generated, how it is affected by time, how its objects are found, and how literary forms are structured by desire's many manifestations. Authors may include Constant, Balzac, Sand, Flaubert, and Maupassant. All readings and discussion in French.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [COL326 OR FGSS327] PREREQ: NONE

**FREN329 The Stories of Medieval French Lyric Poetry**

This is a course about the ways in which lyric poetry tells stories and about the kinds of stories medieval French lyric poetry tells.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [MDST241 OR COL319] PREREQ: NONE

**FREN330 Lancelot, Guinevere, and Grail: Enigma in the Romances of Chretien de Troyes**

Chretien de Troyes, the greatest writer of medieval France, was the first to tell the stories of Lancelot and Guinevere's fatal passion and of the quest for the Holy Grail. Written at the height of the Renaissance of the 12th century, his Arthurian tales became the basis for all future retellings of the legend. We will read these tales in-depth, paying particular attention to their enigmatic quality.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: MDST230 PREREQ: NONE

**FREN357 Autobiography and Photography**

Over the last decades the question of autobiography as a genre has been thoroughly analyzed. The issue is further complicated by the use of photography within autobiographical texts, whether they are included in the text or merely described. In this course, we will examine the various roles of photography in autobiography. Is photography a way to trigger memory? Is it more referential than the word? How is the reader to read the coexistence of word and image? Such are some of the questions that will be discussed.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**FREN358 Confession in French 20th-Century Literature**

Since the *Confessions of St. Augustine*, the subject and function of confession has gone through considerable change. After exploring the notion of secret and the distinctions between autobiography and confession, this course will discuss the main developments that have occurred in the literature of confession. We will focus on the shift from confession of vice to confession seemingly lacking an object. Among other topics, we will discuss the conditions that appear to make confession a masculine rather than a feminine undertaking.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**FREN379 Literature and Crisis**

This seminar focuses on the following question: How do writers in 20th-century France address historical crisis in their works? We investigate the various ways in which writing deals with war and its aftermath, with immigration and women's issues, and, more recently, with the AIDS crisis. Denial, indifference, violence, and political commitment are among the possible responses.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL396 PREREQ: NONE

**FREN383 Poets and Playwrights of Negritude**

This course studies the works of the major black poets and playwrights of the French-speaking world—Africa and the Caribbean—from the mid-1920s to the present.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM229 PREREQ: NONE  
FALL 2012 INSTRUCTOR: SHAPIRO, NORMAN R. SECT: 01

**FREN387 Power Plays**

The course will consist of the detailed reading of a dozen French plays from the 17th through 20th centuries from the perspective of the relation between the dominant(e) and the domine(e), in both its obvious and more subtle manifestations: physical, governmental, social (feminist, et al.), metaphysical, and linguistic.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**FREN390 Libertines and Libertinage**

While the term "*libertin*" is now generally associated with a lapse in sexual mores, its 17th-century connotation derived more specifically from the Latin word "*libertinus*," which meant freed slave. In this seminar we will examine the evolution of the notion of the *libertin* as well as the larger question of "*libertinage*" during the early modern era. Beginning with those thinkers whose method and ideas inevitably came into conflict with more traditionally orthodox notions, this class will also look more thematically at the various forms of *libertinage* that came into existence during the 17th and 18th centuries, e.g., religious *libertinage* and sexual *libertinage*. Readings, discussions, and papers in French.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL392 PREREQ: NONE

**FREN401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**FREN409/410 Senior Thesis Tutorial**

GRADING: OPT

**FREN411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**FREN465/466 Education in the Field, Undergraduate**

GRADING: OPT

**FREN467/468 Independent Study, Undergraduate**

GRADING: OPT

**FRENCH STUDIES****FRST212 France Since 1870**

IDENTICAL WITH: HIST220

**FRST232 Days and Knights of the Round Table**

IDENTICAL WITH: FIST276

**FRST239 Paris, 19th Century**

IDENTICAL WITH: COL239

**FRST241 Introduction to European Avant-Garde, 1880–1940**

IDENTICAL WITH: ARHA241

**FRST254 French Feminisms: Texts, Pretexts, and Contexts**

IDENTICAL WITH: COL269

**FRST275 Histories of Race: Rethinking the Human in an Era of Enlightenment**

A spurious abstraction when it was first "invented" during the 18th century, the concept of race has nonetheless forever left its imprint on history, not to mention the human condition. This class will interrogate the conceptual status of race in two ways. In seminar, we will chart the slow and halting creation of the concept of race as it crystallized in European thought during the 18th century. During this broad assessment of the era's proto-raciology, we will examine several competing histories of race, including religious accounts of race, anatomical understandings of race, conjectural histories of humankind, and the rise of conceptual classification schemes of humankind in an era of human chattel slavery. In addition to charting the birth of race in the Enlightenment-era life sciences, we will also expand the seminar's scope to include discussion on eras both previous to and after the Enlightenment "invention" of race (circa pre-1700, post-1800). This will take place during a weekend conference that will bring together students, Wesleyan faculty, Wesleyan alumni, and outside scholars. The ultimate goal of this course is to provide students with a historicized understanding of race that will inform their reactions to race and ethnicity in the future.

GRADING: A-F CREDIT: 1 GEN ED: SBS

IDENTICAL WITH: [SISP375 OR HIST275 OR COL257] PREREQ: NONE

**FRST290 Modernism and Modernity in 19th-Century French Painting**

IDENTICAL WITH: ARHA240

**FRST292 European Architecture and Urbanism, 1750–1910**

IDENTICAL WITH: ARHA244

**FRST297 Comparative French Revolutions**

IDENTICAL WITH: HIST377

**FRST299 African History and Art**

IDENTICAL WITH: ARHA299

**FRST339 Wagner and Modernism**

IDENTICAL WITH: ARHA339

**FRST355 Translation: Theory and Practice**

IDENTICAL WITH: WRCT255

**FRST401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**FRST409/410 Senior Thesis Tutorial**

GRADING: OPT

**FRST411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**FRST465/466 Education in the Field, Undergraduate**

GRADING: OPT

**FRST467/468 Independent Study, Undergraduate**

GRADING: OPT

**IBERIAN STUDIES****IBST221 Introduction to Hispanic Literature and Advanced Practice in Spanish**

IDENTICAL WITH: SPAN221

**IBST223 Modern Spain: Literature, Painting, and the Arts in Their Historical Context**

IDENTICAL WITH: SPAN223

**IBST230 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History**

IDENTICAL WITH: SPAN230

**IBST231 Sex, Violence, and (Poetic) Justice: Spanish and New World Classical Theater**

IDENTICAL WITH: SPAN231

**IBST232 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America**

IDENTICAL WITH: SPAN232

**IBST233 History of Spain: From the Middle Ages to the Present**

IDENTICAL WITH: HIST255

**IBST236 Cervantes**

IDENTICAL WITH: SPAN236

**IBST242 Fantasizing the Mediterranean: Cervantes' Short Fiction**

IDENTICAL WITH: SPAN242

**IBST245 Gender and Authority in the Spanish *Comedia* and Empire: The Spectacle and Splendor of Women in Power**

IDENTICAL WITH: SPAN245

**IBST250 Orientalism: Spain and Africa**

IDENTICAL WITH: SPAN250

**IBST251 Urban Fantasies: The City, Sexuality, and National Identity in the Modern Spanish Novel**

IDENTICAL WITH: SPAN251

**IBST252 Cinema, Politics, and Society in Contemporary Spain**

IDENTICAL WITH: SPAN252

**IBST253 Families on Stage: Individual, Society, and the Nation in Spanish Theater from 1600 to the Present**

IDENTICAL WITH: SPAN253

**IBST254 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde**

IDENTICAL WITH: SPAN254

**IBST260 Between Word and World: Major Spanish Poets of the 20th Century**

IDENTICAL WITH: SPAN260

**IBST261 Sites of Resistance & Memory: Theater, Performance, and Political Consciousness in Contemporary Spain**

IDENTICAL WITH: SPAN261

**IBST262 Between Local and Global: Contemporary Iberian Cultures and Identities**

IDENTICAL WITH: SPAN262

**IBST271 All the World's a Stage: Theater and Society in the Age of Shakespeare and Calderón**

IDENTICAL WITH: COL223

**IBST272 The Spanish Empire in the Early Global Age: 15th–17th Centuries**

IDENTICAL WITH: COL391

**IBST273 Sophomore Seminar: The Spanish Civil War, 1936–1939**

IDENTICAL WITH: HIST160

**IBST281 The Culture of *Convivencia*: Muslims, Jews, and Christians in Medieval Iberia**

IDENTICAL WITH: ARHA310

**IBST320 The View from Abroad on the Early Modern Stage**

IDENTICAL WITH: FIST302

**IBST355 Translation: Theory and Practice**

IDENTICAL WITH: WRCT255

**IBST401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**IBST409/410 Senior Thesis Tutorial**

GRADING: OPT

**IBST411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**IBST465/466 Education in the Field, Undergraduate**

GRADING: OPT

**IBST467/468 Independent Study, Undergraduate**

GRADING: OPT

**ITALIAN****ITAL101 Elementary Italian I**

This gateway course is the first half of a two-semester elementary sequence and an ampersand (&) course. Our emphasis is on the development of basic oral and written competence, and reading and aural comprehension skills. In this course you will master the linguistic skills necessary to function in day-to-day circumstances in Italian, and you will begin to explore similarities and differences between your native culture and Italian culture and society. Specifically, you will learn to talk about things in your own immediate environment, such as family, friends, daily routine, likes and dislikes, and you will learn how to handle basic social interactions such as meeting people, planning events, eating out, inquiring about other people's lives, and relating information in simple terms. We will explore roughly five units of the textbook; additionally, your linguistic experience will be broadened by reading authentic texts and by viewing, listening to, and discussing cultural artifacts such as films, songs, and commercials. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

GRADING: A–F CREDIT: 1 PREREQ: NONE

FALL 2012 INSTRUCTOR: VIALE, DANIELA SECT: 01

INSTRUCTOR: LEISAWITZ, DANIEL ABRAM SECT: 02-03

**ITAL102 Elementary Italian II**

This course is the second half of a two-semester elementary sequence. Our emphasis is on the continuing development and strengthening of oral and written competence, and reading and comprehension skills. Specifically, you will master the linguistic skills necessary to describe and narrate simple events in the past and in the future, make comparisons, express possibility, express your point of view, and agree and disagree with the opinions of others. You will also reach a better understanding of culture, society, and everyday life in Italy. By the end of this course, you can expect to be able to function quite ably and with assurance in day-to-day circumstances in Italian. We will explore roughly five units of the textbook; additionally, your linguistic and cultural experience will be broadened by reading authentic texts and by viewing, listening to, and discussing cultural artifacts such as films, songs, and commercials. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

GRADING: A–F CREDIT: 1 PREREQ: ITAL101

**ITAL111 Intermediate Italian I**

This is the first half of a two-semester intermediate sequence and an ampersand (&) course. Authentic artifacts such as literary excerpts, films, newspaper articles, and commercials constitute the starting points (*spunti*) of this course. These *spunti*, which include topics ranging from stereotypes and perceptions to family and student life, employment, and environmental awareness, shed light on the rich diversity and complexities within Italy and help you develop an understanding of the society and culture of contemporary Italy. Each *spunto* provides varied activities for the improvement of your linguistic competence. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Specifically, you will build on previously learned grammatical structures and acquire more complex ones that will allow you to improve your ability to relate information, narrate stories, make hypotheses, express your opinions, and debate the opinions of others, both in writing and in conversation. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: ITAL102

FALL 2012 INSTRUCTOR: VIALE, DANIELA SECT: 01-02

**ITAL112 Intermediate Italian II**

This course is the second half of a two-semester intermediate sequence and a gateway to more advanced courses. Authentic artifacts such as literary excerpts, films, newspaper articles, and a short novel constitute the starting points (*spunti*) of this course. These *spunti*, which include topics ranging from the Italian experience in the Second World War to the problem of organized crime and issues raised by recent immigration, shed light on the rich diversity within Italy and help you develop an understanding of the history, society, and culture of contemporary Italy. Each *spunto* provides varied activities for the improvement and refinement of your linguistic competence. Grammar undergirds everything we do and say in this course; whether or not we are engaged

in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Specifically, you will acquire more complex language structures that will allow you to refine your ability to relate information, narrate stories, express your opinions, and debate the opinions of others, both in writing and in conversation. By the end of the course, you can expect to be able to express yourself articulately and feel comfortable in an Italian setting, linguistically and culturally. Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ITAL111  
 SPRING 2013 INSTRUCTOR: LEISAWITZ, DANIEL ABRAM SECT: 01-02

#### ITAL221 Advanced Italian Practice in Context I

This course is designed for students who have completed at least two years of college-level Italian or who have achieved equivalent competency through study in Italy. Our primary objective is to enhance students' speaking abilities and Italian cultural literacy through exposure to a variety of Italian texts and contexts. The course will be organized both thematically and chronologically, taking into consideration a group of three themes that could change from one year to the next. Some groups or themes that might organize the course include the following groupings: *l'amore, la morte, e l'altro; la città, la campagna, i sogni; il passato, il presente, e il futuro*. We examine these themes in literary texts, paying attention to the different genres, and in opera and film. Students are expected to participate actively in this seminar setting. Class is conducted entirely in Italian.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ITAL112  
 FALL 2012 INSTRUCTOR: NERENBERG, ELLEN SECT: 01

#### ITAL222 Advanced Italian Practice in Context II

This course may be repeated for credit, but not for the Italian studies major. Please see the "Additional requirements and/or comments" section for further details.

This course is a continuation of ITAL221. Whereas that course addresses specific themes in Italian texts, from Dante until the end of the 20th century, this course focuses instead on several key events of the 20th century from World War II onward. Each event narrates a particular moment in Italian history of the last century. We will examine each event from a variety of perspectives and in a variety of genres, including prose fiction, prose nonfiction, poetry, cinema, and history. Combinations of events will change from one academic year to the next.

Some, but not all, possible thematic events include the retreat from the Russian front in WWII, the deportation of the Jews beginning in 1943, the 1966 flood in the Arno River, the ratification of the divorce law in 1974, the 1977 killing of Francesco Lo Russo by the Bologna police, the 1978 assassination of Aldo Moro by the left-wing terrorist group the Red Brigades, the 1992 Mafia assassinations of Judges Giovanni Falcone and Paolo Borsellino, the Tangentopoli corruption scandals of the 1990s, the economic phenomenon of "Made in Italy" in the 1990s, and Berlusconi's terms as prime minister in 1994-95 and again in the 2000s. How does each event resonate through the varied genres? How do the fictional representations treat the facts of the events and the themes that emerge from them? These are two of the questions we will reflect on as we go along.

GRADING: OPT CREDIT: 1 PREREQ: ITAL112 SPRING 2013

#### ITAL226 Dante and Medieval Culture I

IDENTICAL WITH: COL234

#### ITAL230 Dante and Medieval Culture II

IDENTICAL WITH: COL236

#### ITAL232 Portraits of Power: Machiavelli and Ideologies of the Renaissance Italian State

What did the face of power look like in Renaissance Italy? Who wore it and how did they come by it? What did it reveal or hide? Politics is a forum where truth is often subjected to power and power often mingles with lies. Machiavelli was the mastermind of Renaissance Italy's political game, the great spokesperson for "power as perception." We learn from him that politics is, among other things, an arena of and for appearances, the place for fashioning identities and for controlling the fashions that condition, and thereby predetermine, popular tastes and attitudes. This course takes as its subject the portrait of power as it was crafted by Machiavelli and his contemporaries, writers, painters, and sculptors alike. We seek to situate the very representations of authority, taste, and style that characterized culture in Renaissance Italy and, eventually, Renaissance Europe. As precursors, contrasts, and comparisons to Machiavelli's writing, we will examine the portraits of the powerful by such painters as Piero della Francesca (1420-92), Mantegna (1431-1506), Giovanni Bellini (1438-1516), Botticelli (1445-1510), Titian (1490-1576), and Bronzino (1503-72), and sculptors like Michelangelo (1475-1564). Taught in Italian, this

course allows students to conduct careful, detailed readings of Machiavelli's work in its original social, historical, and linguistic contexts.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ITAL221  
 SPRING 2013 INSTRUCTOR: LEISAWITZ, DANIEL ABRAM SECT: 01

#### ITAL233 Poets and Politics in Early Modern Italy: In Search of the State

This course, taught in Italian, focuses on how poetry, literature, and film represent political Italy (or lack thereof) in the early modern age. Through the works presented, the course investigates concepts such as republic, monarchy, fortune, virtue, exile, and utopia. Authors and directors include Dante, Petrarca, Alberti, Pontano, Ariosto, Castiglione, Machiavelli, Campanella, Olmi, and Montaldo.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ITAL221

#### ITAL236 The Power and the Mask: Unveiling the Renaissance Italian Court

A great deal of recent critical attention has focused on the performative aspects of Renaissance courtly culture as represented through both textual and visual means. This course will examine enactments of power games in the courts of 16th-century Italy and, in particular, the papal courts of Julius II and Leo X, through reading texts written about or dealing with courts: Ariosto's *Cassaria*, Machiavelli's *Mandragola*, Bibbiena's *Calandria*, Aretino's *Cortigiana* that were actually written for and performed in them. We will study the ways in which public spectacles and processions both enacted and affected the ideological programs of their authors/performers. All texts will be read in Italian. We will also screen the movie *Il viaggio di Capitan Fracassa*, directed by Ettore Scola.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ITAL221 OR ITAL222

#### ITAL239 The Courtier and the Courtesan in Renaissance Italy

Notions of gender and class in Renaissance Italy center this course, which explores the worlds of two social figures of great significance during this period: the courtier and the courtesan. We will study the self-fashioning of the male courtier, his aims, duties, desires, and concerns. Similarly, we will explore the world of the Renaissance Italian courtesan, who rose to wealth and social significance by way of various exchanges, literary, erotic, and otherwise. To understand the worlds of these two figures and those who employed them, we will read several treatises aimed at teaching the courtier and courtesan how to attain (and retain) power. In addition, we will study the representation of these two figures in another popular genre in the Italian Renaissance, the treatise taking the form of a dramatic dialogue. Further, we will read poetic texts authored by the figures themselves. Finally, representations in theatrical form round out the types of texts under consideration. All of these texts and the world of these figures will be brought to life with the aid of paintings, prints, and examples of early modern erotica.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: (ITAL221 AND ITAL222)

#### ITAL240 Fascism, Futurism, and Feminism: Forces of Change in 20th-Century Italy

This course investigates three forces at work in Italy in the first half of the 20th century. We explore Italian fascism, futurism, and feminism through a variety of media, including literary, cinematic, and artistic expressions, and will consider each movement in its sociohistorical context. How did the radical annihilation of standard mores and culture proposed by the futurists help pave the way for Italian fascism? How did feminism in the first half of the century offer examples of resistance to both fascism and futurism? The texts we will consider include the paintings, sculpture, manifestoes, and poetry of futurism; Sibilla Aleramo's early feminist novel *Una donna*, as well as the writings of other Italian feminists resistant to the ultraviolence and misogyny of futurism and the instrumentalization of gender under Italian fascism. We explore similarly varied texts representative of the fascist era: examples of rationalist architecture and urban planning; Alberto Moravia's novel of social mores during fascism, *Gli indifferenti*; selections from Antonio Gramsci, political prisoner of the regime, *Quaderni del carcere* and *Lettere dal carcere*; and at least one film made under the conditions (economic, industrial, and propagandistic) of fascism. Our goal is an understanding of the ideological disconnections between fascism, futurism, and feminism in the Italian collective unconscious in a historical juncture of profound social, economic, and political transformations. By focusing on the interconnections of these forces, we strive for a panoramic understanding of Italy as it moved to embrace modernity in the first half of the last century.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: ITAL222 OR ITAL112

#### ITAL245 Italian Cinema, Italian Society

IDENTICAL WITH: FIST245

#### ITAL249 Contemporary Italian Cultural Identities: Self and Society in Flux

How do Italians' conceptions of themselves and their cultural identities respond to the struggle between the local and the global? How do Italians preserve and/or challenge a sense of themselves while moving forward within a European and transnational framework? How have cultural representations (films, novels, short stories, plays) testified to changes in and pressures on

contemporary Italian society? These are some of the questions we will pursue in a study of Italian cultural identities in the age of the “post” nation. In an effort to better understand how categories of cultural identity—family, class, gender, sexual orientation, politics, and religion—function in the contemporary Italian context, we will compare and contrast official discourses (legal and academic documents and texts) with their unofficial counterparts (literary, cinematic, and mediatic representations). Insofar as community forms the individual’s gateway to the world, our focus on these group formations will help us evaluate the evolving relationship between self and society in a fluid and evolving historical context. This class is conducted in Italian.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: ITAL221  
FALL 2012 INSTRUCTOR: NERENBERG, ELLEN SECT: 01

#### ITAL250 Italian Cinema After 1968

This course, conducted in Italian, takes as its subject Italian cinema after the watershed year of 1968. The first half assesses Italian cinema in the light of the social upheaval beginning in the 1960s, examining films with an eye on such themes as power and resistance, corruption and politics, eros and politics, feminism and the women’s movement, and terrorism. The second half of the course focuses on several auteurs. Some of the filmmakers we will explore include Elio Petri, Bernardo Bertolucci, Marco Ferreri, Mario Martone, Marco Bellocchio, Gabriele Salvatores, Francesca Archibugi, and Nanni Moretti. How do the works of these filmmakers both reflect social change and engender it? How do the directors’ formal choices inform their ideological positions? We end the course by examining films made since 2000 set in the late 1960s and 1970s that reflect on the social turmoil that 1968 gave rise to.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: ITAL221

#### ITAL401/402 Individual Tutorial, Undergraduate

GRADING: OPT

#### ITAL409/410 Senior Thesis Tutorial

GRADING: OPT

#### ITAL411/412 Group Tutorial, Undergraduate

GRADING: OPT

#### ITAL465/466 Education in the Field, Undergraduate

GRADING: OPT

#### ITAL467/468 Independent Study, Undergraduate

GRADING: OPT

## SPANISH

### SPAN101 Elementary Spanish I

This introductory course is designed for students without prior Spanish language study and focuses on the development of receptive and productive language skills (reading, listening, writing, and speaking) within a strong cultural frame.

GRADING: A–F CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: PEREZ-GIRONES, ANA M. SECT: 01

### SPAN102 Elementary Spanish II

This course, the continuation of **SPAN101**, further develops basic language skills (reading, listening, writing, and speaking). The course incorporates readings and media from a variety of sources, allowing students to explore the cultures of the Spanish-speaking world.

GRADING: A–F CREDIT: 1 PREREQ: SPAN101  
SPRING 2013 INSTRUCTOR: NEARY, LOUISE C. SECT: 01

### SPAN103 Elementary Spanish for High Beginners

This course provides an intense review of elementary Spanish to allow students to advance to the intermediate level. Emphasis is placed on the four basic skills: speaking, listening, reading, and writing. Attention is also given to cultural issues concerning the Spanish-speaking world. Conversational fluency is practiced and highly expected on a daily basis.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: FLORES-CUADRA, OCTAVIO SECT: 01

### SPAN110 Spanish for High Beginners

Intermediate level language course following **SPAN103**, with emphasis on the development of four basic language skills (reading, listening, writing, and speaking,) within a cultural framework.

This course is comparable to **SPAN111** and can be followed by **SPAN112**. Those seeking to follow with **SPAN113** require permission of instructor.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: SPAN102 AND SPAN103

### SPAN111 Intermediate Spanish I

This intermediate language course places continued emphasis on the development of receptive and productive language skills (reading, listening, writing, and speaking), with a strong cultural component. The sequence **SPAN111** and **SPAN112** seeks to expand students’ active and passive knowledge of vocabulary and grammar while developing more fully their writing and speaking skills. Students gain experience in using different registers of Spanish, from informal to formal.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: SPAN102 OR SPAN103  
FALL 2012 INSTRUCTOR: FLORES-CUADRA, OCTAVIO SECT: 01-02  
INSTRUCTOR: FLORES, LAURA CONDRON SECT: 03-04

### SPAN112 Intermediate Spanish II

This course leads students through a review and in-depth examination of advanced Spanish grammar issues and vocabulary expansion within a cultural framework that explores an array of topics connecting to other academic disciplines. Students will experience working with written texts and other media materials and produce a variety of texts.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: SPAN111  
SPRING 2013 INSTRUCTOR: PEREZ-GIRONES, ANA M. SECT: 01,05  
INSTRUCTOR: NEARY, LOUISE C. SECT: 02-03

### SPAN113 Intermediate-Advanced Spanish

Within a cultural framework focused on Spain, this course leads students through a review and in-depth examination of advanced Spanish grammar issues and vocabulary expansion while providing the experience of working with written texts and other media materials. Students will explore an array of topics that connect to other academic disciplines.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: SPAN111  
FALL 2012 INSTRUCTOR: PEREZ-GIRONES, ANA M. SECT: 01-02

### SPAN203 Spanish for Heritage Speakers

This course is designed to meet the specific needs of students who are heritage speakers of Spanish to increase their language skills and confidence. Students who take this course must have placed into **SPAN112** or above. Emphasis is placed on the following: development of linguistic strategies that advance students’ written and oral expression beyond the colloquial level; grammatical and orthographic norms of Spanish; critical reading (reading for understanding and analyzing what is read); and expansion of vocabulary. The linguistic work will be conducted through course materials that explore, through a variety of literary and nonliterary texts, the use of Spanish in the United States. Materials include a textbook or manual and topics related to the experience of Spanish speakers in the United States.

GRADING: A–F CREDIT: 1 GEN ED: HA PREREQ: NONE

### SPAN221 Introduction to Hispanic Literature and Advanced Practice in Spanish

Poems, plays, essays, and short stories representative of various Spanish-speaking countries and different periods of literary history are used to stimulate conversation, improve writing skills, and introduce students to the fundamentals of literary analysis. The course is conducted exclusively in Spanish. Some laboratory work may be assigned. Besides the three hours of class sessions with the professor, all students are required to attend a weekly one-hour conversation section.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: IBST221 PREREQ: NONE  
FALL 2012 / SPRING 2013 INSTRUCTOR: GRAF, ERIC CLIFFORD SECT: 01  
INSTRUCTOR: OSPINA, MARIA SECT: 02-03  
INSTRUCTOR: CONN, ROBERT T. SECT: 03-04

### SPAN223 Modern Spain: Literature, Painting, and the Arts in Their Historical Context

In this course we study the so-called “masterpieces” of modern and contemporary Spanish literature, painting, and film (18th century to the present). The works chosen represent the major literary and cultural movements of the past three centuries: the Enlightenment, romanticism, realism, and naturalism, the generations of 98 and 27, the avant-garde, neorealism and postmodernism. As masterpieces, they have achieved canonical status through either the influence they have come to exercise over successive generations or their popular reception at the time of their production. In our close analysis of these works, we will interrogate the processes and conditions of canonicity. We will emphasize as well the relationship between cultural production and historical context, seeking to draw analogies at all times between the short stories, novels, poems, plays, paintings, and movies under consideration and the social, political, and economic milieu from which they emerge.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [IBST223 OR COL219] PREREQ: NONE  
FALL 2012 INSTRUCTOR: GONZALEZ, BERNARDO ANTONIO SECT: 01

### SPAN226 Spanish American Literature and Civilization

A close study of texts from the colonial period to the present will serve as the basis for a discussion of some of the major writers and intellectuals in Latin America: Las Casas, Sor Juana, Bolívar, Sarmiento, Martí, Rodó, Mariátegui, Neruda, Borges, García Márquez, Poniatowska, and Bolaño. Special emphasis will be placed on issues related to culture and politics. For purposes of understanding context, students will also read selected chapters from works by historians and cultural critics and will see several films, including *Yo, la Peor de Todas*, *Camila*, *Rojo Amanecer*, and *La Batalla de Chile*.

GRADING: A–F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST226 PREREQ: NONE  
FALL 2012 INSTRUCTOR: DEGIOVANNI, FERNANDO SECT: 01  
SPRING 2013 INSTRUCTOR: OSPINA, MARIA SECT: 01

### SPAN230 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History

This course is designed to develop students’ ability to make informed and creative sense of four fascinating, complex, and influential medieval and Renaissance Spanish texts in their multiple (literary, historical) contexts: the “national” epic *El Cid* (12th–13th century); the bawdy and highly theatrical

prose dialogue known as *La Celestina* (1499); the anonymous *Lazarillo* (1554), the first picaresque novel; and María de Zayas's proto-feminist novella *The Wages of Vice* (1647). Through these and selected historical readings, the course is also intended to provide students with a basic knowledge of Spanish culture (in its plurality) from the 11th through the 17th centuries, the texture of everyday life, as well as the larger movements of long-term historical change. We will draw on literature and history to imagine the world of chivalry and crusade in the medieval Spain of "the three religions of the book" (Judaism, Christianity, and Islam); of mercantile values, courtly love, and prostitution in the Renaissance city; of social injustice and religious hypocrisy in imperial Spain; and of the exacerbated gender and caste tensions that followed from the political crises of the 1640s. We will reflect on the interplay of literature and history in our efforts to come to grips with a past both familiar and strange; address the crossing of linguistic, artistic, ethnic, religious, caste, and gender boundaries that has long been a conspicuous feature of Spanish society; and consider what texts and lives of the past might still have to say to us today. No prior historical or literary preparation is required, only a willingness to engage the readings closely (textually and historically).

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [COL229 OR MDST228 OR IBST230] PREREQ: NONE FALL 2012 INSTRUCTOR: GRAF, ERIC CLIFFORD SEC: 01

#### SPAN231 Sex, Violence, and (Poetic) Justice: Spanish and New World Classical Theater

From 1580 to 1660 Spanish-language playwrights in Spain and the New World created a repertory comparable for inventiveness, variety, and influence to the classical Greek and Elizabethan English traditions and unmatched by any for the sheer magnitude of the outpouring. Through it, a collective identity was shaped and projected, and conflicts, often violent, between freedom and authority, desire and conformity, acted out. Designed to please paying popular as well as learned courtly audiences and distinguished for its innovative exploration of hybrid forms such as tragicomedy, Spanish Golden Age theater is typically vital, surprising, and refined all at once. Two fascinating plays by women playwrights are included. Attention will be given to performance: stagecraft, women on the stage, and theater as ritual. Scenes from the plays will be performed informally in class.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [COL313 OR IBST231 OR THEA231] PREREQ: NONE

#### SPAN232 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America

This course samples the rich tradition of Spanish-language verse from its beginnings to the present. It is structured by four primary dialogues: (1) the creative reception of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz) by leading 20th-century poets from Spain and Latin America (Neruda, Lorca, Machado, Borges, Paz, and Rossetti, among others); (2) the interplay of poetry and essays by those same poets; (3) the round-trip fertilization of popular and elite, oral and written forms of poetry; and (4) the crossing of linguistic, ethnic, religious, and gender boundaries that has shaped Spanish-language verse from its beginnings as love lyrics embedded in Hebrew and Arabic poems (*jarchas*) to the creative stimulus of other romance languages (especially Galician and Catalan) in Spain, through Latin American poets open to Amerindian and African influences, and Hispanic American poets exploring bilingualism in the U.S. We will read lyric, epic, and burlesque verse on a wide variety of themes (mysticism, sex, history, reason, travel, love, politics, sensory perception, death, and poetry itself, among others); reflect on how poetry can best be enjoyed and understood; and consider how poetry has been produced, heard, read, and used (ritual and spontaneous song; minstrel performance of epic and ballads; courtly patronage, literary academies, and manuscript circulation; private reading of printed texts and commodification; and 20th-century singer-songwriter musical settings and politics). Although no prior expertise in poetry is expected, a willingness to engage it closely (textually and historically) is essential.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: [IBST232 OR LAST232] PREREQ: NONE

#### SPAN236 Cervantes

Cervantes is known chiefly for *Don Quixote*, often described as the first modern novel and fountainhead of one of the great modern myths of individualism. *Don Quixote* also reimagines virtually every fashionable, popular, and reputable literary genre of its time: chivalric, pastoral, picaresque, sentimental, adventure and Moorish novels, the novella, verse forms, drama, and even the ways these forms of literary entertainment were circulated and consumed, debated, celebrated, and reviled. It is a book about the life-enhancing (and endangering) power of books and reading and the interplay of fiction and history, truths and lies. Cervantes' art remains fresh and unsettling, sparing no one and nothing, including itself. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literary tour de force and a fascinating lens through which to examine the po-

litical, social, religious, and intellectual debates of its moment. Characteristic themes: social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. We will read, discuss, and write about *Don Quixote*, along with a sampling of critical, philosophical, literary, and artistic responses it has inspired.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [COL327 OR MDST254 OR IBST236]

PREREQ: NONE

SPRING 2013 INSTRUCTOR: GRAF, ERIC CLIFFORD SEC: 01

#### SPAN242 Fantasizing the Mediterranean: Cervantes' Short Fiction

Our subject is the rich interplay between art, cartography, and literature that takes place in Cervantes' *Novelas Ejemplares*. This course invites students to navigate into the blue-green waters of the Mediterranean Sea during the early modern period via Cervantes' short fictional representations of traveling. Our travels will introduce us to lovers, pirates, soldiers, witches, gypsies, and dogs that talk. Our task will be to map their elliptical mobilization and cultural transformation as we travel from coastal Spain to Italy, Algeria, Tunisia, Syria, and back again. Throughout the course, we will study maps and other visual representations of the Mediterranean basin produced during the period. In tracing this relation between text and map, we will simultaneously chart a path into the changing terrains of "fiction" and "fantasy" during the early modern period.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: IBST242 PREREQ: NONE

#### SPAN245 Gender and Authority in the Spanish *Comedia* and Empire: The Spectacle and Splendor of Women in Power

In this course we will trace portrayals of women in positions of authority in Spanish Golden Age *comedias* as if we were following Ariadne's thread. Along our route we will encounter the Jewish queen Esther in Lope de Vega's *La hermosa Esther*, a Spanish Sultana in Cervantes' *La Gran Sultana*, Queen Zenobia of the ancient Palmyrene empire in Calderón's *La gran Cenobia*, the Baroque princess Estrella in his *La vida es sueño* and América, the self-possessed Aztec in his *Divino narciso*. We will focus on geographical, political, social, and religious factors insofar as they relate to the representation of authority and gender in these plays. We will assess as well the various relationships—love, captivity, cooperation, and subordination, for instance—that women in power establish with their male counterparts. We will explore, finally, the parallels that exist between the literary and political culture of the Spanish empire by comparing these dramatic representations of authority to symbols employed in official artistic representations by the Royal Court during the time of Philip III and Philip IV. J. P. Rubens' Medici Cycle—commissioned portraits of Maria de Medici, the mother of Elisabeth de Bourbon, the Queen consort of Philip IV—will be especially useful in this regard. Our overarching aim is to evaluate the extent to which literary culture—in this case, the representation of women in power—may have influenced how female authority was conceived and portrayed in the public (political) sphere, in Spain and in the Spanish colonies. For that purpose we will conclude by studying textual and pictorial accounts of Queen Isabel de Borbón composed in different Mediterranean and New World cities (Milan, Naples, and Rome; Puerto Rico, Lima, and México).

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [IBST245 OR THEA242 OR COL209]

PREREQ: NONE

#### SPAN250 Orientalism: Spain and Africa

Over the past several decades, North African and Middle Eastern cultures have become conspicuously important within the Spanish cultural arena. Translations of writers from Lebanon to Morocco abound in Spanish bookstores. Spanish writers have begun addressing North African and Middle Eastern issues with greater frequency, especially in their novels. The dramatic rise in the African immigrant population in Spain during the 1980s and 1990s, meanwhile, has been matched by a rise in press coverage of issues pertaining to Africa and the Middle East. These factors constitute the point of departure for our historical overview of the treatment of Islamic cultures in modern Spain, from early 19th century to the present. Guided by Edward Said's seminal essay, *Orientalism*, we will assess the extent to which (and the process by which) Spain passes from the Orientalized subject of European romanticism (painting, literature, music) to an Orientalizing European power in the late 20th century. In doing so, we will seek to relate the representation of Islamic cultures in Spanish literature and painting to social, political, and economic factors, most important of which was Spain's military invasion into Morocco in the late 19th and early 20th century. We will also survey changing attitudes among Spanish intellectuals with regard to the Islamic world and toward Spain's Islamic heritage, the result perhaps of 20th-century modernization and, most recently, of Spain's full integration, after Franco's death, into Europe's military and political structures. The tools for this study include works of literature primarily, but we will also focus on painting, historical essays, newspaper articles, and film.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [COL231 OR IBST250] PREREQ: NONE



**SPAN251 Urban Fantasies: The City, Sexuality, and National Identity in the Modern Spanish Novel**

The novel as we know it today reached maturity in Europe in the 19th century against the backdrop of a rapidly changing social and economic context and the emergence of the metropolis as a “capital” coordinate (literally and figuratively) on the map of national cultures. The rapid growth of a powerful bourgeoisie is equally important within this cultural dynamic, manifesting itself as it does through demographic changes, urban expansion, and the predominance of a bourgeois aesthetic in art and literature. In Spain these phenomena are acutely reflected by two novelists, Benito Pérez Galdós and Leopoldo Alas, alias Clarín. Through a close reading of what are widely regarded as masterpieces of the modern Spanish novel, *Fortunata y Jacinta* (Galdós) and *La Regenta* (Clarín), we will seek to evaluate how narrative and the cityscape form interlocking textualities within each of which the family is protagonist and sexuality a central theme.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [COL248 OR IBST251] PREREQ: NONE

**SPAN252 Cinema, Politics, and Society in Contemporary Spain**

Our objective is to study the relationship between cinema, political reform, and social change in Spain since circa 1990. The course is organized around four themes—gender and sexuality; nationalities and nationalisms; immigration; and historical memory—that relate directly to the major public policy initiatives of the period. The *ley de igualdad* (2007) and *el matrimonio homosexual* (2005) seek to provide equality for women and homosexuals. Changes in Spain’s *política territorial* and various *estatutos de autonomía* (2006) redefine the relationship between the central and regional governments. Modifications in the *ley de extranjería* (2009) aim to regularize the legal status of immigrants. The *ley de memoria histórica* (2007) was amended in hopes of achieving at long last a full reconciliation with the legacy of fascism. All of these initiatives continue to fuel public debate in the press, Parliament, and the public sphere over the topic of cultural identities and social relations within a national political framework. The course is designed, therefore, to show how artists—filmmakers, in this case—enter the fray. While doing so, it also provides an overview of contemporary Spanish social and political history. Supplementary readings taken from official government publications and web sites, from the press, and from various social research agencies (Spain’s Centro de Investigaciones Sociológicas, the Pew Research Center’s Global Attitudes Project, the World Economic Forum) will help bring into focus the often problematic tensions that exist between artistic (cinematographic) representation and sociopolitical realities. Finally, insofar as Spanish films project local responses to transnational issues, the course is designed to stimulate debate over the status of culture in the age of globalization.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [COL242 OR IBST252] PREREQ: NONE

**SPAN253 Families on Stage: Individual, Society, and the Nation in Spanish Theater from 1600 to the Present**

Theater showcases conflict, and conflict tends to be experienced most acutely within the intimate confines of the family. This is why the family and its spatial correlate, the home, have been treated as the privileged scenario for dramatic literature since the days of *Oedipus* and *Hamlet*. The parallel between the stage and the family and the allegorical implications that derive therefrom are a key incentive for much of the writing for the stage in Spain, from the Golden Age (1600s) to the present. In this course we will evaluate these implications at different stages of Spanish history to see how the portrayal on stage of family conflict evolves over time and is adapted to highlight social trends and questions of nationhood and collective identity within an evolving national domain.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [IBST253 OR COL263 OR THEA253] PREREQ: NONE

**SPAN254 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde**

Our focus will be the Spanish avant-garde as mirrored in the poetry and plays of Federico García Lorca, one of Europe’s most celebrated authors. A substantial portion of the syllabus includes the poetry and plays of writers who represent the literary traditions (classical, medieval, Golden Age) and contemporary intellectual context (1900–1936) that influenced Lorca. These readings will help us to understand how the modern and the popular interact in the literature and visual arts (Picasso, Dalí, Buñuel) of this period of intense intellectual ferment. Since intellectual and ideological ferment run parallel during these years, we will also study the relationship between the arts and ideology, concentrating on the portrayal of Lorca as a modern bard—his theories of the “people’s playwright” and the activities of his wandering theater troupe *La Barraca*—in the context of the Second Republic (1931–1939), Spain’s first important experiment with a progressive democracy.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [COL237 OR IBST254 OR THEA254] PREREQ: NONE

**SPAN257 Performing Ethnicity in Spain: Flamenco, Gypsies, and the Construction of a National Culture**

In this course we will analyze how gypsies and flamenco are interlinked, in fact and in fiction, and how and why they have emerged into the limelight of Spanish national cultural discourses. Although they represent discrete realities, what correlations that exist between Spanish Gypsies and flamenco have been exploited by the media and by artists as an tool for marketing national culture within the global marketplace. Within Spain, widespread recognition of the artistic value of flamenco and of the contribution of the Romany community to Spanish culture has meanwhile been slow to congeal. Our practical goals will be to trace this historical process and to evaluate the motives that have driven it.

On the theoretical plane, we will pursue a deeper understanding of the relationship between ethnicity, music, dance, and other forms of cultural expression—literature, cinema, performance, and art. Our tools include music, film, and essays.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: COL271 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: GONZALEZ, BERNARDO ANTONIO SECT: 01

**SPAN260 Between Word and World: Major Spanish Poets of the 20th Century**

Our goal in this course is to study how the leading poets in 20th-century Spain use the lyric mode to negotiate the relationship between themselves and their community at key junctures in the nation’s history. In doing so, we will also identify and assess the various notions of community that arise in modern Spanish poetry, attempting to evaluate how those notions evolve or are affected by such events or movements as (1) the avant-garde and the 2nd Republic (1920–1936), (2) the Civil War and the Franco regime (1939–1975), and (3) sweeping political and social transformations of the past 30 years as signaled by the country’s democratization, integration into the European Union, economic development, and by the massive influx of immigrants from Africa, Latin America, and Eastern Europe (1977–present). Key essays (critical and theoretical), some by the poets themselves, are included in the syllabus to provide critical tools for discussing how the public experience is lyricized through the intimate filter of the poet’s own sensitivity. We will seek to understand the role played by context in conditioning the decisions poets make in adopting the epic, elegiac, didactic, or testimonial mode of expression, to name just a few. The image of the poet standing at the crossroads of lyrical creativity—word—and historical circumstance—world—will be central to our critical inquiry.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [COL260 OR IBST260] PREREQ: NONE

**SPAN261 Sites of Resistance and Memory: Theater, Performance, and Political Consciousness in Contemporary Spain**

Compared to other literary genres, and given its essentially social (public) format, the theater is an especially vulnerable mode of cultural expression and therefore becomes the natural prey of both overt (institutionalized) and covert (social) systems of censorship. The tendency for authoritarian regimes to scrutinize stage practices is exemplified by the official (state) censorship that prevailed under Franco (1939–1975) and that prompted Spanish playwrights to develop subtle strategies for resisting authority in the name of democracy and for dialoguing with their society, as playwrights are wont to do, regarding the crucial social and political concerns of the day. The parliamentary regime born in aftermath of the dictator’s death ushered in an era of fervor and experimentation unprecedented in recent Spanish cultural history, one in which playwrights have increasingly embraced the struggle against more covert (social) forms of censorship in attempting to craft a new social order for a new political context: a democratic mindset that will serve to solidify the foundations of the young democratic state. Our goal in this course is to trace these trends through a close reading of key works by the major Spanish playwrights active since 1939. We will focus on context, on how the theater, society, and politics are intertwined, through evaluating both works of dramatic literature and the place and meaning of the public, commercial, and alternative theater circuits where many of these plays were premiered. Our aim, broadly, is to understand the extent to which collective memory and national identity, as staged over the past half century, have become a battleground where Spaniards either seek or resist reconciliation with their shared history.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: IBST261 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: GONZALEZ, BERNARDO ANTONIO SECT: 01

**SPAN262 Between Local and Global: Contemporary Iberian Cultures and Identities**

How do artists respond locally to global culture during times of profound social change? This question will guide us in our analysis of Spanish film, fiction, theater, art, and music of the past four decades (1977 to the present). The dominant trends of this period—economic development, immigration, informational technology, and the consolidation of democracy—have given rise to a multilingual and transcultural society whose tensions it shares

broadly with other European and American societies. As elsewhere, the close proximity and regular intermingling of peoples from different linguistic, cultural, and national backgrounds raise new questions concerning identity, both individual and collective, concerning, that is, the means by which individuals construct their sense of community and the rules and assumptions by which they interact. Our objective in this course is to analyze the particular way in which Spanish filmmakers, novelists, and playwrights, visual artists and musicians address these concerns as they represent—and thereby propagate—new understandings of identity within this fluid social framework. We will concentrate primarily on film (Pedro Almodóvar), theater, literature, art, music and dance (flamenco), and the media and on such issues as the popular versus the elite, the present and past (historical memory), gay and straight, native and foreign, and national and regional. We will also seek to relate these literary and artistic works to key events (exhibits, performances), to sites of special significance (urban, institutional, monumental), and to high-profile practices (cuisine) to bring into focus the network of hidden correlations and ideologies that define Spanish culture today. In doing so, we will pay special attention to how Spaniards defend local cultural formulations against the homogenizing dominance of global systems.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: IBST262 OR COL277 PREREQ: NONE

#### SPAN270 The Uses of the Past: Literature and History in Latin America

This course aims to examine literary representations of major Latin American political and social events. By focusing on watershed developments such as the Wars of Independence, the Mexican Revolution, and the establishment of dictatorial regimes from 1930s on, we will analyze the ways in which these key events have informed a series of 20th-century texts. We will also study the role played by fiction in recreating, counteracting, and questioning official historical narrations. By doing so, this class will explore the complex interactions between language and reality, the place of fiction in the construction of truth, and the symbolic strategies developed by canonical intellectuals to resist self-legitimizing historical discourses and present alternative versions of the past.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST260 PREREQ: NONE

#### SPAN271 Intellectuals and Cultural Politics in Latin America

This course will focus on the development of the most internationally celebrated Latin American literary currents of the 20th century: regionalism, the fantastic, and magic realism. With the purpose of analyzing how these literary tendencies became representative of Latin American literature for the world, we will examine the way in which several intellectuals promoted and negotiated a continental cultural identity vis-à-vis European and American literary movements and editorial markets. We will also discuss the manner in which these literary currents confronted previous cultural tendencies to define their own cultural agendas and the critical consequences that their politics of literary representation have had for understanding the extremely diverse cultural manifestations of the continent. Special attention will be given to the study of programmatic essays, polemical texts, and contemporary reviews of major works.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST261 PREREQ: NONE

#### SPAN272 Nation and Narration in Latin America

Since the early 19th century, “gauchos,” “mestizos,” “indios,” and “negros” have been repeatedly used as symbols of cultural identity in Latin America. By analyzing narrations concerning ethnic difference, cultural heritage, and political integration, this course will examine the opposing ways in which intellectual discourses have constructed literary versions of subaltern and minority groups to address specific issues: European immigration, state formation, capitalist expansion, and radical political transformations. This exploration will eventually lead us to a reflection on how representations of particular groups have contributed to forge, endorse, or challenge political and cultural traditions in several countries of the continent.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST265 PREREQ: NONE  
FALL 2012 INSTRUCTOR: DEGIOVANNI, FERNANDO SECT: 01

#### SPAN273 The Idea of Latin America

Since the end of the 19th century, writers and artists involved in the dissemination of revolutionary discourses of political and symbolic identity have reflected upon the possibility of representing Latin America as a single cultural entity. The emergence of some of the most enduring images of the region is indeed intertwined with the outbreak of political conflicts that transformed the continent's history (the Spanish-American War, the Mexican Revolution, the Cuban Revolution), as well as with the activity of numerous intellectuals who played leading roles in the public arena as cultural and social organizers. This course will analyze popular images of Latin America with the purpose of understanding their historical and ideological meaning; it will also explore how these images were circulated and appropriated in different political and cultural circumstances to convey alternative ideological tenets. In particular, we

will discuss how some intellectuals have used them to endorse or challenge official projects of political reform, community change, and cultural agency. In assessing these issues, we will raise questions of hegemony-building and cultural resistance, ideological legitimization, and social control in Latin America.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST273 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: DEGIOVANNI, FERNANDO SECT: 01

#### SPAN274 Subject, Modernity, and Nation in Latin America

This course explores how Latin American writers dealt with the ideas of subject formation, modern development, and national identity between 1880 and 1930. Through analyses of narrations and plays, we will examine the relationship between capitalist expansion, social practices, and cultural heritage in several countries of the subcontinent. Special emphasis will be placed on questions of race, the role of women, and the impact of alternative political ideologies as they relate to the concept of progress in Latin America.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST275 PREREQ: NONE

#### SPAN275 Jorge Luis Borges

Jorge Luis Borges is one of the most well-known writers of the 20th century. His short stories and essays have exerted a significant influence on philosophers, historians, filmmakers, and fiction writers across the globe. In this course, we will examine Borges' literary work, as well as the production of a wide array of cultural critics who have appropriated and discussed his ideas to develop their own intellectual projects. We will pay special attention to the ways in which Borges' conception of literature has played a special role in developing new notions of authorship, fiction, history, and modernity.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST284 PREREQ: NONE

#### SPAN276 Body Fictions: Latin American Visual Culture and the 20th Century

The French philosopher Jean-Luc Nancy maintains that we do not have bodies, we ARE bodies. The subject is mere exteriority, infinite exposition: the body emptying itself outward. This exteriority, however, regularly metaphorizes itself, submerging within and taking on allegories; at other times it manages to call attention to itself as matter. This seminar explores the diverse representations of the body in Latin America from a visual culture perspective. To this end, it proposes an exploration of different bodies in direct relationship to their matter, races, and sexualities. The seminar makes visible both canonical and marginalized bodies through visual representations (films, performances, photographs, exhibitions) and literary texts.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST276 PREREQ: NONE

#### SPAN277 Minor Tales: Youth and Childhood in Latin American Culture

This course is an exploration of Latin American literature and film about childhood and youth in the 20th and 21st century. Youth, a fundamental concept for political projects and fiction, also serves as the focus of a wide array of issues: poverty, education, cultural identity, language and aesthetics, revolution, political activism and repression, immigration, violence, historical change, sexuality, and marginalization. What does it mean to speak for a child? What is the political function of the testimony of youth? How do texts about growing up in Latin America reflect on the social and psychic formation of the subject? How do they narrate some of the major events that have shaped the region's history? We will examine a wide array of texts ranging from novels of formation to experimental short fiction, as well as testimony, film, and visual culture of different historical periods of regions.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST277 PREREQ: NONE

#### SPAN278 Dangerous Plots: Fictions of the Latin American Jungle

This course is an exploration of the ways in which nature has been plotted in fiction, films, and popular culture, focusing on the tropical jungle, a space that has been central to the way Latin America has been imagined for centuries. We will investigate the construction of jungle as a cultural space where diverse anxieties about sovereignty, nationhood, race, development, gender, and subversion collide. We will evaluate this topography in relation to diverse projects of modernization and development, to the global angst over the environment and its destruction, and to a number of cultural and economic struggles that have shaped the region over the last century.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST278 PREREQ: NONE  
FALL 2012 INSTRUCTOR: OSPINA, MARIA SECT: 01

#### SPAN281 Pathological Citizens: The Politics and Poetics of Disease in Latin American Literature

In this course we will examine canonical and marginal texts—both fictional and testimonial, essays and film—that present disease as the main metaphor for Latin American political crises since the end of the 19th century. The presence of diseases such as tuberculosis, cancer, and AIDS in these texts will allow us to explore artistic, cultural, and political debates in different sociopolitical contexts. Special emphasis will be given to the strategies through which the diseased portray themselves and are portrayed by others in relation to the nation and the various phenomena known as globalization.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST283 PREREQ: NONE

**SPAN282 Narratives of Crisis: Violence and Representation in Contemporary Latin American Culture**

How have Latin American literature, film, and performance of the past three decades articulated the many forms of violence in a region facing complex armed conflicts, wars deployed around the drug trade, and diverse forms of political unrest? Focusing on Colombia, Peru, Central America, and Mexico, we will investigate how contemporary cultural artifacts reflect on the linguistic, ethical, and social dimensions of subjectivity in times of crisis and provide productive analytical frameworks to examine violence, history, and memory in the region.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST285 PREREQ: NONE

**SPAN284 Tales of Resistance: Modernity and the Latin American Short Story**

Latin American writers from the early 20th century forward have regarded the short story as a vehicle through which to make their mark and engage the great cultural issues of the day. Jorge Luis Borges and Julio Cortázar, two of Latin America's most well-known literary figures, dedicated their careers almost exclusively to the genre. In this course, as we consider the privileged status of the short story in Latin American letters, we will examine the ways in which writers have used the genre to comment on important aspects of modernization, both within and outside their respective countries. Some of those aspects will concern the Mexican Revolution, bourgeois and mass culture, nationalism, globalization, as well as immigration to Europe and the United States.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST254 PREREQ: NONE

FALL 2012 INSTRUCTOR: CONN, ROBERT T. SECT: 01

**SPAN286 Simón Bolívar: The Politics of Monument Building**

No figure has been seized upon more as a symbol of cultural and political unity in Latin America than the liberator Simón Bolívar. In this course, we will examine not only the case of contemporary Venezuela with its cult-like tradition but also several of the countless appropriations of Bolívar that have occurred across the Americas and in Europe in the 180 years since his death. From the Cuban José Martí to the Colombian García Márquez, from the Spaniard Miguel de Unamuno to the U.S. socialist Waldo Frank, from, to be sure, the powerful tradition of the Latin America essay with its identity politics to the U.S.-led Pan Americanism of the 1920s, 1930s, and 1940s, Bolívar has been made to serve complex and important functions in discourse about national and continental identity. To consider all this, we will study a number of rewritings of Bolívar's life and works, focusing on the dynamic process in which literary, cultural, and political traditions have been formed around him, while giving special attention to issues bearing on race, gender, and modernization. A wide range of texts will be examined, including letters, essays, poems, novels, screenplays, and films.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST258

PREREQ: [SPAN226 OR LAST226] OR [SPAN221 OR IBST221] OR [SPAN223 OR IBST223 OR COL219]

**SPAN288 Cultures in Conflict: Latin American Novels of the 20th and 21st Centuries**

In this course we will examine several important novels that deal with social and cultural dislocation in the context of revolution, civil war, and globalization. In addition to the crucial issue of innovation in literary form, we will ask ourselves how the novel represents local and national culture, as well as how it portrays the interconnection of power, gender and desire, cultures in conflict, marginalization, and violence. Works of essayists, historians, and theorists, as well as films, will assist us in defining context.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST288 PREREQ: NONE

**SPAN289 Contemporary Latin American Fiction: Writing After the Boom**

One of the characteristics of recent Latin American fiction is the interest in more open, relaxed forms of narration that focus on individual lives against the backdrop of specific social issues. In this course we examine this new experimentation with novelistic form as we look at several matters, including social and political violence, gay and heterosexual subjectivity, literary tradition, as well as artistic production. Several films will also be discussed.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST287 PREREQ: NONE

SPRING 2013 INSTRUCTOR: CONN, ROBERT T. SECT: 01

**SPAN301 The History of Spanish Cinema**

IDENTICAL WITH: FIST301

**SPAN302 The View from Abroad on the Early Modern Stage**

IDENTICAL WITH: FIST302

**SPAN355 Translation: Theory and Practice**

IDENTICAL WITH: VRCT255

**SPAN401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**SPAN409/410 Senior Thesis Tutorial**

GRADING: OPT

**SPAN411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**SPAN465/466 Education in the Field, Undergraduate**

GRADING: OPT

**SPAN467/468 Independent Study, Undergraduate**

GRADING: OPT

# Russian and East European Studies Program

- PROFESSORS:** Susanne Fusso, *Russian Language and Literature*; Priscilla Meyer, *Russian Language and Literature, Chair*; Peter Rutland, *Government*
- ASSOCIATE PROFESSOR:** Duffield White, *Russian Language and Literature*
- ASSISTANT PROFESSOR:** Victoria Smolkin-Rothrock, *History*
- ADJUNCT PROFESSOR:** Irina Aleshkovsky, *Russian Language and Literature*

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Susanne Fusso; Priscilla Meyer; Peter Rutland; Victoria Smolkin-Rothrock; Duffield White

The major in Russian and East European studies is designed to provide a broad background in Russian, Soviet, and East European history, politics, economics, and literature. To be accepted into the program, students must have a minimum overall average of B in courses related to the major.

**Major program requirements.** Majors must complete three years of college-level Russian or the equivalent. Each student, in consultation with an advisor, will work out an individual program consisting of at least one course from each of the fields listed below (politics and economics, history, and literature) and four more courses in the three fields (distributed as agreed with the advisor).

**Study abroad.** Majors are strongly encouraged to participate in either a summer or a semester program of study in the Russian Federation, for which academic credit will be given.

**Departmental honors.** To qualify to receive honors or high honors in Russian and East European studies, a student must write a senior thesis that will be evaluated by a committee consisting of the tutor, a second reader from the Russian and East European studies faculty, and one additional reader from the faculty at large. This committee makes the final decision on departmental honors.

## Politics and Economics

- **ECON265** Economics in Transition
- **GOVT274** Russian Politics

## History

- **HIST156** Sophomore Seminar: East European Jewish Experience
- **HIST218** Russian History to 1881
- **HIST219** Russian and Soviet History, 1881 to Present

## Language and Literature

- **RUSS101/102** Elementary Russian
- **RUSS201/202** Intermediate Russian
- **RUSS301/302** Third-Year Russian
- **RUSS205** The 19th-Century Russian Novel
- **RUSS206** A Matter of Life and Death: Fiction in the Soviet Era

- **RUSS209** The Poor Clerk: Origins of the Petersburg Tale
- **RUSS222** Doubles in Literature
- **RUSS240** Reading Stories
- **RUSS250** Pushkin
- **RUSS251** Dostoevsky
- **RUSS252** Tolstoy
- **RUSS255** The Central and East European Novel
- **RUSS260** Dostoevsky's *Brat'ia Karamazovy*
- **RUSS263** Nabokov and Cultural Synthesis
- **RUSS265** Kino: Russia at the Movies
- **RUSS277** Gogol and His Legacy: Witches, Con Men, and Runaway Noses
- **RUSS303** Advanced Russian: Stylistics

## REES156 Sophomore Seminar: East European Jewish Experience

IDENTICAL WITH: HIST156

## REES184 Sophomore Seminar: The Communist Experience in the 20th Century

IDENTICAL WITH: HIST184

## REES194 The End of the Cold War, 1979–1991

IDENTICAL WITH: HIST194

## REES205 The 19th-Century Russian Novel

IDENTICAL WITH: RUSS205

## REES206 A Matter of Life and Death: Fiction in the Soviet Era

IDENTICAL WITH: RUSS206

## REES207 Russia's Art of Empire, 18th-21st Centuries

IDENTICAL WITH: RUSS207

## REES209 The Poor Clerk: Origins of the Petersburg Tale

IDENTICAL WITH: RUSS209

## REES216 Secularism: An Introduction

IDENTICAL WITH: RELI216

## REES218 Russian History to 1881

IDENTICAL WITH: HIST218

## REES219 Russian and Soviet History, 1881 to the Present

IDENTICAL WITH: HIST219

## REES222 Doubles in Literature

IDENTICAL WITH: RUSS222

## REES232 The Real McCoy: Constructing Identity

IDENTICAL WITH: RUSS232

## REES235 Economics in Transition

IDENTICAL WITH: ECON265

## REES240 Reading Stories

IDENTICAL WITH: RUSS240

## REES251 Dostoevsky

IDENTICAL WITH: RUSS251

## REES252 Tolstoy

IDENTICAL WITH: RUSS252

## REES255 The Central and East European Novel

IDENTICAL WITH: RUSS255

## REES257 21st-Century Russian Literature

IDENTICAL WITH: RUSS257

## REES258 Russia's Storyteller Playwrights

IDENTICAL WITH: RUSS258

## REES260 Dostoevsky's *Brat'ia Karamazovy*

IDENTICAL WITH: RUSS260

## REES263 Nabokov and Cultural Synthesis

IDENTICAL WITH: RUSS263

## REES265 Kino: Russia at the Movies

IDENTICAL WITH: RUSS265

## REES267 Out of the Shtetl: Jews in Eastern Europe

IDENTICAL WITH: HIST267

## REES270 The Russian and English Novel

IDENTICAL WITH: ENGL266

## REES277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses

IDENTICAL WITH: RUSS277

## REES279 Theater of Anton Chekhov: Research, Analysis, and Performance

IDENTICAL WITH: THEA214

## REES280 Russian Politics

IDENTICAL WITH: GOVT274

## REES282 Modern Shamanism: An Introduction

IDENTICAL WITH: RELI282

## REES284 Pushkin

IDENTICAL WITH: RUSS250

## REES299 National Religions and Political Rituals

IDENTICAL WITH: RELI299

## REES401/402 Individual Tutorial, Undergraduate

GRADING: OPT

## REES409/410 Senior Thesis Tutorial

GRADING: OPT

## REES411/412 Group Tutorial, Undergraduate

GRADING: OPT

## REES465/466 Education in the Field, Undergraduate

GRADING: OPT

## REES467/468 Independent Study, Undergraduate

GRADING: OPT

# Russian Language and Literature

**PROFESSORS:** Susanne Fusso; Priscilla Meyer, *Chair*

**ASSOCIATE PROFESSOR:** Duffield White

**ADJUNCT PROFESSOR:** Irina Aleshkovsky

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Susanne Fusso; Priscilla Meyer; Duffield White

**Major program.** The major is designed to provide students with an advanced level of fluency in the Russian language, a knowledge of Russian literature (with emphasis on the 19th and 20th centuries), and a basic understanding of the historical and cultural context in which it developed. To be accepted into the major, the student must have an average of B in Russian-related courses. (*Discontinued with the class of 2015.*)

Russian-language classes are conducted in small groups that meet from four to five times per week with required work in the language lab. Survey courses in Russian prose (**RUSS205, 206, 251, 252**, etc.) are offered in translation. Students in advanced seminars conducted in Russian do close readings of poetry and prose.

**Requirements.** Seven courses in Russian language and literature are required beyond the third-year level of language study. These must include **RUSS205** and **206** and one seminar on Russian prose, poetry, or drama (conducted in Russian). Students may receive credit toward the major for some course work done in the Russian Federation, to be determined in consultation with the major advisor.

**Russian House.** Students may choose to live in the Russian House that organizes department events, cooperative dining, and Russian conversation hours, with the participation of native speakers.

**Intensive summer study.** Students are encouraged to accelerate their learning of Russian by attending intensive summer programs.

**Study in the Russian Federation.** Russian majors are encouraged to spend a summer and/or a semester studying in the Russian Federation after completing at least two years of language study or the equivalent. Some scholarship money is available for summer study. Academic credit (under **RUSS465/466**) will be given for successful completion of Wesleyan-approved programs.

**Departmental honors.** To qualify to receive honors or high honors in the Russian Department, a student must write a senior thesis to be submitted for evaluation to a committee consisting of the tutor, a second reader with expertise in Russian literature or history, and one additional faculty reader. This committee makes the final decision on departmental honors.

## Language and Literature

- **RUSS101/102** Elementary Russian
- **RUSS201/202** Intermediate Russian
- **RUSS301/302** Third-Year Russian
- **RUSS205** The 19th-Century Russian Novel
- **RUSS206** A Matter of Life and Death: Fiction in the Soviet Era
- **RUSS209** The Poor Clerk: Origins of the Petersburg Tale
- **RUSS222** Doubles in Literature
- **RUSS240** Reading Stories
- **RUSS250** Pushkin

- **RUSS251** Dostoevsky
- **RUSS252** Tolstoy
- **RUSS254** Murder and Adultery: The French and Russian Novel
- **RUSS255** The Central and East European Novel
- **RUSS260** Dostoevsky's *Brat'ia Karamazovy*
- **RUSS263** Nabokov and Cultural Synthesis
- **RUSS265** Kino: Russia at the Movies
- **RUSS277** Gogol and His Legacy: Witches, Con Men, and Runaway Noses
- **RUSS303** Advanced Russian: Stylistics

### RUSS101 Elementary Russian I

This beginning course in Russian language teaches basic grammar while providing extensive practice in speaking and listening to contemporary Russian.

GRADING: A–F CREDIT: 1 PREREQ: NONE  
FALL 2012 INSTRUCTOR: ALESHKOVSKY, IRENE SECT: 01

### RUSS102 Elementary Russian II

This beginning course in Russian language teaches basic grammar while providing extensive practice in speaking and listening to contemporary Russian.

GRADING: A–F CREDIT: 1 PREREQ: RUSS101  
SPRING 2013 INSTRUCTOR: ALESHKOVSKY, IRENE SECT: 01

### RUSS201 Intermediate Russian I

This course presents a continued study of Russian grammar with an emphasis on a complete analysis of the verb system. Exercises in class and in the language lab develop fluency in speaking and understanding spoken Russian while teaching the rules of Russian grammar. The readings used for analysis of the verb system are classic short stories by Chekhov, Tolstoy, Zoschenko, and others.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: (RUSS101 AND RUSS102)  
FALL 2012 INSTRUCTOR: FUSO, SUSANNE GRACE SECT: 01

### RUSS202 Intermediate Russian II

Exercises in class and in the language lab develop fluency in speaking and understanding spoken Russian while teaching the rules of Russian grammar. Readings for the course (short works of Russian prose and poetry) will be listened to as well as read.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: (RUSS101 AND RUSS102)  
SPRING 2013 INSTRUCTOR: ALESHKOVSKY, IRENE SECT: 01

### RUSS205 The 19th-Century Russian Novel

The 19th-century novel is widely regarded as the supreme achievement of Russian literature. This course will trace its development from Pushkin's elegant, witty novel in verse, *Eugene Onegin*, through the grotesque comedies of Gogol, to the realist masterpieces of Dostoevsky and Tolstoy, with their complex depiction of human psychology and the philosophical struggles of late 19th-century society. We will consider the historical background in which the novels were produced and the tools developed by Russian critical theory, especially the Russian formalists and Mikhail Bakhtin, for understanding 19th-century Russian prose.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [REES205 OR RULE205] PREREQ: NONE  
FALL 2012 INSTRUCTOR: FUSO, SUSANNE GRACE SECT: 01

### RUSS206 A Matter of Life and Death: Fiction in the Soviet Era

The great Russian writers of the 20th century risked their lives in insisting on moral absolutes to counter Soviet doctrine. Zamyatin's *We* inspired *Brave New World* and *1984*; Bulgakov's *Master and Margarita* remained hidden for 27 years; Solzhenitsyn dared to submit *Ivan Denisovich* during Khrushchev's Thaw—each decade has its characteristic masterpiece. Students who wish to read excerpts from the course readings in the original Russian should see the instructor to enroll in a half-credit tutorial.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [REES206 OR RULE206] PREREQ: NONE  
SPRING 2013 INSTRUCTOR: MEYER, PRISCILLA SECT: 01

### RUSS207 Russia's Art of Empire, 18th–21st Centuries

The course will consider how Russia's imperial ambitions and conquests are reflected and debated in Russian culture from the 18th-century odic tradition, through the 19th-century novel, to recent film. The focus will be on Russia's involvement with the Caucasus (including Chechnya), Iran (historically Persia), the Ottoman Empire, and Afghanistan. We will discuss recent interpretations, some that excoriate Russian culture for serving the imperialist project (Susan Layton, Ewa Thompson), and others that take a more nuanced attitude toward the place of the Russian artist vis-à-vis empire (Harsha Ram, Alexander Etkind).

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [REES207 OR RULE207] PREREQ: NONE

### RUSS209 The Poor Clerk: Origins of the Petersburg Tale

We will follow the evolution of realism in the first half of the 19th century from E. T. A. Hoffmann's effect on Pushkin's and Gogol's Petersburg stories to Dostoevsky's first tales of the poor clerk. Through close reading, we will see how Russian authors of the naturalist school reworked the devices of German literature to create their own tradition. Taught in Russian, the course is designed for both advanced students of Russian and native speakers.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: REES209 PREREQ: RUSS302

### RUSS222 Doubles in Literature

We will trace the evolution of the idea of the literary double from its origins in German romanticism, observing the degradation of the opposition between ideal and real into the struggle of good versus evil. The entire process is parodied in Nabokov's *Lolita*.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [REES222 OR RULE222] PREREQ: NONE  
FALL 2012 INSTRUCTOR: MEYER, PRISCILLA SECT: 01

**RUSS232 The Real McCoy: Constructing Identity**

We are what we read: The critical reader has the ability to form his/her identity consciously, while literary characters are destroyed by failing to recognize the forces and assumptions shaping them. Active interpretation of texts allows the reader to become an author instead of a character.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [REES232 OR RULE232] PREREQ: NONE

**RUSS240 Reading Stories**

How does narrative form create meaning? Many of the best works of 19th-century Russian literature reflect upon the nature of storytelling and the capacity of stories to represent truth. In the 20th century, Russian literary theoreticians like Eikhenbaum, Bakhtin, Jakobson, and Lotman joined fiction writers in developing a powerful and useful critical vocabulary for describing and understanding narrative. Their work led them and writers of their generation into innovative experiments in short fiction. This course looks at the creative interplay between story writing and thinking about stories in modern Russian literature. We will read short stories and short novels by Pushkin, Gogol, Turgenev, Tolstoy, Dostoevsky, Chekhov, Zoshchenko, Platonov, and Petrushevskaja. We will also read articles and selected chapters on theory by Iser, Hirsch, Chatman, Booth, Culler, White, Caws, Bakhtin, Lotman, Frye, and Jakobson.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [REES240 OR RULE240] PREREQ: NONE  
FALL 2012 INSTRUCTOR: WHITE, DUFFIELD SECT: 01

**RUSS250 Pushkin**

Reading Pushkin in Russian is a rich reward for the hard work of studying the Russian language. This seminar is for students who are at or above the third year of language study. The main focus will be on *Evgeny Onegin*, but we will also read Pushkin's lyric poems, *Skazki*, *Kapitanskaia Dochka*, *Malenkie Tragedii*, and *Mednyi Vsadnik*. All Pushkin readings will be in Russian; class discussions will be in Russian and in English; some biographical and historical background reading will be in English.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: REES284 PREREQ: RUSS202

**RUSS251 Dostoevsky**

Dostoevsky is widely recognized as one of the world's greatest novelists. His career begins at the end of Russian Romanticism, is interrupted by nine years of prison and exile in Siberia, and resumes at the beginning of the age of the great realist novel. Dostoevsky's major works grapple with the themes of sin and crime, the disintegration of the family, and the difficulty of believing in God in a world full of evil.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [REES251 OR RULE251] PREREQ: NONE  
SPRING 2013 INSTRUCTOR: FUSSO, SUSANNE GRACE SECT: 01

**RUSS252 Tolstoy**

During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. Who in Russia could have expected a novel like *War and Peace* in the 1860s, *Anna Karenina* in the 1870s, *The Kreutzer Sonata* in the 1880s, *Resurrection* in the 1890s, or *Hadzhi Murad* on the eve of Russia's 1905 Revolution? This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [REES252 OR COL262 OR RULE252] PREREQ: NONE

**RUSS255 The Central and East European Novel**

This course presents a survey of 20th-century prose fiction of Eastern and Central Europe, with an emphasis on the Czech novel. Some of the questions we will explore are the impact of World War II and its displacement and devastation on Eastern and Central European literature; the relationship of Eastern and Central European writers to Communism and Soviet domination; the idea of Central Europe as a shaping force in literary identity; and the relationship of Eastern and Central European literature to the Western and Russian literary traditions, especially the avant-garde.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: REES255 PREREQ: NONE

**RUSS257 21st-Century Russian Literature**

This seminar explores Russian literature during the Yeltsin decade, 1991–2000, and the Putin/Medvedev decade that has followed. The 1990s were difficult years for Russians. The dismantling of the Soviet Union's planned

economy led to economic collapse, with massive unemployment, underemployment, inflation, deferred wages, and unfunded social services. The nightly news was dominated by images of wars in Chechnya and Serbia or squabbling among political factions in Parliament. When Putin was elected president in 2000, world prices for oil and gas increased threefold; by 2008 real wages were twice as high as they had been in 2000; the war in Chechnya ended; the independent news channel that had shown a world in disorder was shut down; and young Russians became optimistic about prospects for a better life. Yet, even as the economy has improved, Russians confront a host of social and cultural problems that make their daily lives difficult. Much of the best writing in Russia during the past two decades has combined social satire with stories of individuals who, in spite of surrounding disorder, achieve harmony in their personal lives. The family biographies of Grishkovets and Ulitskaya view family as a source of order. Pelevin mixes fantasy and realism both to satirize certain norms of Russian public life and to express Buddhist principles for freeing the self from social norms. In contemporary detective novels, Russia's favorite literary genre, the detectives' orderly pursuit of the criminal is juxtaposed to the disorder of the surrounding society.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [REES257 OR COL287 OR RULE257] PREREQ: NONE

**RUSS258 Russia's Storyteller Playwrights**

Many of the classics of Russian theater were written not by pure playwrights, but by authors like Gogol, Chekhov, and Bulgakov, who dedicated themselves primarily to narrative genres of story and novel. This trend continues today: writers like Petrushevskaya are experimenting, both with plays and novels, as they work to create a new, post-Soviet Russian literature. Russian literature has been enriched by its playwright/story-teller tradition. When Gogol moved from writing short stories to writing plays in mid-career, he brought new principles of narrative form into the theater with him while at the same time embracing old conventions of dramatic comedy. When he exited the theater to write *Dead Souls*, he took with him principles of comedy that would shape his novel. A similar synergy can be seen in Chekhov, Bulgakov, and others. While reading play/story pairs by some of Russia's leading writers, this course will clarify essential formal differences between narratives and plays that operate in all literatures; and it will explore how Russian literature has blended dramatic and narrative forms in innovative ways.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [REES258 OR THEA258 OR COL288 OR RULE258] PREREQ: NONE  
FALL 2012 INSTRUCTOR: WHITE, DUFFIELD SECT: 01

**RUSS260 Dostoevsky's *Brat'ia Karamazovy***

In this seminar devoted to close reading of the original text of Dostoevsky's 1879–80 novel, all students will be required to read the entire text in English, and each week specific passages will be read in Russian. In class we will analyze and discuss the text in Russian. Students will give presentations about critical works related to the novel and to Dostoevsky's work in general. Conducted in Russian.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: REES260 PREREQ: RUSS301  
SPRING 2013 INSTRUCTOR: ALESHKOVSKY, IRENE SECT: 01

**RUSS263 Nabokov and Cultural Synthesis**

This course will trace the development of Nabokov's art from its origins in Russian literature by close readings of the motifs that spiral outward through his (principally English-language) novels.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [COL265 OR REES263 OR RULE263] PREREQ: NONE

SPRING 2013 INSTRUCTOR: MEYER, PRISCILLA SECT: 01

**RUSS265 Kino: Russia at the Movies**

Soon after the cinemas first opened in Russia in 1910, moviegoing became the primary entertainment for people of all social classes. In the 1920s avant-garde writers, theater directors, and musicians fell in love with the movies, encouraging the brilliant formalist experiments of directors like Eisenstein. By the end of the 1920s, Soviet leaders had realized the power of movies to communicate their beliefs to the citizens of the Soviet Union. They had already nationalized studios and theaters, so it was easy for them to impose tight control over the political-ideological content of movies. Nevertheless, throughout the Soviet period, Russian movies created a vision of continuity and change that was broader and richer than the ideological formulae of Communist politics. They also provided a venue for cultural media such as popular songs that, in other countries, might lead a more independent existence outside the movies. This course will look at the culture-building role of Russian movies from its beginnings in tsarist times through the Soviet period and into the post-Soviet present.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [REES265 OR FILM365 OR RULE265] PREREQ: NONE

FALL 2012 INSTRUCTOR: ALESHKOVSKY, IRENE SECT: 01

**RUSS270 The Russian and English Novel**

IDENTICAL WITH: ENGL266

**RUSS277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses**

This course will include close reading and analysis of the works of Nikolai Gogol (1809–1852), who created a phantasmagorical world of devils and witches coexisting with the gritty details of life in St. Petersburg and the Russian provinces. We will also read works by later writers who either explicitly or implicitly placed themselves in the Gogolian tradition: Fyodor Dostoevsky, Fyodor Sologub, Andrei Bely, Mikhail Bulgakov, and Vladimir Nabokov. Gogol's satirical observations delighted socially-conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired modernist writers of the 20th century. We will consider Gogol's response to Romantic aesthetics, his interest in the demonic, the influence of his formal and linguistic experimentation on later writers, and the history of his reception by Russian and Western writers and critics.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: [REES277 or RULE277] PREREQ: NONE  
SPRING 2013 INSTRUCTOR: FUSSO, SUSANNE GRACE SECT: 01**RUSS279 Theater of Anton Chekhov: Research, Analysis, and Performance**

IDENTICAL WITH: THEA214

**RUSS301 Third-Year Russian I**

This course reviews and reinforces grammar and develops speaking and writing skills while reading Russian literary texts.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: RUSS202  
FALL 2012 INSTRUCTOR: FUSSO, SUSANNE GRACE SECT: 01**RUSS302 Third-Year Russian II**

Conducted in Russian, this course will focus on reading and composition and on such topics as verbal aspect, functional word order, and word formation. It requires language lab work.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: RUSS301

**RUSS303 Advanced Russian: Stylistics**

The course is designed to effect the leap into more natural use of language both by intensive and extensive reading of texts, some literary, some journalistic. We will read a novel, write weekly compositions, and record segments in the language lab. There will be several translation projects: from Russian into English and back again, as well as from English into Russian and back. We will also compare several translations of one text into and out of Russian and English.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: RUSS302

**RUSS340 Reading Theories**

IDENTICAL WITH: ENGL295

**RUSS355 Translation: Theory and Practice**

IDENTICAL WITH: WRCT255

**RUSS401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**RUSS409/410 Senior Thesis Tutorial**

GRADING: OPT

**RUSS411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**RUSS465/466 Education in the Field, Undergraduate**

GRADING: OPT

**RUSS467/468 Independent Study, Undergraduate**

GRADING: OPT

**RUSSIAN LITERATURE IN ENGLISH****RULE205 The 19th-Century Russian Novel**

IDENTICAL WITH: RUSS205

**RULE206 A Matter of Life and Death: Fiction in the Soviet Era**

IDENTICAL WITH: RUSS206

**RULE207 Russia's Art of Empire, 18th–21st Centuries**

IDENTICAL WITH: RUSS207

**RULE222 Doubles in Literature**

IDENTICAL WITH: RUSS222

**RULE232 The Real McCoy: Constructing Identity**

IDENTICAL WITH: RUSS232

**RULE240 Reading Stories**

IDENTICAL WITH: RUSS240

**RULE251 Dostoevsky**

IDENTICAL WITH: RUSS251

**RULE252 Tolstoy**

IDENTICAL WITH: RUSS252

**RULE257 21st-Century Russian Literature**

IDENTICAL WITH: RUSS257

**RULE258 Russia's Storyteller Playwrights**

IDENTICAL WITH: RUSS258

**RULE263 Nabokov and Cultural Synthesis**

IDENTICAL WITH: RUSS263

**RULE265 Kino: Russia at the Movies**

IDENTICAL WITH: RUSS265

**RULE270 The Russian and English Novel**

IDENTICAL WITH: ENGL266

**RULE277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses**

IDENTICAL WITH: RUSS277

**RULE279 Theater of Anton Chekhov: Research, Analysis, and Performance**

IDENTICAL WITH: THEA214

# Science in Society Program

**PROFESSORS:** William Johnston, *History*; Jill G. Morawski, *Psychology*; Joseph T. Rouse Jr., *Philosophy, Chair*

**ASSOCIATE PROFESSOR:** Jennifer Tucker, *History*

**ASSISTANT PROFESSORS:** Paul Erickson, *History*; Gillian Goslinga, *Anthropology*; Laura Stark, *Sociology*

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Paul Erickson; Gillian Goslinga; Jill Morawski (*Spring*); Joseph Rouse; Laura Stark (*Fall*); Jennifer Tucker

The sciences and scientifically sophisticated medicine and technology are among the most important and far-reaching human achievements. Scientific work has affected people's intellectual standards, cultural meanings, political possibilities, economic capacities, and physical surroundings. Scientific research has also acquired significance, direction, authority, and application within various cultural contexts. To understand the sciences as human achievements is, in significant part, to understand the world in which we live.

The Science in Society Program is an interdisciplinary major that encourages the study of the sciences and medicine as institutions, practices, intellectual achievements, and constituents of culture. Students in the program should gain a better understanding of the richness and complexity of scientific practice and of the cultural and political significance of science, technology, and medicine. The major is well suited for students interested in a variety of professional and academic pursuits after graduation, since it encourages students to integrate technical scientific knowledge with a grasp of the historical and cultural setting within which it is understood and used.

Students may enroll in the program either as a stand-alone or as a joint major with one of the science departments (Astronomy, Biology, Chemistry, Earth and Environmental Sciences, Molecular Biology and Biochemistry, Neuroscience and Behavior, Physics, or Psychology). All students must take one course each in history of science, philosophy of science, and sociocultural studies of science and three additional courses in the program (including at least one 300-level seminar). Students for whom the program is a stand-alone major must also take a minimum of four major-track courses in one of the science departments and a structured three-course area of concentration in either anthropology, FGSS, history, philosophy, religion, or sociology. Students who undertake the joint major with a science must complete all requirements for a science major. Further information about program requirements, policies, and its learning goals can be found on the program's web site at wesleyan.edu/sisp.

To be eligible for departmental honors, a student must meet two criteria. First, all work done in the core courses of the Science in Society Program including electives must be considered, on average, to be very good (equivalent to a B+ or better). Second, a senior thesis deemed excellent by its readers is necessary for honors, and a genuinely distinguished thesis is needed for high honors.

## SISP143 Interpreting Life on Mars: Scientific Data and Popular Knowledge

Few objects of scientific importance can match Mars for sustained public interest on an international scale. From 1609, when Galileo first viewed Mars, to the present-day viewer interest in NASA's Mars image data on the Web, a significant part of the public's fascination with Mars has related to its potential as an abode for intelligent life. But why and where did the idea of life on Mars originate? What scientific evidence has been advanced in favor of and against the idea of life on Mars? How is Mars evidence used by scientific communities, funding bodies, and creators of popular literature and cinema? Instructors will use selected case studies from the history of observations and interpretations of Mars as a starting point for exploring the definition of scientific method, the nature of scientific practice, and the relations between science and the public. Laboratory work will include mapmaking exercises, telescopic observations, and the examination of rocks and soils that give students a practical understanding of the work done in planetary observation. Students will read and discuss primary historical documents to gain knowledge of the varying themes and economic contexts of Mars research, from 1600 to today. Life on Mars has been the subject of popularization efforts and mass media, from H. G. Wells' popular *War of the Worlds* (1898); Percival Lowell's *Mars as the Abode of Life* (1908); to films, including *A Trip to Mars* (1910) produced by Thomas Edison, to *Aelita: The Queen of Mars* (1924) and the many science fiction films during the space age. We will explore the nature and significance of these and other cultural representations of Mars to understand better how public perceptions of science are integral to scientific practice and how scientists are transforming our understanding of the planet's history and habitability.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [E&ES143 OR HIST143] PREREQ: NONE

## SISP202 Philosophy of Science

This course is a fast-moving introduction to the philosophy of science. Topics include the relation between finished theories or explanations and ongoing research; the recognition and dissemination of discoveries; the justification of scientific claims; conceptual and technical (revolutionary) change in science; the significance of instrumentation, experiment, and artifice in science; the places of laws, models, and causal relations in scientific understanding; and whether various sciences differ fundamentally in their aims, methods, and achievements. Considerable attention will be given to examples of scientific practice, both historical and contemporary.

GRADING: OPT CREDIT: 1 GEN ED: HA IDENTICAL WITH: PHIL287 PREREQ: NONE SPRING 2013 INSTRUCTOR: ROUSE, JOSEPH T. SECT: 01

## SISP205 Sciences as Social and Cultural Practices

Philosophers have traditionally construed scientific knowledge as achieved and assessed by individual knowers. Some recent theorists have instead placed greater emphasis upon the epistemic significance of scientific communities, disciplines, or practices and taken seriously the social and cultural context of scientific research. This course looks closely at some of the issues that have

been most important for scholars studying scientific work, including differences between experimental, field, and theoretical science; career trajectories in science; connections between science and its various publics; the politics of scientific expertise; the globalization of science; and conceptual exchange between sciences and other discursive practices. The concept of the social will also receive critical attention in its purported contrasts to what is individual, natural, rational, or cultural.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [PHIL288 OR ENV5205] PREREQ: NONE

## SISP206 Theorizing Science and Medicine

How is scientific knowledge created? This course explores knowledge production as a social process and introduces students to the puzzles that animate social studies of science and medicine. Students will consider, for example, how technologies, training, laws, demographics, and work practices affect what we take to be matters of fact. This course sets the groundwork for upper-level courses in SISP.

GRADING: A–F CREDIT: 1 GEN ED: SBS PREREQ: NONE FALL 2012

## SISP208 Gender and Technology

IDENTICAL WITH: FGS5212

## SISP211 Reproductive Technologies, Reproductive Futures

IDENTICAL WITH: ANTH211

## SISP221 History of Ecology

IDENTICAL WITH: HIST221

## SISP225 Medicine and Health in Antiquity

IDENTICAL WITH: CCIV225

## SISP242 All Our Relations? Kinship and the Politics of Knowledge

IDENTICAL WITH: ANTH242

## SISP253 Science and/as Literature in Early Modern England

IDENTICAL WITH: ENGL253

## SISP254 Science in Western Culture, 1650–1900

IDENTICAL WITH: HIST254

## SISP259 Discovering the Person

IDENTICAL WITH: PSYC259

## SISP262 The Sociology of Medicine

Why do we trust our doctors? Is it because of the knowledge they possess, the demeanor they cultivate, the places in which they work, or the institutions they represent? This course is an introduction to social studies of health and illness. We will explore how different forms of medical authority are encouraged or undermined through the efforts of big organizations (such as drug companies, insurance providers, governments, and professional associations) and the routines of everyday life (such as visits to the doctor's office and health advocacy efforts). We will also consider how inequalities and biases might be built into medical knowledge and institutions and examine what happens when citizens question medical authority through social movements. The readings will focus on modern Western medicine, but we will also read several historical and cross-national studies for comparison. The course does not require science training.

GRADING: A–F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: SOC259 PREREQ: SOC151 OR SOC152



**SISP263 Regulating Health**

**WARNING:** The government is concerned with your health. This course examines how the law has been used as a tool for promoting good health and preventing harm. We will explore questions such as: Why do governments try to keep citizens healthy? Why do they guide some behaviors and not others? What happens when diseases breach national boundaries, and when public health is at odds with individuals' rights? We will focus on debates surrounding food, the environment, drugs, and disease as we explore how health regulations affect our daily lives at school, work, and home.

GRADING: OPT CREDIT: 1 GEN ED: SBS IDENTICAL WITH: SOC261 PREREQ: SOC151 OR SOC152

**SISP266 Primate Encounters**

IDENTICAL WITH: PHIL266

**SISP271 Japan and the Atomic Bomb in Historical Perspective**

IDENTICAL WITH: HIST271

**SISP276 Science in the Making: Thinking Historically About Science**

IDENTICAL WITH: HIST176

**SISP281 Post-Kantian European Philosophy**

IDENTICAL WITH: PHIL258

**SISP286 Philosophy of Mind**

IDENTICAL WITH: PHIL286

**SISP289 Ritual, Health, and Healing**

IDENTICAL WITH: ANTH289

**SISP300 Reading Medical Ethnography**

This seminar examines foundational books in medical ethnography. Students will compare different ways of approaching the study of health and illness through observations, interviews, and personal reflections. The course will look at the main issues that have motivated ethnographers to study medicine through fieldwork. We will use these texts as springboards to consider how authors' research methods, research questions, and writing styles reflect the politics of science and the state. We will explore, for example, the changing ways in which ethnographers have viewed their own place within the social worlds they study. The course will prepare students to research and write their own medical ethnographies in future semesters.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: SOC318 PREREQ: NONE

**SISP304 Disease and Epidemics in Historical Perspective**

IDENTICAL WITH: HIST304

**SISP307 The Economy of Nature and Nations**

IDENTICAL WITH: HIST307

**SISP313 Bodies of Science, Bodies of Knowledge**

IDENTICAL WITH: ANTH312

**SISP314 Theories in Psychology**

IDENTICAL WITH: PSYC314

**SISP315 The Health of Communities**

IDENTICAL WITH: SOC315

**SISP336 Science and the State**

IDENTICAL WITH: HIST336

**SISP338 Masculinity**

IDENTICAL WITH: PSYC338

**SISP373 Religion, Science, and Empire: Crucible of a Globalized World**

IDENTICAL WITH: RELI373

**SISP375 Histories of Race: Rethinking the Human in an Era of Enlightenment**

IDENTICAL WITH: FRST275

**SISP377 Worlding the World: Creation Myths from Ancient Greece to the Multiverse**

IDENTICAL WITH: RELI377

**SISP378 Science and Technology Policy**

IDENTICAL WITH: HIST378

**SISP381 Japan and the Atomic Bomb**

IDENTICAL WITH: HIST381

**SISP384 The Metaphysics of Objectivity: Science, Meaning, and Mattering**

IDENTICAL WITH: PHIL384

**SISP389 Advanced Research in Social and Historical Process**

IDENTICAL WITH: PSYC389

**SISP393 *Materia Medica*: Drugs and Medicines in America**

IDENTICAL WITH: HIST393

**SISP397 The Politics of Nature: Modernity and Its Others**

IDENTICAL WITH: ANTH397

**SISP401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

**SISP409/410 Senior Thesis Tutorial**

GRADING: OPT

**SISP411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**SISP465/466 Education in the Field, Undergraduate**

GRADING: OPT

**SISP467/468 Independent Study, Undergraduate**

GRADING: OPT

# Sociology

**PROFESSORS:** Mary Ann Clawson, *Chair*; Alex Dupuy; Rob Rosenthal, *Provost and Vice President for Academic Affairs*

**ASSOCIATE PROFESSOR:** Jonathan Cutler

**ASSISTANT PROFESSORS:** Robyn Autry; Basak Kus; Greg Goldberg; Daniel Long; Laura Stark, *Science in Sociology Program*

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** Mary Ann Clawson; Jonathan Cutler; Alex Dupuy

**Major requirements.** The program is designed to help students develop new frameworks for analyzing a broad array of social relations—from everyday life interactions to large-scale structural transformations; from historical to contemporary dynamics—and attain a critical appreciation for the academic discipline of sociology.

Introductory Sociology (**SO C151**) is required for admission to the major. Each major is assigned a faculty advisor with whom the student works out a program of study. Majors must complete a total of 10 courses (including **SO C151**) in fulfillment of the major requirements.

The department of sociology offers three types of courses:

- Required foundation courses (**SO C151** Introductory Sociology; **SO C202** Sociological Analysis; **SO C212** Sociology and Social Theory). These courses provide an introduction to sociological reasoning.
- Topical courses (all sociology courses **221** and above). Courses in this category examine many of the topical areas in which sociology makes a contribution to our knowledge of society and social processes. Nonmajors may have a special interest in courses in this category that correspond to the intellectual concerns of departments and programs with which the department of sociology maintains formal or informal ties: psychology; African American studies; the science in society program; the feminist, gender, and sexuality studies program; and the College of Social Studies. Similarly, students should note the applicability of many of these courses to work in anthropology, art, economics, government, history, linguistics, philosophy, psychology, religion, theater, and other disciplines.
- Research courses (listed below). These are topical courses that culminate in a research paper. As research-oriented courses, they guide students in the application of sociological reasoning to specific empirical and theoretical problems. These courses also serve to fulfill the topical course requirements.

Students may apply as many as three electives taken outside the Department of Sociology toward the topical course requirement.

Ordinarily, education in the field, independent study, or a tutorial may count toward the major; students may take an additional tutorial to prepare a senior essay and two additional tutorials to prepare an honors thesis. However, teaching apprentice credits may not count toward the major and must be taken Credit/Unsatisfactory.

All sociology majors must enter their senior year having taken a minimum of three courses within the Wesleyan Sociology Department. This includes at least one of the two required courses (**SO C202**, Sociological Analysis or **SO C212** Sociology and Social Theory).

The 10-credit sociology major courses must be distributed as shown in the following table:

Number of Courses	Type of Course
3	<b>FOUNDATION COURSES</b>
	(1) <b>SO C151</b> Introductory Sociology
	(1) <b>SO C202</b> Sociological Analysis (methods)
	(1) <b>SO C212</b> Sociology and Social Theory (theory)
6	<b>TOPICAL COURSES</b>
	(6) All courses <b>221</b> and above (includes research courses)
1	<b>RESEARCH COURSES (CONSIDERED TOPICAL COURSES)</b>
	(1) <b>SO C239, 246, 258, 263, 265, 270, 271, 291, 302, 307, 310, 312, 316</b>
<b>TOTAL = 10</b>	

Normally, the foundation course requirements are fulfilled at the beginning of the program. At least one research course is taken toward the end of major studies and is to be integrated with the student's plans for a senior essay or thesis.

**Transfer students.** To fulfill the sociology major requirements, transfer students must to earn a total of five credits from enrollment in courses offered by the Wesleyan Department of Sociology. Exceptions to the requirements for the major may occasionally be made, but only insofar as they suit the purposes of a coherently integrated program of study. Transfer students are encouraged to evaluate their transfer credit with the department chair at their earliest convenience.

Transfer students may petition the chair to import a credit from an introductory sociology course offered outside and may count the credit toward fulfillment of the sociology major requirements. Other foundational courses must be taken in the Wesleyan Department of Sociology.

**Senior research project: Essay or thesis.** This process culminates in the completion of a senior research project, either essay or thesis, required for all majors. The senior essay consists of a major research paper (normally at least 25 pages). **SO C305** and **SO C324** offer structured opportunities for the development of the essay, but it may also be written in a research course or a tutorial; in every case, the essay goes through substantial revision before its approval.

**Qualifying for honors.** Students are invited to explore with their faculty advisor the possibility of qualifying for honors. Discussion should be initiated in the fall of the junior year. Students interested in the sociology honors program should obtain a copy of the department guidelines elaborating all of the steps in the process of qualifying for honors. These guidelines are available online ([wesleyan.edu/soc/honorsqualifying.html](http://wesleyan.edu/soc/honorsqualifying.html)) and in the Sociology Department office.

To qualify for honors via either the essay or thesis route, students must have taken at least six courses by the end of the seventh semester. Students must have an A- (91.7) average in those six courses, but an A- average in five courses is sufficient to register as a candidate. Preferably, **SO C202** Sociological Analysis will have been taken by the end of the sixth semester, but **SO C212** Sociology and Social Theory may be substituted as long as the student is enrolled for **SO C202** in the seventh semester.

All honors candidates must meet the course and sociology GPA requirements, but fulfillment of these requirements is not sufficient to guarantee qualification to register as an honors candidate. Sociology majors who wish to be registered as honors candidates will be considered only after winning the support of an essay or thesis advisor. Essay and thesis advisors will bring before the Sociology Department faculty an advisee request to register as an honors candidate. Members of the faculty will consider, in light of prior course work, the promise of each applicant and will determine whether the applicant will be authorized to register as an honors candidate.

Sociology majors with only one major may not have nonsociology faculty advise the required senior essay or thesis. Sociology majors with more than one major may—upon consultation with sociology major advisor—petition to have nonsociology faculty advise a senior essay or thesis, but neither the thesis nor the essay will be considered for honors by the Department of Sociology.

Those selected to write a senior thesis will be excused from the research essay requirement, though not from the research course requirement. Senior thesis tutorials (**SO C409–410**) may count toward the topical course requirement if the integrity of the overall program is thus enhanced.

**Departmental prizes.** The department periodically awards the Robert S. Lynd Award for outstanding senior essays written in sociology courses, the Herbert H. Hyman Prize for outstanding senior theses on a sociological topic.

**Study abroad.** Study abroad is fully compatible with completing the major, but students who plan to go abroad for a semester are expected to discuss with their major advisors how such studies will fit into their overall academic plans before finalizing their plans.

**Double majors.** Students also may have double majors, for example, history and biology or anthropology and English. All the requirements of the two majors must be met, except when faculty representatives of the two departments approve alterations in a student's program. Please consult with the department chair or a department advisor.

**Education-in-the-field credit.** Students, whether majors or nonmajors, seeking education-in-the-field credit must provide the department, in advance, with an acceptable prospectus of their work and assurance of professional guidance during the field experience. Students must submit research papers based on this experience. These papers should refer substantially to sociological literature pertinent to their field experience.

**Sociology department resources and course offerings.** Majors and nonmajors alike are advised that the Public Affairs Center Data Laboratory is readily available to all sociology students. The department maintains a comprehensive archive of sociological data for use in student research projects. And in addition to the extensive sociological holdings in Olin Library, the department has a library of important reference works. Occasionally, financial assistance is available for students engaged in research.

In planning their programs, students should examine the department's full list of WesMaps course offerings. Other information about the sociology major is available in the department office, Public Affairs Center 122.

### **SOC151 Introductory Sociology**

This course is an introduction to the systematic study of the social sources and social consequences of human behavior, with emphasis upon culture, social structure, socialization, institutions, group membership, social conformity, and social deviance.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE  
 FALL 2012 INSTRUCTOR: GOLDBERG, GREG SECT: 01  
 SPRING 2013 INSTRUCTOR: KUS, BASAK SECT: 01  
 INSTRUCTOR: CLAWSON, MARY ANN SECT: 02  
 INSTRUCTOR: CUTLER, JONATHAN SECT: 03

### **SOC152 America as a Global Thing: An Introduction to Sociology for Those Not Likely to Major**

The difference between this course and **SOC151** is that this course takes a specific set of social structures as its topic. Though some of the basic literature appropriate to the sociological study of societies will be discussed, the focus will be on America, the nation-state: its history, culture, political economy, social geography, and global position. The course will introduce the field's basic concepts—social structure, globalization, the social self, social measurement of differences, the modes of economic production, inequality, culture, crime, and deviance, alongside the more familiar theories of class, race, gender, and sexuality—among others to be selected. Concepts and theories will be presented in relation to specific problems of American social structures, with special attention to the formation of the United States as a global power in the capitalist world-system. The course will introduce the basic methods of social research—with special attention to observation in public places, survey research, archival research (these being representative of the three generic methods in use in sociology: the ethnography of local places, the analytic study of global structures, and the narrative interpretation of social power). The course concludes with the presentation of group research on global regions affected by America's global power.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

### **SOC202 Sociological Analysis**

This course is an introduction to the major components of sociological analysis: the language of sociological inquiry, research techniques and methodology, types of explanation, and the relationship between theory and research.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151 OR SOC152  
 FALL 2012 INSTRUCTOR: LONG, DANIEL A. SECT: 01  
 SPRING 2013 INSTRUCTOR: KUS, BASAK SECT: 01

### **SOC212 Sociology and Social Theory**

Through close reading, discussion, and active interpretation, the course will critically examine the basic writings of classical and contemporary social theorists who have influenced the practice of sociology.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151  
 FALL 2012 INSTRUCTOR: DUPUY, ALEX SECT: 01  
 SPRING 2013 INSTRUCTOR: CUTLER, JONATHAN SECT: 01

### **SOC223 Gender and Social Movements (FGSS Gateway)**

The principal focus of this course is on U.S. feminist and gender activism from the post-World War II era to the present, with a special emphasis on understanding the origins and legacies of second-wave feminisms in all their varieties. We may also consider other kinds of gender mobilization, for example, traditionalist and materialist movements, and look as well at gendered assumptions and dynamics within nongender-based activism in the broader social movement universe. Topics may include 1950–60s labor feminism; gender and race in the civil rights and black power movements; black, white, and Chicana feminist movements; liberal, radical, and socialist feminism; gender in sexuality movements; and the changing politics of gender in the late 20th and early 21st centuries.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS254 PREREQ: NONE

### **SOC225 The Economy of Culture**

Why won't Tiffany sell turquoise jewelry when they're famous for putting jewelry in turquoise boxes? How do we make sense of governments that use tax dollars to subsidize certain types of culture that wealthy people disproportionately enjoy? Why is it so hard to figure out how much something costs

in an art gallery? What happens when economists stop using gross domestic product (GDP) to evaluate countries and start evaluating them based on happiness? If experts can't tell the difference between cheap wine and expensive wine in blind taste tests, why are expensive wines so expensive, and how did these people become experts anyway? This is a course about the interplay between economy, society, and culture, and these are just a few of the questions we'll be discussing. The course introduces an economic approach to the study of culture and asks you to critically interrogate dominant perspectives on the meaning of value and worth.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151 OR SOC152

### **SOC226 The Social Life of Organizations and Markets**

This course investigates the role of networks, meaning, taste, and power in organizations and markets. We will pay special attention to how people creatively operate within the confines of these institutions and in the process, transform them to suit their individual or collective goals. Cases include how low-status employees navigate working in luxury hotels, the social performance of working on Wall Street, and how regular people have successfully forced major corporations to change.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151 OR SOC152

### **SOC227 Consumer Society**

Throughout the 20th, and now the 21st century, consumerism has increasingly come to dominate American society. Shopping, buying, having, showing, and wearing are central aspects of who we are, who we dream of being, how we interact with each other, and how we affect the larger environment. This course is an overview of contemporary consumer society. It draws on classic sociological texts, as well as recent, multi- and interdisciplinary writings about consumer society from sociology, economics, history, anthropology, and nutrition. It presents many of the key issues and controversies surrounding consumerism by providing multiple points of view.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151 OR SOC152

### **SOC228 The Family**

This course explores issues in contemporary U.S. family life, as illuminated by historical experience. Guiding questions include: What different forms do family arrangements take? How and on what basis are families produced? How are gender, racial, ethnic, and class differences reflected in and produced by family life? What is and what should be the relationship between family and state, as expressed in law and public policy (e.g., divorce, welfare, and access to legal marriage)?

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FGSS231 PREREQ: SOC151 OR SOC152  
 FALL 2012 INSTRUCTOR: CLAWSON, MARY ANN SECT: 01

### **SOC229 Gender and Society**

We usually think of gender as a trait, a noun. People have a gender. Someone is a woman or a man. During this course, we will work to see gender as a verb as well. To gender something is to make it feminine or masculine. And actions, unlike objects, are not fixed. They can happen in unexpected ways. They can fail. Over the course of the semester, we will investigate gender, not only as an element of individual personhood, but as a changeable process that forms both individuals and the social world more broadly. As we do this, we will also note the ways that gender is always already inflected and shaped by other structures of inequality and difference such as race, class, and sexuality.

During the first half of the course, we will look at the multiple ways in which both gender and sex are produced, in thought and in action, in formal edicts and intimate relations, symbolically and on the body itself. In the second half of the course, we will look at work and family—to trace the ways gendered selves are shaped in daily practice within these sites and to trace the consequences of these emergent selves for the institutions in which they are formed. In the last week of the course, we will turn to the realm of international relations, to investigate how macro processes are structured with reference to gendered understandings. Throughout the semester, we will be attentive to the links between power, inequality, meaning, and selfhood, not-

ing where particular gendered selves produce domination and constraint and where they make change imaginable.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FG55229 PREREQ: SOC151 OR SOC152

### SOC231 Criminology

This course provides an introduction to the sociological study of crime and punishment. Crime is rarely far from news headlines or the public imagination. Every day, reports of drug dealing, muggings, and homicide fuel anxiety and debate about the problems of law and order. Here we consider such debates in the context of both a vision for a just society and the everyday workings of the criminal justice system. The course is divided into three sections. We begin with an introduction to the historical meanings and measures of crime in society. We then situate the modern United States within this history. In part two, we become familiar with the major ways that social scientists think about criminality and crime prevention. In part three, we turn to considerations of punishment. We ask how punishment is conceptualized in the United States and other nations, whether the American system of mass imprisonment is effective, and how we might envision improvements and alternatives.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC152 OR SOC151

### SOC232 Introduction to Economic Sociology

This course explores the social processes underlying production, consumption, distribution, and transfer of assets. It examines a vast range of institutions from corporations to households and highlights the social relationships that underpin transactions in these institutions.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151 OR SOC152

### SOC234 Media and Society

This course explores the sociological dynamics of media, from traditional mass media to new media forms. Many media formats will be considered, including radio, film, television, and Internet, with a focus on critical social, political, and economic perspectives and controversies. In particular, the course will take up questions of representation, participation, consumerism, pleasure, and power that have dominated social thinking on the media since the Frankfurt School. Topics will include the corporate consolidation of media, alternative and indie media, the development of media for subjugated populations, media and social control, and the role of new media in transforming social relations. Students will engage historical and theoretical texts and will be asked to participate in media processes, including production, interpretation, and critique.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151 OR SOC152

FALL 2012 INSTRUCTOR: GOLDBERG, GREG SECT: 01

### SOC235 Gender and Development

This course is intended to highlight the role of women in economic development and the globalization of world economies. The course spans historical and contemporary research on the topic conducted by sociologists, anthropologists, and economists and provides an interdisciplinary perspective on women's labor in the context of globalization.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FG55234 PREREQ: SOC151 OR SOC152

### SOC236 Gender, Work, and the Family

This course explores key issues and perspectives in the study of gender inequality. It focuses on the relationship between gender and the type of work men and women do and how these patterns change as countries progress on the path of economic development. This course focuses mainly on the United States with some comparisons with postindustrial countries.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: FG55236 PREREQ: SOC151 OR SOC152

### SOC239 Sociology of Music in Social Movements

It has long been noted that social movements typically create movement cultures, but the actual use of music, as one cultural form, is only beginning to receive attention. Is it used for recruiting new members or maintaining the loyalty of those already committed, for internal critique within the movement itself or to educate those who know nothing of a group's discontent? When, where, and why do each of these, and other functions, develop? We will look at a number of theoretical and activist approaches and then apply these to movements in the United States (including the labor, civil rights, New Left, women's, and current inner city movements) and elsewhere.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: MUSC280

PREREQ: SOC151 OR SOC152 OR MUSC103

### SOC240 Comparative Race and Ethnicity

This course is an introduction to the sociological study of race and ethnicity in comparative and historical perspective. This is not a course about the experiences of particular "races" or ethnic groups in any particular part of the world. Rather, this course explores how ideas about racial difference take hold in different parts of the world in different ways and with very different consequences. Through comparisons of Western and non-Western societies, we will investigate how race and ethnicity operate as markers of social exclusion in distinctive ways.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST244 PREREQ: SOC151 OR SOC152

### SOC246 Social Movements

How, when, and why do social movements emerge? What motivates individuals to participate? What transforms problems into grievances and grievances to action? How should movements be organized, and what tactics should they use? What factors explain movement success and failure (and how should success and failure be defined)? What is a social movement, anyway? This course seeks to introduce you to some of the major ways scholars have approached such questions, and, at the same time, to give a sense of both the high drama and the everyday details of social movement activism, using historical and sociological case studies. Course readings concentrate on U.S. movements, including civil rights, feminist, gay rights, and labor movements.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AMST246 OR FG55256]

PREREQ: SOC151 OR SOC152

### SOC250 Sociology of Markets

This course will introduce students to some of the core theoretical and empirical works on market economies. We will explore (1) the historical and normative foundations of market economies, (2) the questions of how markets work, why they fail, what kinds of social and political institutions they depend upon, (3) the difference between sociological and economic theories of markets, (4) the role of governments, corporations, workers, consumers, epistemic communities, and international forces in the workings of markets, and (5) the different ways in which advanced nations organize the relationship between markets, states and societies.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151 OR SOC152

FALL 2012 INSTRUCTOR: KUS, BASAK SECT: 01

### SOC252 Social Dimensions of Music

This course will explore the ways in which music is an inherently social practice and form of expression, from its writing, performance, and recording, to its distribution, consumption, and reception. In particular, the course will focus on how genres of "popular" music organize and shape how we hear, understand, and take pleasure in the arrangement and production of music/lyrics; the boundaries between human bodies, technologies, and the environment; and the positions of artists and audiences, within relations of power and value. Genres examined will include hip-hop, folk, rock, metal, pop, house/techno and various indie subgenres. Questions asked will include: How and why do genres of music value divergent aesthetic qualities, and what are the social implications of these value judgments? How is music used to establish and shape social (and antisocial) space? How might music challenge paradigms of social thought rooted in the linguistic and the visual? How do musical practices both reproduce and challenge the racing and sexing/gendering of bodies?

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151 OR SOC152

### SOC257 Applied Data Analysis

IDENTICAL WITH: QAC201

### SOC259 The Sociology of Medicine

IDENTICAL WITH: SISP262

### SOC261 Regulating Health

IDENTICAL WITH: SISP263

### SOC263 Education and Inequality

This course will focus on educational institutions as mechanisms of cultural transmission, socialization, and legitimation. How do social characteristics such as ethnicity, gender, and social class influence classroom interactions and performance? In what ways are school experiences related to occupational aspirations and attainment? We will examine how schools produce inequality through peer-group cultures, tracking, measures of achievement, and the distribution of knowledge. Schools and universities often become arenas of cultural and political conflict; we will assess the possibilities and limits of educational organizations as vehicles for social change.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

SPRING 2013 INSTRUCTOR: LONG, DANIEL A. SECT: 01

### SOC264 Public Culture

This course explores major approaches to the study of public culture. We will focus on sociological themes including the analysis of the public sphere, urban culture, cultural institutions and policy, urban history, and cultural tourism. Public culture is studied as a contested site at both the national and local levels, as well as an agent for and reflection of social change in the United States and across the globe.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

### SOC265 Work and Leisure: The Sociology of Everyday Life

Work and leisure represent two of the central coordinates of life experience and personal identity. How do work and leisure differ and what is the relationship between them? How do they vary by gender and class? How are relations of domination and resistance enacted in work and free time? Topics may include men's and women's work, historical transformations in work and leisure, workplace subcultures and workplace resistance, popular culture and

the construction of gender, class and race, sports, the mass media, and the sociology of taste and consumption.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [FGSS265 OR AMST271]  
PREREQ: SOC151 OR SOC152

#### **SOC268 Civic Engagement**

This class examines civic engagement as both a theoretical perspective on citizen participation and an active practice. What is the relationship of the individual to the surrounding society? What does it mean to have a truly democratic society? What is the role of citizen participation, both within formal political activity and in civic society generally? Through case studies we examine the challenges and dilemmas of civic engagement.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **SOC270 Urban Societies**

This course surveys the development of cities in Western and non-Western countries. Emphasis is placed on urban culture, migration, the global economy, gentrification, transnationalism, and xenophobia. This course highlights the intersections of race/ethnicity, class, gender, and nationality at the local, national, and global levels. A central objective is to think critically about the significance of American cities through comparisons with urban life in other times and places.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151 OR SOC152

#### **SOC271 Housing and Public Policy**

Since World War II, housing has undergone a series of radical transformations in the United States, including the rise of the suburbs in the 1950s, the beginning of mass homelessness in the late 1970s, and the mortgage and financial crisis of the past few years. This course explores the role of government and public policy in this transformation and considers various models for what public policy concerning housing should be in the 21st century.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: AMST283 PREREQ: SOC151

#### **SOC273 Sociology of Education**

This course will address the role of power, culture, race/ethnicity, gender, and class on the development of schools as a social institution and within school dynamics and pedagogy. We will cover the following topics: philosophical debates about pedagogy with readings from Dewey, Piaget, Skinner, Bruner, and Friere; the origins of schools as an institution; the organization of schools with readings about tracking, charter schools, private schools, and school vouchers; the influence of power and political movements on both the explicit and hidden curriculum; educational reforms such as progressive education, the back-to-basics movement, the whole-language movement, the standards movement, and high-stakes testing; and the influence of language, labeling, cultural capital, and social capital on student learning. We also will examine international differences in schools and schooling.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151 OR SOC152

FALL 2012 INSTRUCTOR: LONG, DANIEL A. SECT: 01

#### **SOC286 The Sociology of Religious Movements**

Contrary to the expectations (and hopes) of some, religion persists and even thrives. How does sociology account for the death and resurrection of religious fervor in the age of global capitalism? What accounts for the rise of contemporary fundamentalist movements around the globe? In this age of cults, charisma, and eschatological ecstasy, what can be said of the traditional relationship between religion, social transformation, and movements of political liberation? How do contemporary religious movements confront the challenges posed by feminism and queer theory? How does religion intersect with racial and caste hierarchies? Drawing on cases from various religious traditions and movements, this course will use the tools of sociological analysis to investigate the soul and form of contemporary religious life.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: RELI281 PREREQ: SOC151 OR SOC152

#### **SOC289 Political Economy of Culture in the Digital Age**

Does the Internet transform us from passive consumers into active participants, or are we being fooled into producing economic value for a new culture industry? What effect will our blogging, tweeting, remixing, commenting, tagging, gaming, Googling, and social networking have on centralized systems of cultural production and the ideologies they support? How will the old methods of controlling and economizing the spread of culture change as a result of widespread digital piracy, and what will these changes mean for the politics of cultural reproduction and distribution? In this course we will respond to these questions through an examination of the social, political-economic, and legal ramifications of the digital reproduction and distribution of culture. Course texts will include theoretical, technical, and historical arguments, with an emphasis on questions of power and economic value.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151 OR SOC152

#### **SOC290 Globalization: An Introduction**

This is a basic introduction to globalization and global studies. The course will cover instances of global or world systems from the ancient Chinese, Macedonia, and Persian civilizations, among others, through the history of

technologies that made the rise of the modern world system possible, down to the most recent debates of the nature and future course a global realities. The course is meant equally to prepare students for or to supplement other offerings in the University in the study of global history and structures.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **SOC292 Sociology of Economic Change: Latin American Responses to Global Capitalism**

Global markets, imperialism, and global capital have shaped the relative wealth of the Americas for centuries. Latin America today has the highest levels of income inequality in the world and a great diversity of economic structures, from Cuba, one of the last socialist states, to Chile, a model of free-market export-led development. Latin America is an ideal case to study the influence of imperialism, state vs. market control of the economy, and current trends such as neoliberalism, free trade, and fair trade on economic development. This class examines the rise and fall of economies in Latin America since the conquest with a focus on developments from World War II to the present. We will explore conflicting theoretical perspectives such as world-systems theory, dependency theory, and neoclassical economics. We will read about the influence of class, culture, local elites, labor movements, multinational development institutions, and global capital. We will critically examine the influences of colonialism, import substitution, industrialization, the shifts between democracy and dictatorship, austerity measures, and the current left turn in Latin American politics. We will end this class with an in-depth look at the debates around free trade, fair trade, international solidarity movements, worker cooperatives, and traditional labor movements.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: LAST292 PREREQ: SOC151 OR SOC152  
SPRING 2013 INSTRUCTOR: LONG, DANIEL A. SECT: 01

#### **SOC293 Desire and Power: The Sociology of Sexuality**

This course seeks to denaturalize some of what are often the most taken-for-granted aspects of daily life: our bodies and genders, our erotic desires, and our sexual identities. To this end, this course will provide a critical-historical overview of dominant Euro-American understandings of sexuality and their embodied legacies.

GRADING: A-F CREDIT: 1 GEN ED: SBS IDENTICAL WITH: [AMST268 OR FGSS293] PREREQ: SOC151

#### **SOC294 Diasporas, Transnationalism, and Globalization**

IDENTICAL WITH: COL294

#### **SOC300 Sociology and Race**

Globalization has become a household word since its inception in the 1960s to refer to the greater integrations of the economies and peoples of the world through the expansion of trade and investments, flows of capital, communication technologies, migration, and the creation of new international institutions and organizations. To the peoples of the Third World, however, globalization is nothing new but has been around since the beginning of Western European colonialism and the rise of modern capitalism in the 16th century. This course will offer an overview of several critical perspectives from those who have been the subjects of globalization writ large, including, among others, Eric Williams, Aimé Césaire, Frantz Fanon, Amílcar Cabral, Kwame Nkrumah, Walter Rodney, Edward Said, Gayatri Spivak, Vandana Shiva, C. L. R. James, Samir Amin, Fidel Castro, Michael Manley, and Mahmood Mamdani.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151

#### **SOC302 Paternalism and Social Power**

This course will consider the construction of caring and helping in the structuring of social relations. What does helping entail? How does power operate in the velvet glove? What, if anything, lies beyond paternalism? How does social change occur? Competing perspectives on paternalism from within social and political theory will be considered as vehicles for tracing power dynamics in a survey of U.S. social formations related to family, gender, sexuality, race, labor, class, medicine, criminal justice, religion, environmentalism, and international relations.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

#### **SOC304 Sociology and Social Justice**

This course will consider different theories on the relationship between modern capitalism and social justice. Among the central questions we will investigate are: Why does capitalism generate economic, political, and social injustices—such as those based on class, ethnic, racial, gender, environmental, and geographic divisions—and can these injustices be remedied within capitalism, or would they require the creation of a different social system, such as socialism? Some of the theorists we will consider include, among others, Karl Marx, Emile Durkheim, Immanuel Wallerstein, David Harvey, John Rawls, Nancy Fraser, Glenn Loury, Martha Nussbaum, Ronald Dworkin, G. A. Cohen, Amartya Sen, Brian Barry, Thomas Pogge, and Jon Mandle.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151 OR SOC152

#### **SOC305 Sociology Senior Research Seminar**

The purpose of the seminar is to help senior sociology majors develop their senior essay projects by introducing them to the conceptual challenges and

practical problems of sociological research. The seminar meetings will be devoted primarily to helping students advance their own research projects.

GRADING: A-F CREDIT: 1 PREREQ: (SOC151 AND SOC202) OR (SOC152 AND SOC202)

FALL 2012 INSTRUCTOR: CLAWSON, MARY ANN SECT: 01

INSTRUCTOR: DUPUY, ALEX SECT: 02

### **SOC307 Authenticity and Its Others**

This course will examine scholarly and popular conceptions of authenticity and inauthenticity. How do notions of authenticity function within contemporary culture? What are the various inauthentic others to which authenticity is juxtaposed?

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151

### **SOC310 Theories of Capitalism and Globalization**

Globalization has become a common term used widely by government officials, business, the media, and scholars in the social sciences and area cultural studies. However, there is no common meaning associated with this term or agreement on its origins and consequences for the societies and peoples of the world. The aim of this course is to examine different theories of globalization and the relationship between globalization and modern capitalism. Is globalization to be seen as a late 20th-century phenomenon, or is it synonymous with the rise and expansion of the capitalist world-system since the 16th century? What consequences does globalization have for the nation-state and the ability of citizens to determine the agenda of their nation-state and address issues of social justice and the inequalities between rich and poor countries and rich and poor peoples?

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: SOC151 OR SOC152

### **SOC315 The Health of Communities**

Our focus will be on understanding the role of social factors (such as income, work environment, social cohesion, food, and transportation systems) in determining the health risks of individuals; considering the efficacy, appropriateness, and ethical ramifications of various public health interventions; and learning about the historical antecedents of the contemporary community health center model of care in response to the needs of vulnerable populations. We will explore the concept of social medicine, the importance of vocabulary, and the complexity of any categorization of persons in discussions of health and illness, ethical issues related to in the generation and utilization of community-based research, the role of place in the variability of health risk, and the idea of just health care.

GRADING: A-F CREDIT: 1.25 GEN ED: SBS IDENTICAL WITH: SISP315 PREREQ: NONE

FALL 2012 INSTRUCTOR: CAREY BEST, PEGGY SECT: 01

### **SOC316 Community Research Seminar**

Small teams of students will carry out research projects submitted by local community groups and agencies. These may involve social science, natural science, or arts and humanities themes. The first two weeks of the course will be spent studying the theory and practice of community research. Working with the community groups themselves, the teams will then move to design and implementation of the research projects.

GRADING: A-F CREDIT: 1.5 GEN ED: SBS PREREQ: NONE

### **SOC318 Reading Medical Ethnography**

IDENTICAL WITH: SISP300

### **SOC323 The Social Body**

IDENTICAL WITH: CHUM323

### **SOC324 Seminar in Sociology**

This seminar offers seniors in the major an occasion to draw together their studies in sociology by research and work to the end of writing the required senior research essays. The seminar is a joint enterprise that involves weekly presentation of research questions, problems, and progress, culminating in a final major oral presentation of the work. The course is not for those who are unwilling to work cooperatively with others, helping them and receiving their help. Admission to the seminar is contingent upon presenting an acceptable written research plan before the beginning of the semester. The course requires generosity, patience, continuous hard work, and sociological imagination.

GRADING: A-F CREDIT: 1 GEN ED: SBS PREREQ: NONE

### **SOC401/402 Individual Tutorial, Undergraduate**

GRADING: OPT

### **SOC409/410 Senior Thesis Tutorial**

GRADING: OPT

### **SOC411/412 Group Tutorial, Undergraduate**

GRADING: OPT

### **SOC465/466 Education in the Field, Undergraduate**

GRADING: OPT

### **SOC467/468 Independent Study, Undergraduate**

GRADING: OPT

# Theater

<b>PROFESSORS:</b>	John F. Carr, <i>Chair (Spring)</i> ; Ronald Jenkins
<b>ASSOCIATE PROFESSORS:</b>	Yuri Kordonsky, <i>Chair (Fall)</i> ; Claudia Tatinge Nascimento
<b>ASSISTANT PROFESSOR:</b>	Rashida Shaw
<b>ADJUNCT ASSOCIATE PROFESSOR:</b>	Marcela Oteiza
<b>ARTIST-IN-RESIDENCE, THEATER:</b>	Leslie Weinberg

**DEPARTMENTAL ADVISING EXPERTS 2012–2013:** John F. Carr; Ron Jenkins; Yuri Kordonsky; Cláudia Tatinge Nascimento; Marcela Oteiza; Rashida Shaw; Leslie Weinberg

The Theater Department considers the critical and creative study of each theatrical area to be an essential component of a liberal arts education. Offerings include courses in acting; civic engagement and outreach; criticism, ethnography, history, and literature; costume, lighting, scenic, and media-based design; directing; performance studies; theory; performance art; playwriting; puppetry; and solo performance.

Many theater courses are cross-listed with academic departments in all divisions, as well as Wesleyan's colleges. Theater faculty and majors are committed to collaboration within and across departments. The Theater Department strongly encourages students to attend performances and lectures sponsored by all performing and visual arts departments.

Each year the department sponsors productions and other events in a variety of theatrical forms; some are directed by faculty members or guest artists, while others are directed by undergraduates. Theater courses and productions reflect the interdisciplinary and multiple interests of the faculty and majors. Theater Department productions take place in the Center for the Arts Theater, the Patricelli '92 Theater, and other spaces on campus. The Center for the Arts is a state-of-the-art facility with 400 seats. The Patricelli '92 Theater is a historic brownstone building with a traditional proscenium. Both theaters are highly flexible and can be used as black boxes. Site-specific performances take place across campus: in the Davison Art Center, the Center for African American Studies, and the Russell House, to name a few. All theaters and alternative spaces are available to faculty and senior thesis productions. The Theater Department is part of the Center for the Arts (CFA), a complex of studios, classrooms, galleries, performance spaces, departments, and programs that provide a rich, interdisciplinary environment for study and performance.

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

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

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

**Gateway Courses (must be completed by the spring semester of sophomore year):**

- **THEA105:** Production Lab. One .50 credit in the technical aspects of scenic, costume, or lighting design
- **THEA203:** Special Topics in Theater History
- **THEA245:** Acting I

**Additional requirements:**

- One course in scenic, costume, or lighting design
- **THEA302:** Contemporary Theater: Theories and Aesthetics. Please note that certain courses in departments may fulfill one of two theater history prerequisites (the gateway **THEA203** or **THEA302**) only if approved by the theater faculty. Please consult the section "Courses cross-listed with other Wesleyan departments, colleges, and programs" in the theater handbook.
- Two courses in dramatic literature, visual literacy, theory, criticism, and/or service learning. One of them may be an FYI course. Specialty courses in other departments may fulfill one of the two requirements only if approved by the theater faculty. Please consult the section "Courses cross-listed with other Wesleyan departments, colleges, and programs" in the theater handbook.
- One credit of **THEA329/331:** Technical Practice (earned in .25- and .50-credit increments)
- One credit of **THEA427/431/433/435/437:** Performance Practice

**Honors in theater.** Preliminary honors proposals with a bibliography are due one week after the end of spring break in the junior year. Students can submit proposals for either critical or creative honors theses.

Preliminary proposals will be judged based on clearly expressed objectives and evidence of research and preparation. Judgments will be based equally on preliminary research, clarity of the objectives of the process, and rationale for staging a given production. Please consult the section "Application Guidelines for Honors in Theater" in the handbook.

The Honors Committee will award honors on the basis of the readers' evaluations. All departmental readers must recommend honors for a candidate to be successful. Students are entitled to copies of the readers' comments. The honors tutor is responsible for assigning a grade for the courses **THEA409** and **THEA410**; this grade need not reflect the decision of the Honors Committee to award or deny departmental honors.

High honors in theater is by invitation only and requires an oral exam conducted by the Honors Committee. The Honors Committee will invite qualified students according to the following criteria: consideration of the readers' evaluations; originality of research and thesis topic; the student's performance in courses as reflected in his or her transcript; compliance with the general education expectations; and the extent to which the student's educational experience reflects the philosophy, goals, and diversity of the department.

## THEA105 Production Laboratory

This course focuses on the technical aspects of stage and costume craft: scenery and prop building, lighting execution, and costume building. It offers a hands-on experience where students participate in making theater productions happen. Students will choose from three sections: set construction, costume construction, and light hanging/focusing. All sections will participate in the backstage work of the Theater Department's productions. While it is required of theater majors, it is also recommended for students wishing to explore an aspect of theatrical production and is excellent preparation for theater design courses.

GRADING: CR/U CREDIT: .5 GEN ED: HA PREREQ: NONE  
 SPRING 2013 INSTRUCTOR: CARR, JOHN F. SECT: 01  
 INSTRUCTOR: OTEIZA, MARCELA SECT: 03

## THEA115 Introduction to Applied Theater: Working in Prisons

This course will give students the opportunity to study theater as a tool for community outreach and to apply that knowledge to practical work in community settings. No previous experience in theater is necessary. Students will be encouraged to use their own skills in music, art, and drama as they devise ways to use the arts as catalysts for educational development in underserved populations. Particular focus will be given to theater programs that have been developed for prison populations, and students will have the opportunity to create collaborative performance projects in local prisons. Pedagogical principles will be based on the theater techniques of Augusto Boal. Collaboratively devised performance scripts will be adapted from classical literature (Shakespeare, Dante, ancient Greek drama, etc.).

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**THEA140 Middletown Arts: Social Justice and Community Development**

This civic engagement class will explore how students can be active participants in society by defining and practicing the integration of art and social change. Community organizations find creative solutions to political, social, and economic issues in urban, rural, and global communities. Community artists have been collaborating with and working for community organizations, service providers, cultural and educational institutions, and government agencies as active agents for social engagement and change. This class will survey the Middletown arts community, including Kidcity, Oddfellows, the Buttonwood Tree, ArtFarm, and Wesleyan's Green Street Art Center, as well as individual artists living in Middletown Artist Cooperative (MAC) 650, an art space. Students will be integrated into activities and programs, attend community and board meetings, and meet with founders, directors, and artists to understand the social dynamics that infuse art into everyday society and create environments that offer distinct and unique partnerships and collaborations. Students will also be introduced to WESU 88.1 FM, a community service of Wesleyan University. Class deliverables will be public service announcements, Main Street monologues, and other creative methods that highlight and showcase the arts in Middletown.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE SPRING 2013

**THEA150 Plays and Performances**

This First-Year Initiative course is designed to introduce students to a number of plays that are representative of different theatrical genres, styles, and canons. We will look at the artistic and sociocultural contexts in which these plays were written. The course is divided in two greater units—*theater: space, style, and ideology*; and *representations of the margins: theater and identity*—each divided in three different sections.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01

**THEA170 Provocative Plays and Theatrical Imagination**

From Sophie Treadwell's *Machinal* through Leroi Jones (Amiri Baraka) *Dutchman* to Suzan-Lori Parks' *Top Dog/Under Dog*, American playwrights have sought to challenge and provoke audiences and the culture at large. Through scene readings, oral presentations, and open discussion, this course examines the uniquely American theatrical voice. Students will examine these plays and others through the eyes of the creative team—that is, directors, actors, and designers.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**THEA172 Staging America: Modern American Drama**

IDENTICAL WITH: ENGL175

**THEA175 August Wilson**

During his lifetime, the world renowned African American playwright August Wilson graced stages with award-winning and nominated plays from his "Pittsburgh Cycle." This course examines the 10 plays of this cycle in the order that the playwright wrote them, from *Jitney* (1982) to *Radio Golf* (2005). We will pay special attention to the playwright's use of language, history, memory, art, and music within his oeuvre.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM177 PREREQ: NONE  
FALL 2012 INSTRUCTOR: SHAW, RASHIDA Z. SECT: 01

**THEA183 Directed Experiences in Acting**

Class members perform in a series of exercises, monologues, and scenes or short plays directed by members of the directing class (THEA281 or THEA381). Rehearsals take place outside the class. Approximately 60 hours rehearsal and performance time are required.

GRADING: CR/U CREDIT: .5 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: KORDONSKY, YURI SECT: 01

**THEA185 Text and the Visual Imagination**

In this course, we will explore, deconstruct, and reinvent text by utilizing tools from design and visual arts. Through practical assignments, we will train our visual imagination, as well as develop an aesthetic literacy and knowledge of different performance elements. This class focuses on the creative process as well as provides new tools that will enable students to realize their own creative projects.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**THEA199 Introduction to Playwriting**

This First-Year Initiative course provides an introduction to the art and craft of dramatic writing. Students will focus on developing an artistic voice by completing playwriting exercises, reading and discussing classic and contemporary plays, and providing feedback to their peers in workshop sessions.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ENGL199 PREREQ: NONE

**THEA202 Greek Drama**

IDENTICAL WITH: CCIV202

**THEA203 Special Topics in Theater History**

This course uses historical examples, from preliterary Yoruba ritual performances to early 17th-century European theater, to consider the ways in which theater historians reconstruct and analyze theatrical events of the past. Our investigation is chronologically and thematically designed to pinpoint major epochs in the development of theater as well as to comparatively approach the ways in which scholars uncover evidence regarding such issues as character, criticism, gender,

nationalism, race, religion, sexuality, spectatorship, and spectacle in performance.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
SPRING 2013 INSTRUCTOR: SHAW, RASHIDA Z. SECT: 01

**THEA205 Prison Outreach Through Theater**

Students will have the opportunity to put social activism into practice through working on theater projects in community settings. One of the course's projects will include teaching Shakespeare and other plays to incarcerated women using methods described in Jean Trounstein's *Shakespeare Behind Bars*. Students will also have the opportunity to create "invisible theater" events on themes of social justice inspired by the work of Augusto Boal, the Brazilian actor/politician/activist whose book (*Theater Of The Oppressed*) proposes ways in which theater can be used to achieve social change.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: JENKINS, RONALD S. SECT: 01

**THEA208 History of Musical Theater**

This course is a survey of American musicals produced in theater and film, roughly from the 1940s to the present. We use early revivals of Oscar Hammerstein II's *Show Boat* and George Gershwin's 1935 production of *Porgy and Bess* as the entry points of our analysis and end with Lin-Manuel Miranda's *In the Heights*. Using Broadway, Hollywood, the contemporary Chitlin Circuit, and regional theaters across the country as sites of investigation, we trace the development of American musicals as they traverse different racial, social, cultural, and aesthetic boundaries. In each case study, our analysis is supplemented by a review of historical production documents, theater criticism, and theoretical texts.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [MUSC276 OR ENGL233] PREREQ: NONE

**THEA214 Theater of Anton Chekhov: Research, Analysis, and Performance**

The course will take a journey into the theatrical world of one of the most famous playwrights of all times, Anton Chekhov. Students will read, research, analyze, and perform scenes from all Chekhov's plays including dramas, comedies, and vaudevilles. Videos of world's best performances and movies adapted from his dramas will illustrate different artistic approaches to well-known texts. The course will also examine in detail the historical and cultural context of Chekhov's writing, as well as issues of translation and adaptation of his plays for the contemporary theater.

GRADING: OPT CREDIT: 1 GEN ED: HA  
IDENTICAL WITH: [COL215 OR REES279 OR RUSS279 OR RULE279] PREREQ: NONE

**THEA220 Balinese Performance and Culture**

This course will examine the theater, dance, and puppetry of Bali in the context of its cultural significance in Indonesia and in the West. Students will read the *Mahabharata* and *Ramayana*, which are central texts for Balinese performances held in Hindu temples as part of village festivals. Students will also read books and essays by anthropologists Hildred Geertz, Clifford Geertz, and Margaret Mead to understand how the arts in Bali are integrated into the overall life of the island. Artifacts of physical culture will also be examined, including the palm-leaf manuscripts that are quoted in many performances; the paintings that depict the relationship between humans, nature, and the spirit world that is the subject of many plays; and the masks and puppets that often serve as a medium for contacting the invisible world of the gods and ancestors. Translations of Balinese performance texts will be studied to analyze the sophisticated wordplay that accompanies the spectacle of Balinese performance. The direct and indirect influence of Balinese performance on the West will be discussed by examining the work of theater artists like Robert Wilson, Arianne Mnouchkine, Lee Breur, and Julie Taymour, who have all collaborated with Balinese performers. Students will be evaluated on the basis of class presentations, a midterm exam, a research paper, and a final project.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: EAST229 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: JENKINS, RONALD S. SECT: 01

**THEA224 Medieval Drama**

IDENTICAL WITH: ENGL224

**THEA231 Sex, Violence, and (Poetic) Justice: Spanish and New World Classical Theater**

IDENTICAL WITH: SPAN231

**THEA234 Scripts and Shows: Modern Drama as Literature and Performance**

IDENTICAL WITH: ENGL234

**THEA242 Gender and Authority in the Spanish *Comedia* and Empire:****The Spectacle and Splendor of Women in Power**

IDENTICAL WITH: SPAN245

**THEA245 Acting I**

This course is designed to explore the actor's instrument—specifically, the vocal, physical, and imaginative tools necessary for the creative work of the actor. Students will examine the creative process practically and theoretically, through theater games, exercises, improvisation, and text work. The course explores a variety of traditional and contemporary approaches to acting, covering techniques rooted in the works of Konstantin Stanislavsky and those developed in response to his theories.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: SWEDBERG, ANNE KRISTIN SECT: 01-02  
SPRING 2013 INSTRUCTOR: STAFF SECT: 01



**THEA248 From Page to Stage: Acting the Realists**

Approaching three core texts of theater and realism, this class aims to expose students to the tools of textual analysis, character development, and behavior manifestation—all for the purpose of performance. Through key works of Henrik Ibsen, Anton Chekhov, and Eugene O'Neill, the students will understand the roots of this revolutionary form of writing for the stage. The class will cover the basic elements of giving performative life to characters that exist solely in the imagination of the playwright as words on a page.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**THEA250 From Page to Stage: Directing the Realists**

Approaching three core theatrical texts, this class will expose liberal arts students to the dramaturgical and performative contexts necessary for guiding a production of a realistic play. Through intensive study of story arc, relationship, and dramatic conflict and resolution, the students will learn to lift the page-bound lives of the characters to three-dimensional life on the stage.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**THEA253 Families on Stage: Individual, Society, and the Nation in Spanish Theater from 1600 to the Present**

IDENTICAL WITH: SPAN253

**THEA254 The World of Federico Garcia Lorca: Tradition and Modernity in the Spanish Avant-Garde**

IDENTICAL WITH: SPAN254

**THEA258 Russia's Storyteller Playwrights**

IDENTICAL WITH: RUS5258

**THEA280 Special Topics in Analysis and Criticism: Award-Winning Playwrights**

This course explores the role of intellectual investigation and critical analysis in creative processes. Through individual and collaborative research, students will engage in the close reading of play texts within theoretical, performative, and aesthetic frames.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: AFAM279  
PREREQ: THEA105 OR THEA150 OR THEA170 OR THEA185 OR THEA140 OR [THEA214 OR COL215 OR REES279 OR RUS5279 OR RULE279] OR THEA245 OR [THEA199 OR ENGL199]

**THEA281 Directing I**

In this basic and general practical introduction to the work of the director, topics to be considered will include the director's analysis of text, research, working with actors, blocking, rehearsal procedures, and directorial style.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: THEA245  
FALL 2012 INSTRUCTOR: KORDONSKY, YURI SECT: 01

**THEA285 Acting II**

This course, the continuation of **THEA245**, presents a further investigation of the elements of acting through intense work on one or two chosen characters, developing three-dimensionality of the part, and performing in an ensemble. This is an advanced acting course in studio format.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: THEA245  
FALL 2012 INSTRUCTOR: SWEDBERG, ANNE KRISTIN SECT: 01

**THEA286 Solo Performance**

This course introduces students to the work of solo performers that include Richard Pryor, Lenny Bruce, Dario Fo, Anna Deavere Smith, Franca Rame, Roger Guenver Smith, Lily Tomlin, John Leguizamo, Bill Irwin, Whoopi Goldberg, and others. Using the writing and performance techniques of these artists as a model, students will have the opportunity to create a solo piece that brings to life a single character from history, fiction, or current events (Huey P. Newton, Walt Whitman, Mary Todd Lincoln, Frida Kahlo, etc.).

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: (THEA245 AND THEA203) OR (THEA245 AND [THEA280 OR AFAM279])  
SPRING 2013 INSTRUCTOR: JENKINS, RONALD S. SECT: 01

**THEA299 A Playwright's Workshop: Intermediate**

This intermediate intensive course in playwrighting emphasizes student work. Students will focus on developing an artistic voice by completing playwrighting exercises, listening to feedback, and reading and providing feedback to their peers in workshop sessions.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ENGL299 PREREQ: NONE  
FALL 2012 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01

**THEA302 Contemporary Theater: Theories and Aesthetics**

By examining key moments in Western theater history from the late 18th century to the recent past, the course explores the active relationship between theoretical thought and aesthetic innovation on stage. We reconstruct these moments by relying on a variety of documents and media, including but not limited to, theater on film, play texts, documentaries, scholarly articles, manifestos, and reviews. The course highlights the ways in which such groundbreaking works represent dynamic, diverse, and cumulative ruptures with the mainstream and ultimately shape how we see and create theater today.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: THEA105 OR THEA150 OR THEA245 OR [THEA199 OR ENGL199] OR THEA185 OR THEA170 OR THEA140 OR [THEA214 OR COL215 OR REES279 OR RUS5279 OR RULE279]

FALL 2012 INSTRUCTOR: SHAW, RASHIDA Z. SECT: 01

**THEA305 Lighting Design for the Theater**

This course explores both the design and technical aspects of lighting design, as well as the role of the lighting designer in a production. Practical experience is an important part of the course work.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: THEA105 OR DANC105

**THEA307 Acting Theories**

This advanced seminar and studio course explores key 20th-century theories about the actor's role on the production of meaning on the stage. While the academic component of the course examines seminal texts about the nature of acting, for its studio portion students will engage in the in-depth study of a given scene and re/create it in different acting styles with the same partner.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**THEA309 The Actor's Work on Psychophysical Actions: A Nonrealist Approach**

The course offers an in-depth studio experience in Jerzy Grotowski's approach to the creation of psychophysical actions outside of the frame of realism. The term psychophysical action was coined by Russian director and pedagogue Konstantin Stanislavsky, who dedicated his life's work to the elaboration of the first Western acting system. Stanislavsky viewed the acting conventions of Romanticism and melodrama as "false," inadequate, and passé. As a proponent of realism, then an emerging theatrical genre, Stanislavsky sought to develop an acting system that would support the creation of "truthful" actions on stage. The late Polish director Jerzy Grotowski continued Stanislavsky's research on the method of psychophysical actions. In response to the theatrical trends of his time, Grotowski's own research aimed at freeing actors from the conventions and materials of realism.

Instead of departing from dramatic literature, students in this course will learn how to create psychophysical actions using points of departure such as personal memory, short stories, poems, visual materials, objects, traditional song, and so forth. The goal is to guide them to create repeatable scores of psychophysical actions; select, extend, and/or omit specific fragments in their score; juxtapose text or song to the physical score; and use objects in a manner that is precise and expressive.

During the second half of the semester, students will learn how to "edit" their scores of psychophysical actions in partner and ensemble work. This portion of the course provides actors with insight into directorial work, a knowledge that gives them greater autonomy in the creative process.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: THEA245

**THEA310 All the World's a Stage: Theater and Society in the Age of Shakespeare and Calderón**

IDENTICAL WITH: COL223

**THEA311 Performing Shakespeare: Voice and Text**

This course will be an intensive investigation of Shakespeare's language and characters through sonnet, soliloquy, and scene study and may culminate in a group performance. Students will conduct research into Shakespeare's sources and the context in which his plays have been performed. They will engage in the challenges of acting Shakespeare and the vocal work and text analysis necessary for bringing his heightened use of language to life.

GRADING: A-F CREDIT: 1 PREREQ: THEA245

**THEA312 Documentary Performance: Prison Fieldwork for Playwrights, Actors, and Directors**

Students will work in a local prison to create performances in collaborations with inmates that are based on Dante's *Divine Comedy*. Students can participate in the class as playwrights, dramaturges, actors, or directors.

GRADING: OPT CREDIT: 1 PREREQ: NONE

**THEA316 Performance Studies**

Within the frame of performance studies, this seminar focuses on how particular uses of the body, space, and narrative inform the limits and intersections between ritual and theater, acting theories, and audience reception. Performance is broadly defined to include cultural events and nontraditional performances. We will look at a number of theoretical texts as well as case studies, performances, and theories to examine theatrical modes of action and presence, as well as the limits between real and fictional.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: RELI385 PREREQ: NONE  
SPRING 2013 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01

**THEA319 Voice and Heightened Text**

This course will be an intensive and active investigation of voice for the stage. Students will work with a selection of heightened text plays, William Shakespeare in particular.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: THEA245 AND THEA285

**THEA321 Translation/Adaptation**

This is a writing course for students interested in the study and practice of adapting texts for performance from a variety of source materials. The primary source material for adaptation will be Dante's *Inferno* that is itself adapted from numerous sources including the Bible, political feuds, classical myths, and contemporary scandals. We will examine other performance texts adapted from unusual sources, including the South African satire of Apartheid—*Wozza Albert*. Ancient Greek drama will also be studied for its dramatic structure and for its significance as both a source and product of adaptation that is endowed with new meaning in whatever era it is reimagined. Students will write their own short adaptations of scenes from these texts in weekly writ-

ing assignments before creating a final project, an adaptation of any source material they choose.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE  
FALL 2012 INSTRUCTOR: JENKINS, RONALD S. SECT: 01

**THEA322 The View from Abroad on the Early Modern Stage**  
IDENTICAL WITH: FIST302

**THEA323 Survey of African American Theater**

This course surveys the dynamism and scope of African American dramatic and performance traditions. Zora Neale Hurston's 1925 play *Color Struck* and August Wilson's 2006 play *Gem of the Ocean* serve as bookends to our exploration of the ways in which African American playwrights interweave various customs, practices, experiences, critiques, and ideologies within their work.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: [FGSS323 OR AFAM323 OR AMST299]  
PREREQ: NONE

SPRING 2013 INSTRUCTOR: SHAW, RASHIDA Z. SECT: 01

**THEA325 Majors' Performance Lab and Colloquium**

The course encourages students to experiment with the intersections of theory and practice. Departing from writings by key theater practitioners and thinkers, theater majors and prospective majors will engage in ensemble performance projects. The course welcomes students interested in acting, directing, design, and playwriting. It includes periodic critiques and focused workshops led by guest artists and culminates in an ensemble performance open to the public. Strongly recommended for students interested in pursuing senior theses with a creative component.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**THEA329 Technical Practice A**

The course will involve assignment to a responsible position in one of the various areas of technical theater, as crew head, stage manager, etc. **THEA329/**

**THEA331** may be repeated to a total of 1.50 credits.

GRADING: CR/U CREDIT: .25 GEN ED: HA PREREQ: THEA105

FALL 2012 INSTRUCTOR: OTEIZA, MARCELA SECT: 01

SPRING 2013 INSTRUCTOR: CARR, JOHN F. SECT: 01

INSTRUCTOR: WEINBERG, LESLIE A. SECT: 02

INSTRUCTOR: OTEIZA, MARCELA SECT: 03

**THEA331 Technical Practice B**

The course will involve assignment to a responsible position in one of the various areas of technical theater, such as crew head, stage manager, etc. **THEA329/**

**THEA331** may be repeated to a total of 1.50 credits.

GRADING: CR/U CREDIT: .5 GEN ED: HA PREREQ: THEA105

FALL 2012 INSTRUCTOR: OTEIZA, MARCELA SECT: 01-02

SPRING 2013 INSTRUCTOR: CARR, JOHN F. SECT: 01-02

INSTRUCTOR: WEINBERG, LESLIE A. SECT: 03-04

INSTRUCTOR: OTEIZA, MARCELA SECT: 05-06

**THEA337 Sound for the Theater**

This course will examine principles and techniques of sound recording, editing, and reproduction as applied to theater production. Hands-on experience with CFA Theater and '92 Theater audio equipment will be emphasized. Admission to studio courses in theater is at the discretion of the individual faculty instructors. At least one course in theater design or technical production is recommended.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

**THEA340 Performing Brazil: The Postdictatorship Generation**

Dedicated to the artistic works of the Brazilian postdictatorship generation, the course takes as its point of departure a close reading of the modernist Oswald de Andrade's *Cannibalist Manifesto* (1928) and the writings of artists working during the dictatorship years. As the semester progresses, the course will examine postdictatorship works in literature, the fine arts, dance, and theater. Students will have access to examples in the form of texts in translation, images, and performance recordings. Discussions will focus on the relationship between Brazil's postcolonial condition and political history, including the country's current artistic production and sense of national identity.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: LAST340 PREREQ: NONE

**THEA347 Latina/o Literary Cultures and Countercultures**  
IDENTICAL WITH: ENGL348

**THEA348 Music and Theater of Indonesia**  
IDENTICAL WITH: MUSC111

**THEA359 Design and the Performative Space**

In this course, we will explore, construct, and deconstruct the performative space, whether theatrical, site-specific, or virtual. We will analyze the space as a context to be activated by the body of the performer and witnessed by an audience. Through theoretical and practical assignments, we will study the aesthetic history of the theatrical event, while developing your own creative design process. You will be guided through each step of this process: concept development, visual research, renderings or drawings, model making, and drafting.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: THEA105 OR ARST131 OR THEA185

FALL 2012 INSTRUCTOR: OTEIZA, MARCELA SECT: 01

**THEA360 Media for Performance**

The course examines the use of technology in performance from the creation of mechanical moving scenery to 3D scenography. We will look into the

development of the theatrical technology from the Renaissance to today's conception of the digital theater, virtual reality, and online performances. The class format will be divided into lectures and studio class, where students will develop practical work creating their own digital performances.

GRADING: OPT CREDIT: 1 PREREQ: NONE

SPRING 2013 INSTRUCTOR: OTEIZA, MARCELA SECT: 01

**THEA362 The Body as Text in Latina/o Theater and Performance**  
IDENTICAL WITH: ENGL362

**THEA381 Directing II**

This course, the continuation of **THEA281**, presents a further investigation of the elements of directing, dealing with the production concept, and the orchestration of that concept in terms of research, work with actors, ground plan, set, lights, costumes, props, music, etc. This is an advanced directing course in studio format. Students will go through all stages of directing: selecting the script, its analysis, adaptation, set design, casting, rehearsing, lighting, and performing.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: (THEA245 AND THEA281)

**THEA383 Costume Design for Theater and Dance**

An intensive exploration of the interaction of materials, the human form, and text in performance. The topics covered will include draping the human form, basic design, costume research, design presentation, styles of design, character analysis, and text analysis.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: THEA105 OR ARST131 OR ARST445

SPRING 2013 INSTRUCTOR: WEINBERG, LESLIE A. SECT: 01

**THEA384 Introduction to Puppetry: Design, Construction, and Performance**

This study of puppet design, creation, and manipulation explores the expression of character and concept through the manipulation of objects. A survey of the performance of puppets in world and contemporary American theater.

GRADING: OPT CREDIT: 1 PREREQ: NONE

**THEA398 Theater Criticism**

This course is designed to give students experience in analyzing, interpreting, and researching performances in preparation for writing dramatic criticism suitable for publication in newspapers, magazines, journals, blogs, and dramatical portions of theater programs.

GRADING: A-F CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: JENKINS, RONALD S. SECT: 01

**THEA399 A Playwright's Workshop: Advanced**

This advanced intensive course in playwriting emphasizes student work. Students will focus on developing an artistic voice by completing playwriting exercises, listening to feedback, and reading and providing feedback to their peers in workshop sessions. Required for students interested in pursuing a senior thesis in playwriting.

GRADING: A-F CREDIT: 1 GEN ED: HA IDENTICAL WITH: ENGL399

PREREQ: [THEA199 OR ENGL199] OR [THEA299 OR ENGL299]

**THEA401/402 Individual Tutorial, Undergraduate**  
CREDIT: 1

**THEA409/410 Senior Thesis Tutorial**

GRADING: OPT

**THEA411/412 Group Tutorial, Undergraduate**

GRADING: OPT

**THEA427 Performance Practice A**

Assigned advanced work done under faculty supervision in the departmental production program. Entails 60 hours of participation.

GRADING: OPT CREDIT: .25 GEN ED: HA PREREQ: NONE

**THEA431 Performance Practice B**

Assigned advanced work done under faculty supervision in the department production program. Entails 60 hours of participation.

GRADING: OPT CREDIT: .5 GEN ED: HA PREREQ: NONE

**THEA433 Performance Practice C**

Assigned advanced work done under faculty supervision in the department production program. Entails 120 hours of participation.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

**THEA435 Performance Practice in Design A**

Assigned advanced work in technical theater. Program A entails commitment of 60 hours of time.

GRADING: OPT CREDIT: .5 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: OTEIZA, MARCELA SECT: 01

SPRING 2013 INSTRUCTOR: CARR, JOHN F. SECT: 01

INSTRUCTOR: WEINBERG, LESLIE A. SECT: 02

INSTRUCTOR: OTEIZA, MARCELA SECT: 03

**THEA437 Performance Practice in Design B**

Assigned advanced work in technical theater. Program B entails a commitment of 120 hours of time.

GRADING: OPT CREDIT: 1 GEN ED: HA PREREQ: NONE

FALL 2012 INSTRUCTOR: OTEIZA, MARCELA SECT: 01

SPRING 2013 INSTRUCTOR: CARR, JOHN F. SECT: 01

INSTRUCTOR: WEINBERG, LESLIE A. SECT: 02

INSTRUCTOR: OTEIZA, MARCELA SECT: 03

**THEA465/466 Education in the Field, Undergraduate**  
GRADING: OPT

**THEA467/468 Independent Study, Undergraduate**  
GRADING: OPT

## Writing at Wesleyan

Wesleyan offers students a vibrant writing community and a multitude of ways to pursue their interest in writing. Writers, editors, and publishers visit campus throughout the year, and students support more than 20 magazines, journals, and literary groups. The curriculum emphasizes academic writing in many subject areas and also offers courses in fiction writing, creative nonfiction, poetry, screenwriting, playwriting, and mixed forms. The establishment of the Shapiro Creative Writing Center on the upper floors of the Allbritton Center signals the importance the University attaches to writing. The Shapiro Center serves as a hub for writing activities and provides a venue for readings, workshops, colloquia, informal discussions, student-generated events, and receptions. Its lounge is open to all students enrolled in creative-writing courses. The Center also houses writing faculty, including fiction writer Amy Bloom, the Kim-Frank Family University Writer-in-Residence.

**The Creative Writing Concentration in the English major.** This concentration allows students to pursue creative writing at a high level in the context of advanced literary study. The concentration fosters the study of the history and practice of individual genres and of new hybrid forms and offers students the opportunity to work closely with the University's full-time writing faculty: the Shapiro-Silverberg Professor of Creative Writing, the internationally renowned poet Elizabeth Willis; Lisa Cohen, a writer of creative nonfiction, fiction, and poetry; novelist Deb Olin Unferth; and editor Anne Greene. Recent visiting faculty includes such distinguished writers as Hilton Als, André Aciman, Paul La Farge, Douglas A. Martin, and Clifford Chase. Enrollment in creative-writing courses in the English Department is not limited to English majors.

**Creative writing in the College of Letters.** Creative writing has long been an important component of the College of Letters curriculum, with an entry-level and an advanced course offered every year and open to students in all majors. **COL** majors are encouraged to write creative honors theses. The novelist Paula Sharp has been the writer-in-residence in the **COL** since 2003.

**The Writing Certificate.** The University's new certificate in writing, essentially a minor, is open to students working in any major who wish to make writing an area of concentration. Courses that may count toward the certificate are drawn from many departments. They range from fiction writing, poetry, and creative nonfiction to journalism, biography, arts and film criticism, translation, and writing about science. In addition to fulfilling the coursework requirements for the certificate, students create a portfolio of their work and present their writing in public. The certificate sponsors a number of courses that carry the **WRCT** designation.

**The Writing Hall and the Writing House.** These residences provide an opportunity for first-year students and upperclass students with a particular interest in writing to live together and collaborate on formal and informal programs.

### WRCT220 Translating Science

The course will serve both students of science and those who know little about it, though their challenges will be different. Students who know science will work to imagine readers not versed in science. This will be useful for those who become professional scientists because even fellow researchers may know little about topics outside their fields. Students without much foundation in science will learn how to identify central ideas they must master and how to ask essential questions. Class members with differing backgrounds will help each other to prepare and to revise.

GRADING: **A-F** CREDIT: **1** PREREQ: **NONE**  
 SPRING 2013 INSTRUCTOR: **GREENE, ANNE F.** SECT: **01**

### WRCT255 Translation: Theory and Practice

This course treats the reading of theoretical texts on translation and the production of creative texts in the literary mode of translation as complementary heuristic procedures for opening an investigation into certain problems of language and meaning. Readings will include literary, philosophical, historical, and linguistic accounts of translation in conjunction with (and sometimes directly paired with) influential and experimental translations from a range of 20th-century writers. We will familiarize ourselves with the practical choices that face a translator, from classical distinctions between free and literal translation through contemporary concerns regarding domestication and foreignization, (post-)colonial power relations, and translation across media.

Written assignments will consist of intra- and interlingual translations that will provide firsthand experience with the choices a translator must make and the resistances that language can offer, as well as a space for exploring the limits of rewriting, manipulation, and transformation within a rubric of translation. Final projects will be hybrids of creative and critical writing, with students producing readings of their chosen foreign-language texts through some interaction between translation and more conventional forms of criticism. Students who are working on a longer translation project (e.g., as part of a senior thesis) will be allowed to focus on this text for many of the assignments during the semester.

GRADING: **A-F** CREDIT: **1** GEN ED: **HA** IDENTICAL WITH: [**GRST285** OR **COL355** OR **RUSS355** OR **ALIT355** OR **FRST355** OR **ENGL354** OR **SPAN355** OR **IBST355** OR **RLIT355**] PREREQ: **NONE**

### WRCT256 Writing for Television

IDENTICAL WITH: **FILM455**

### WRCT257 Reading and Writing Fiction

This demanding, reading- and writing-intensive course focuses on character, structure, and plot; sentence structure; development of a strong and idiosyncratic voice; the role and history of the narrator; points of view; and writing with meaning.

GRADING: **A-F** CREDIT: **1** PREREQ: **NONE**

### WRCT258 The Journalist as Citizen

In this weekly writing seminar, we will explore how journalists exercise their roles as citizens, and, in turn, how journalism affects the functioning of our democracy. Using historic and contemporary examples, we will examine how,

at its best, the media exposes inequity, investigates wrongdoing, gives voice to ordinary people, and encourages active citizenship.

GRADING: **A-F** CREDIT: **1** PREREQ: **NONE**

### WRCT259 Writing About Film

IDENTICAL WITH: **FILM452**

### WRCT260 Reading and Writing Fiction II

This demanding, reading- and writing-intensive course focuses on character, structure and plot, sentence structure, development of a strong and idiosyncratic voice, the role and history of the narrator, points of view, and writing with meaning.

GRADING: **A-F** CREDIT: **1** GEN ED: **HA** PREREQ: **NONE**

### WRCT261 Topics in Journalism I

Taught by a distinguished visiting journalist, this course explores selected topics in contemporary journalism.

GRADING: **A-F** CREDIT: **1** GEN ED: **HA** IDENTICAL WITH: **CSPL129** PREREQ: **NONE**

### WRCT262 Topics in Journalism II

Taught by a distinguished visiting journalist, this course explores selected topics in contemporary journalism.

GRADING: **A-F** CREDIT: **1** GEN ED: **HA** IDENTICAL WITH: **CSPL128** PREREQ: **NONE**

### WRCT263 Writing for Television II

IDENTICAL WITH: **FILM459**

### WRCT350 Writing Certificate Senior Seminar: The Future of Publishing

This seminar will provide a historical overview and contemporary analysis of the publishing business. In the early 21st century, the industry is undergoing several major transitions simultaneously (downsizing, the e-book revolution and other technological developments, etc.), and most people feel that the future is unclear at best. In addition to threatening the livelihood of the business, these changes also provide new opportunities for writers, publishers, editors, and others.

The course will focus specifically on book publishing, but will include research and discussion of other media, including magazine publishing and the plethora of Internet-based media outlets. It will offer perspectives on a range of areas of the publishing business: challenges for writers, the role of editors, agents, and publicists, as well as the production process. It includes lectures, readings, and student exercises, including the formation of editorial boards and a moderated debate about the role of e-books; as well as guest visits by several New York publishing veterans.

GRADING: **CR/U** CREDIT: **1** PREREQ: **NONE** **SPRING 2013**

## Certificates

Certificates provide curricular options that complement current departmental and interdisciplinary majors. They are designed to bring coherence to programs of study that include courses from many departments and programs. For each program, model curricula are provided to guide students in their choice of courses. Wesleyan currently has eleven certificate programs in place.

### CERTIFICATE IN CIVIC ENGAGEMENT

Civic engagement encompasses a wide range of activities in which individuals work to strengthen their communities, to realize common goods, to enhance the capacities and dispositions necessary for democratic self-rule, and, in general, to deliberately shape their common life. Wesleyan University prides itself on enrolling and nurturing students with a strong social consciousness. Students participate in a wide variety of formal and informal “civic” activities in Middletown and around the world. These activities include volunteer work, practicums, and service-learning courses. This certificate is designed for students interested in reflecting upon these activities and integrating their civic and academic efforts.

**Requirements.** During their sophomore through senior years, CEC students will complete a series of structured academic and cocurricular activities including courses, volunteering, practicums, and opportunities for reflection that will enable them to develop a broad understanding of the varied components of civic engagement.

We can think of civic engagement as applied democratic theory. As “theory,” mastery requires the development of a theoretical understanding of both the principles of democracy and the institutional and social requisites of a democratic society (see Requirements 1 and 3 below). As “applied,” mastery of civic engagement requires the practical understanding of social processes that results from actual engagement in the community (Requirements 4 and 5). Thus, the certificate requires students to take a set of courses to acquire an understanding of how democratic processes (including the practices and institutions of civil society) work; to acquire the firsthand experience of civic engagement and civic life by participating in approved civic activities; and, finally, through both course work and other means, to reflect on the connections among these and to integrate them effectively (Requirements 2, 3 and 6).

1. The Foundations Course (currently **SOCC268**, “Civic Engagement”). During this course, students who plan to participate in the CEC will prepare a document describing the place of civic engagement in their own lives and their plans for fulfilling the CEC requirements. The sophomore year is the recommended year to take this course.
2. Maintain an ePortfolio (possibly in Moodle) of documents that are created in the process of fulfilling the CEC requirements.
3. Five courses dealing with civic engagement.
4. A minimum of forty hours of service work coordinated through the Office of Community Service and Volunteerism (OCS).
5. A Practicum, and
6. The Senior Seminar, a capstone course.

Note: CEC requirements fulfilled before a student is admitted may be counted toward the certificate at the discretion of the CEC Advisory Panel.

**Admission.** Students will be admitted to the CEC by self-declaration. They will be considered part of the certificate group after they have completed the Foundation Course and formally applied to participate. The application will consist, in part, of a document written in the Foundations course explaining the place of civic engagement in the applicant’s own life and how he/she plans to fulfill the CEC requirements.

**Additional Information.** Contact the director of service learning, for 2012–2013, Krishna Winston ([kwinston@wesleyan.edu](mailto:kwinston@wesleyan.edu)).

### CERTIFICATE IN ENVIRONMENTAL STUDIES

Environmental studies is a multidisciplinary, integrative study of a broad range of environmental issues. Environmental science (such as climatology or conservation biology) is one aspect. But environmental studies also brings together the spectrum of foci that are necessary to solve, evaluate, comprehend, and communicate environmental issues. Thus, environmental studies includes sciences, economics, government, policy, history, humanities, art, film, ethics, philosophy, and writing.

For students to engage in contemporary environmental issues, they must obtain expertise in the area of their major and gain broader perspectives in environmental studies through a set of introductory and elective courses that increase the breadth of their understanding to complement their specialty. The aim of the program is to graduate students who have both a specialty and breadth of perspective so that they can interpret environmental information; understand the linkages to social, political, or ethical issues; and formulate well-reasoned opinions.

The certificate is granted for a minimum of seven credits as follows:

- **BIOL/E&ES197** Introduction to Environmental Studies or **E&ES199** Introduction to Environmental Science
- Plus six courses related to the environment as follows:
  - Three courses must come from one department
  - The six courses must come from three departments or programs and two divisions
  - One course must be at the **300** level or higher
- With the exception of **ENGL112** and **BIOL/E&ES197** or **E&ES199**, all other courses must be at the **200** level or higher
- A senior thesis project relevant to environmental studies can substitute for one **300**-level class
- Students may petition the director to substitute courses for the certificate (e.g., courses taken abroad, at other institutions, etc.)

Interested students should contact Barry Chernoff ([bchernoff@wesleyan.edu](mailto:bchernoff@wesleyan.edu)) or Valerie Marinelli ([vmarinelli@wesleyan.edu](mailto:vmarinelli@wesleyan.edu)).

### CERTIFICATE IN INFORMATICS AND MODELING

Analytical approaches using informatics and modeling are becoming increasingly important in many fields of study, and much of the curriculum increasingly emphasizes these approaches. The certificate program provides a framework to guide students in developing these analytical skills based on the following two pathways:

- Computational Science and Quantitative World Modeling (CSM)
- Integrative Genomic Sciences (IGS)

These pathways share several common themes but have components that make them distinct. Both pathways emphasize informatics and quantitative reasoning and share certain courses.

The CSM pathway introduces students to modeling techniques and provides a solid foundation in the quantitative simulation, evaluation, and prediction of natural and social phenomena such as the collision of galaxies, protein folding, and the behavior of markets. Its principal pedagogical and intellectual goal is to make students aware of the power of the quantitative, algorithmic method for understanding the world. The idea is to provide a course of undergraduate studies that imparts sufficient general knowledge, intellectual depth, and experience with quantitative reasoning and modeling techniques for students to be comfortable and proficient in incorporating this intellectual experience for a better understanding and more control of the natural and social worlds. Students can use this experience as an enrichment of their major and liberal arts education or as a stepping stone to pursue, if desired, a more intensive specialization in any of Wesleyan’s quantitative reasoning departments.

The pathway requires Computer Science I (**COMP211**); one of the following courses: Data Structures (**COMP212**), Computer Structure and Operation (**COMP231**), Algorithms and Complexity (**COMP312**), or Computational Physics: Algorithms and Clusters (**PHYS340**); two courses from a list of approved computer science, economics, or science courses; a project and mini-thesis on a quantitative modeling theme (including a required seminar talk); and one-semester attendance at a specialized undergraduate seminar.

The IGS pathway introduces students to the emerging interdisciplinary field of bioinformatics and its relationships to molecular genomics, evolution, structural biology, and bioethics. The sequencing of genomes of humans and several other model organisms has led to a new challenge in the life sciences—to successfully integrate large amounts of information to build and evaluate models of how organisms work. This is inherently an interdisciplinary problem that involves bridging conceptual frameworks and ways of thinking among the life sciences, information sciences, and philosophy. Faculty in complementing fields such as biology and computer science are working together to explore and develop new courses in this emerging field. As the disciplines advance, tomorrow's students in the life sciences and in information sciences will benefit from strong conceptual frameworks in informatics, biology, and bioethics, and in the links between them.

The pathway requires an introductory biology course (such as **BIOL/MB&B181**); one introductory computer science course (typically, **COMP112**, **211** or **212**); one upper-level computer science course (such as Computer Structure and Operation [**COMP231**]; Algorithms and Complexity [**COMP312**], or Principles of Databases [**COMP354**]); one upper-level bioinformatics course (from a list of approved courses); and one course in each of two of the following categories (from a list of approved courses): molecular genetics, structural biology, evolutionary biology, and bioethics and philosophy of biology.

Students who are interested in the CSM pathway should contact Reinhold Blumel (rblumel@wesleyan.edu), and students who are interested in the IGS pathway should contact either Michael Weir (mweir@wesleyan.edu) or Danny Krizanc (dkrizanc@wesleyan.edu).

## CERTIFICATE IN INTERNATIONAL RELATIONS

Students seeking the Certificate in International Relations (CIR) are required to take a foreign language to the intermediate college level and introductory international politics, economics, and modern history courses relevant to the development of the contemporary international system. To be on pace, these courses should be taken or at least identified during the student's first two years at Wesleyan. In addition, students are required to take five courses from the Advanced Courses list provided on the Certificate in International Relations web site (wesleyan.edu/pac/cir-info.htm). At least one of these courses must be taken from each of three different disciplines; at least two must be taken from the Global Systems section of the list, and at least two more must be taken from the Area Studies section of the list. Among the Area Studies courses, two or more must cover topics related to developing countries; these courses are identified with an asterisk on the web site.

Students are urged to study abroad, preferably in a non-English-speaking country, so that they can improve their language skills. Internships in foreign-policy fields (with international organizations, government agencies, multinational corporations, or nonprofit organizations) are encouraged. A statistics course in economics, government, or sociology is strongly recommended but not required.

Students are admitted to candidacy for the certificate at any time during their senior year. They complete a form similar to the senior concentration form, listing the courses they have already taken and those they plan. This form can be downloaded from the CIR web site.

A maximum of two courses taken at other institutions, either in the United States or abroad, may be counted toward the certificate after they have been approved by the appropriate Wesleyan department chair for Wesleyan credit. Once this approval has been given, the director of the Public Affairs Center will determine which of the certificate requirements the course might fulfill.

Wesleyan courses that count toward the certificate are listed on the CIR web site (wesleyan.edu/pac/CIER.html). The deadline for submitting applications is the end of the second week of May of the graduating year. To receive the certificate upon graduation, students must have an overall average of B+ or higher in the advanced courses submitted for certification (if only five courses are listed). Certification will appear on the student's transcript after graduation.

The foreign language requirement is met by course work through the intermediate college level in any foreign language or demonstration of proficiency gained elsewhere to the satisfaction of the PAC governing board. Intermediate normally means any of the following: **FREN215**, **GRST211** or **214**, **SPAN112**, **ITAL112**, **RUSS112**, **CHIN204**, **JAPN205**, and **HEBR202**.

## CERTIFICATE IN JEWISH AND ISRAEL STUDIES

The certificate program offers undergraduates training in the multidisciplinary and interdisciplinary ways that Jewish and Israel studies are taught across the curriculum at Wesleyan. Over a three-year cycle, courses are offered in various departments and in a number of academic areas including Jewish religion, Jewish history, Israel studies, and Jewish letters. The certificate program is not a major or a minor in any one department or program. Rather, the program is an opportunity for students to forge coherence in that large part of the curriculum that falls outside the major. The program requires students to take seven courses in a sequence that includes gateway courses, Hebrew, a distribution of more advanced classes, and a capstone seminar on theory and methodology. Courses are grouped into four pathways (clearly labeled on WesMaps):

- History of the Jewish People
- Jewish Literature and Culture
- Israel Studies
- Religion of the Jewish People

Students pursuing the certificate will be required to take

Two gateway courses (one in the Religion Department and another in the History Department) from among the following:

- **HIST247**: Jewish History: From Biblical Israel to Diaspora Jews
- **HIST248**: Jewish History: From Spanish Expulsion to Jon Stewart
- **HIST267**: Out of the Shtetl: Jews in Eastern Europe
- **RELI201**: Introduction to the Hebrew Bible
- **RELI204**: Judaism
- **RELI233**: The People of the Book: Jewish Cultures and Jewish Canons

At least four additional courses, no more than two of which can be taken in one department, with the exceptions of Hebrew, if students are pursuing the Israel studies pathway and counting two Hebrew language credits toward the certificate. The four courses can be chosen from a wide array of courses included in the Certificate Program and listed in Wesmaps.

The capstone seminar course **RELI396**: Performing Jewish Studies: Theory, Method, and Models, offered every other spring to allow candidates for the certificate to take the course in either their junior or senior year.

Candidates for the certificate are encouraged to study Hebrew or another foreign language relevant to their program. Up to two of the Hebrew courses can be included among the seven courses required for the certificate. However, if students pursue the Israel studies pathway, they will be required to demonstrate their proficiency of Hebrew, or take at least two years of the language.

Students can enroll in this certificate program at any point in their undergraduate career. To receive the certificate, students must maintain a B+ average in courses in the program.

Interested students should contact Professor Magda Teter, the director of the Jewish and Israel Studies (mteter@wesleyan.edu), or Professor Dalit Katz (dkatz01@wesleyan.edu).

## CERTIFICATE IN MIDDLE EASTERN STUDIES

The Certificate in Middle Eastern Studies requires eight courses, of which at least one course must be on Jewish and Israel studies and one must be on the Muslim Middle East. Additionally, the eight required courses include

- Two courses (one full year) or equivalent at the intermediate level (second year) of Hebrew or Modern Standard Arabic (waived if the student demonstrates proficiency)
- One course on historical texts and traditions
- One course on contemporary society and politics
- One gateway course
- Three electives

Students who are granted a waiver of the language course requirement by the certificate director will take additional electives to complete eight courses toward the certificate. With the approval of the certificate director, one relevant tutorial and two relevant study-abroad courses may count toward the certificate. Normally, no more than two courses from any one department or program may count toward the certificate (this does not apply to language courses or to the gateway course).

Students may apply for admission to the certificate at any point in their undergraduate career at Wesleyan. For tracking, advising, and cocurricular purposes, they are encouraged to sign on early. Seniors who wish to obtain the certificate should contact Professor Masters at [bmasters@wesleyan.edu](mailto:bmasters@wesleyan.edu) the start of their spring semester to establish their eligibility. They will need to provide copies of their transcripts for certification.

## CERTIFICATE IN MOLECULAR BIOPHYSICS

Molecular biophysics is an interdisciplinary area of research situated at the intersection of molecular biology, chemistry, chemical biology, and molecular physics. Molecular biophysics, as a field of endeavor, is distinguished by analytical and quantitative research inquiry-based on molecular and macromolecular structures, diverse molecular spectroscopic methods, biophysical chemistry, functional bioenergetics, statistical thermodynamics, and molecular dynamics. Topics of active research interest in molecular biophysics include protein structures and folding, molecular models of enzyme mechanisms, protein-DNA and protein-RNA interactions, and the nature of gene expression and regulation at the molecular level. As a consequence of recent advances stemming from the Human Genome Project, the field of structural bioinformatics finds an increasingly important emphasis in our program. A parent organization for this field of research is the United States-based Biophysical Society, with some 7,000 members, with sister societies worldwide.

In addition to satisfying departmental requirements, all participating students, undergraduate and graduate, engage in independent research projects under the direction of participating faculty and participate regularly in weekly meetings of the Molecular Biophysics Journal Club, in which research papers from the current literature are presented and discussed. Journal Club students also meet regularly with seminar visitors in the area of molecular biophysics. Undergraduate and graduate students are also expected to present (either orally or a poster) at the annual molecular biophysics retreat. At Wesleyan, students participating in the Molecular Biophysics Program have the opportunity to select research projects with varying degrees of emphasis on biophysics, biochemistry, biological chemistry, and molecular biology. The common element among participants is an emphasis on a quantitative, molecular-based mode of inquiry in research. Students are also encouraged to present their work at an international scientific meeting, and the program typically provides some financial support for their expenses.

Undergraduate students majoring in chemistry and/or molecular biology and biochemistry can choose to obtain a certificate in molecular biophysics. The certification program involves following the prescribed major in each department. Within the chemistry and MB&B majors, students are expected to take the following courses to fulfill major requirements (note: all courses are cross-listed):

- **MB&B/CHEM395** Structural Biology Laboratory
- **MB&B/CHEM383** Biochemistry
- **MB&B/CHEM381** Physical Chemistry for the Life Sciences or **CHEM337** Physical Chemistry I: Quantum Mechanics and Spectroscopy and **CHEM338** Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics
- **MB&B/CHEM307 (308)** Molecular Biophysics Journal Club

In both the MB&B and chemistry majors, students must take either two **MB&B** or three **CHEM** elective courses to complete the major. To achieve certification, students must choose their elective courses in the area of molecular biophysics. Elective courses can be chosen from a set of courses offered by participating faculty (see course cluster). In addition, students must do independent research for at least two semesters under the direction of one of the program faculty. It is possible to be jointly mentored; however, at least one mentor must be a faculty participant in the molecular biophysics program.

Graduate students in chemistry, physics, or the life sciences may elect to participate in the interdisciplinary program in molecular biophysics. Program participants pursue a course of study and research that often overlaps the disciplinary boundaries of chemistry, biology, molecular biology, and physics. Graduate training opportunities are available for students with undergraduate background in any one of these areas. Individualized programs of study are provided so that each student obtains the necessary interdisciplinary background for advanced study and research in molecular biophysics.

Interested students should contact Prof. D. L. Beveridge ([dbeveridge@wesleyan.edu](mailto:dbeveridge@wesleyan.edu)) or Prof. Ishita Mukerji ([imukerji@wesleyan.edu](mailto:imukerji@wesleyan.edu)).

## CERTIFICATE IN SOCIAL, CULTURAL AND CRITICAL THEORY

The theory certificate aims to facilitate a coordinated program of study that encourages students to seek out theory-intensive courses on offer in a wide range of disciplines and departments at Wesleyan and to become proficient in the study of theory. To qualify for the Social, Cultural and Critical Theory certificate a student must fulfill the following requirements:

Six authorized courses, including three introductory courses and three advanced courses

**Introductory Courses.** A candidate for the certificate must take three introductory courses:

- One identified as social theory, one as cultural theory, and one as the philosophical origins of theory.

**Advanced Courses.** A candidate for the certificate must take three advanced courses, meeting the following distribution requirements:

- At least one course taken from each of three different departments/programs;
- No more than one course taken may be a lecture course.

Courses that are not listed on either WesMaps or the certificate web site may be used to fulfill certificate requirements if deemed suitable by the certificate director.

Up to two of the six courses may be taken during a semester abroad, and up to three during a year abroad. With authorization from the certificate director, students may use up to two courses transferred from another U.S. institution.

Students who wish to earn the certificate should finish at least two courses from either group above before junior year. The Center for Humanities advisory board administers the certificate through the theory certificate director. Application is made using the application form available on the certificate web site ([wesleyan.edu/theory](http://wesleyan.edu/theory)).

Students preparing to fulfill the course requirements who wish to earn the certificate are advised to consult the director, Jonathan Cutler ([jcutler@wesleyan.edu](mailto:jcutler@wesleyan.edu)), or the administrative assistant for the program, Kathleen Roberts ([kroberts@wesleyan.edu](mailto:kroberts@wesleyan.edu)), preferably during the fall semester of the junior year.

Students registering to become a part of the certificate program should bring a completed certificate registration form to Kathleen Roberts at the Center for the Humanities, 95 Pearl Street.

Students completing the program should submit a certificate completion form to Kathleen Roberts at the Center for the Humanities. To qualify for the certificate, students must submit the completion form by the end of classes during the spring semester of the senior year.

## CERTIFICATE IN SOUTH ASIA STUDIES

Wesleyan has a remarkable collection of faculty, courses, and resources for all students interested in studying the cultures of Bangladesh, Bhutan, India, Nepal, Pakistan, and Sri Lanka. The University not only enjoys the distinction of having an Indian music studies program but also a dozen scholars devoted to the region and its diaspora in fields as diverse as anthropology, art history, dance, English, Hindi, history, economics, religion, and sociology. Certificate faculty will help Wesleyan students better pursue the wide range of opportunities in South Asia—both scholarly and artistic—as South Asia becomes increasingly prominent politically, economically, and academically.

Students will be required to take seven courses designated as appropriate for the certificate. Of these:

- One must be a gateway course (i.e., a course entirely about South Asia that combines two or more of the above categories in such a way as to offer an introduction to South Asian studies).
- At least one course in three of the distribution categories.
- No more than three courses can come from any one of these categories.

The distribution categories are as follows:

- Contemporary society and practice (CSP): Courses primarily concerned with the study of contemporary South Asian communities, their practices, and their productions.
- Historical inquiry (HI): Courses primarily concerned with the historical study of South Asia.
- Language (L): Courses in which students gain comprehension in South Asia's languages.
- Performance traditions (PT): Courses in which students obtain training in the performance of a specific form of art.

Interested students should contact Peter Gottschalk (pgottschalk@wesleyan.edu).

## CERTIFICATE IN THE STUDY OF EDUCATION

The Certificate in the Study of Education is designed to help students look critically at educational institutions, practices, and thinking in the United States and abroad—from the elementary to the university level. The majority of the courses required for the certificate focus on the psychological and sociological dimensions of education. Courses from other parts of the university focus on the tools and skills for analyzing education and on broader contexts within the history and philosophy of knowledge. Another category of courses provides students with concrete teaching experience in a variety of instructional settings. The goal is to help students acquire a deeper understanding of education and its relationship to society.

The Certificate in the Study of Education does not provide the course credentials for Connecticut State Initial Educator Certification that are required for teaching positions in public schools.

## CERTIFICATE IN WRITING

The Writing Certificate is designed to provide a flexible framework within which students from all majors can develop proficiency in creative writing (poetry, fiction, creative nonfiction, screenwriting, playwriting) and forms of nonfiction such as criticism, (auto)biography, science writing, political and literary journalism, and writing about academic subjects for nonspecialists.

**Goals.** This certificate provides opportunities for students to acquire the critical and technical vocabulary for analyzing their own and others' writing, become skilled editors, learn to write and analyze writing in a variety of genres and styles, learn to present specialized subject matter to nonspecialist audiences, explore the many ways in which the written language can function, and participate in a community of students and faculty who share a passion for writing.

**Community.** Wesleyan supports a thriving community of writers who regularly come together with writers, editors, and publishers visiting campus and with the full-time and part-time writing faculty. Students working toward the certificate will be integrated into these activities and will contribute to the public presence of writing on campus. Some activities will be organized specifically for the certificate candidates.

**Advising.** The instructors of writing courses and the members of the Writing Certificate Committee are available to students seeking guidance on possibilities for graduate study and careers involving writing.

**Admission and Requirements.** To earn the certificate, students must take at least five full-credit courses. These include

- At least one course designated as an entry-level craft or technique course, but no more than two such courses;
- Three electives, one of which may be a second entry-level craft or technique course, and at least one of which must employ a workshop format and one of which must be a Permission-of-Instructor course. One one-credit senior thesis or senior essay tutorial may be counted as an elective if the thesis entails creative writing.
- The Writing Certificate senior seminar, **WRCT350**, a one-credit pass/fail course, in which the participants work on compiling and revising portfolios of their work and present their work in class and to the public in events organized for this purpose.
- Students must achieve a GPA of at least 3.5 in the courses counted toward the certificate.

**Admission to Certificate Candidacy.** Students may apply for candidacy in their sophomore or junior year. Applications from seniors who believe they are eligible may also be considered. Applicants must have taken, for a letter grade, one of the courses listed as eligible for the certificate and received a grade of B+ or better. (COL and students concerned about the grade requirements should see "Frequently Asked Questions.")

Interested students should contact Anne Greene, certificate coordinator, at agreene@wesleyan.edu.

## Prizes

An extensive group of prizes is offered annually for individual improvement, academic excellence, all-around ability, or proficiency in certain subjects. The amount of the awards may vary slightly from year to year depending upon the income from invested funds.

### George H. Acheson and Grass Foundation Prize in Neuroscience

Established in 1992 by a gift from the Grass Foundation in honor of George H. Acheson, this prize is awarded to an outstanding undergraduate in the Neuroscience and Behavior Program who demonstrates excellence in the program and who also shows promise for future contributions in the field of neuroscience.

### Alumni Prize in the History of Art

Established by Wesleyan alumni and awarded to a senior who has demonstrated special aptitude in the history of art and who has made a substantive contribution to the major.

### American Chemical Society Analytical Award

Awarded for excellence in analytical chemistry.

### American Chemical Society Connecticut Valley Section Award

Awarded for outstanding achievement to a graduating chemistry major.

### American Institute of Chemists Award

Awarded for outstanding achievement to a graduating chemistry major.

### Ayres Prize

The gift of Daniel Ayres, Class of 1842, to the first-year student who attains the highest academic standing in the first semester.

### Baden-Württemberg—Connecticut Sister State Exchange

A grant for one academic year's study at a university in the German state of Baden-Württemberg, administered by the Connecticut Department of Higher Education.

### Baldwin Fellowship

Established in 1952 by family and friends of Horace Reed Baldwin, Class of 1947, and awarded annually for study at law school to the member of the senior class who, in the opinion of the committee, shows the most promise of becoming an outstanding lawyer and public-spirited citizen.

### Beinecke Scholarship

Awarded by the Sperry Fund for graduate study in the arts, humanities, and social sciences.

### Bertman Prize

Established in memory of Bernard T. Bertman, associate professor of physics, by gifts from his colleagues, family, and friends, in 1970. Awarded to a senior majoring in physics who displays a particularly resourceful and creative approach to physics research.

### Blankenagel Prize

Income from the John C. Blankenagel Fund, established in 1970, awarded at the discretion of the German Studies Department to enrich educational offerings in the area of humanistic studies or to assist a superior student in completing a project in German studies.

### Boylan Award

Given by Jennifer Boylan in honor of her classmate, Annie Sonnenblick, the award recognizes an outstanding piece of creative nonfiction, journalistic work, or writing for general readers.

### Bradley Prize

The gift of Stanley David Wilson, Class of 1909, in memory of Professor Walker Parke Bradley, to the senior or junior who excels in chemistry and particularly in special original work.

### Bridge Builder Award

Awarded to a student and student group who have succeeded in strengthening the relationship between Wesleyan and the greater Middletown community.

### Briggs Prize

Established in 1900 by the gift of James E. Briggs to the student who has done the most effective work in intercollegiate debating.

### Professor Samuel Hugh Brockunier Prize

Awarded for the best final essay on a social studies topic by a student in the Graduate Liberal Studies Program.

### Christopher Brodigan Fund Award

Established in memory of Christopher Brodigan, a Wesleyan student who died in an accident in his first year at Wesleyan. The fund pays tribute to Christopher's deep interest in Africa and to the public service he provided through teaching in Botswana prior to entering Wesleyan. Awarded to graduating seniors and recent graduates who plan to pursue public service or research in Africa.

### Erness Brody Prize

Established in 2002 by Ann duCille in honor of Professor Erness Bright Brody, former chair of the African American Studies Program. Awarded annually to a senior African American Studies Program major for excellence in written expression.

### Bruner Freshman Improvement Prize

The gift of William Evans Bruner, Class of 1888, to the student whose second-semester first-year record shows the greatest relative improvement over that of the first semester.

### Butler Prize

Established in 1991 in honor of retiring colleague Jeffrey D. Butler, awarded for the best honors thesis in Third World history.

### Butterfield Prize

Established by the Class of 1967 and awarded to the graduating senior who has exemplified those qualities of character, leadership, intellectual commitment, and concern for the Wesleyan community shown by Victor Lloyd Butterfield, 11th president of the University.

### Camp Prize

Established in 1905 by the Board of Trustees in memory of Samuel T. Camp, trustee 1880–1903. Awarded for excellence in English literature.

### Nancy Campbell/National Trust for Historic Preservation Summer Internship Program

Established by friends and admirers in honor of Nancy Campbell, wife of former Wesleyan University President Colin Campbell, in recognition of her national leadership in historic preservation, and awarded to rising juniors or rising seniors.

### Frank Capra Prize

Established in 1983 to honor Frank Capra, Hon. 1981, the great American film director whose collected papers are in the Wesleyan Cinema Archives. Best film to exemplify Capra's skill in telling a human story that contains both humor and pathos.

### Cardinal Crest Award

Awarded to the member of the WSA who has given honor to his/her post on the WSA or one of its committees through his/her leadership and who has selflessly served the greater interest of the Wesleyan student body.

### Chadbourne Prize

The gift of George Storrs Chadbourne, Class of 1858, to that member of the first-year class outstanding in character, conduct, and scholarship.

### The Chekhov Fiction Prize

Awarded by the College of Letters to the Wesleyan junior who submits the best short story of the year.

### Clark Fellowship

Established in memory of John Blanchard Clark by his parents, Mr. and Mrs. Donald L. Clark of Pittsford, New York; his sister, Catherine; relatives; and friends. Awarded annually to a qualified graduating senior of Wesleyan University for graduate study in a school of medicine. Recipients are judged by members of the Health Professions Panel on their potential for outstanding achievement and for their promise of community leadership and public-spirited citizenship and for their scholastic record at Wesleyan.

### Clee Scholarship

Established by friends and associates of Gilbert Harrison Clee, Class of 1935, late president of the Board of Trustees. Awarded annually to a member of the sophomore class, who will remain a Clee Scholar throughout his or her junior and senior years, who will have demonstrated high standards of leadership, a deep commitment to Wesleyan University, an interest in the broad implications of multinational business enterprises, a sensitivity to the need for a creative balance between the public and private sectors, and an intention to pursue a career in business. A specific objective will be to select individuals who exemplify the qualities that characterized Gilbert Harrison Clee as a humane person and as a leader.

### Dr. Neil Clendeninn Prize

Established in 1991 by George Thornton, Class of 1991, and David Derryck, Class of 1993, for the African American student who has achieved academic excellence in biology and/or molecular biology and biochemistry. This student must have completed his or her sophomore year and in that time have exemplified those qualities of character, leadership, and concern for the Wesleyan community as shown by Dr. Neil Clendeninn, Class of 1971.



**Cole Prize**

Established through the gift of George Henry Walker, Class of 1981, in the memory of Charles Edward Cole. Awarded to the first-year student who shows the greatest ability in fiction or nonfiction writing.

**The College of Letters Short Story Prize**

Awarded by the College of Letters to the Wesleyan student who has written the best short story of the year.

**Condil Award**

Given in memory of Caroline Condil, Class of 1992. Awarded to a worthy East Asian studies major, preferably a sophomore or junior, for study in China.

**Connecticut Valley Higher Education Community Service Award**

Established in 1993 by the Connecticut Department of Higher Education to promote community service leadership and activities by students at Connecticut's institutions of higher education. This award recognizes outstanding student contributions to the promotion of community service through projects that increase student participation in their college community and projects that develop a unique approach to effective community service.

**Herbert Lee Connelly Prize**

Given in 1980 by Mabel Wells Connelly in the name of her husband, member of the Class of 1909, and alumni secretary, 1924–56. Supplemented by friends, relatives, and sons Hugh Wells and Theodore Sample, Class of 1948, the fund provides income to be awarded annually to a deserving undergraduate who demonstrates an interest in English literature and an unusual ability in nonfiction writing.

**Anna Julia Cooper Prize**

Awarded by the Sociology Department to a student of overall academic excellence who lives and works in the spirit of Anna Julia Cooper (1858–1964), author of *A Voice From the South*, who was one of the most important social theorists in the tradition of black feminist thought. She lived and worked courageously against the odds of exclusion, never failing to hold to the highest standards of moral and intellectual excellence.

**CRC Award**

Awarded to an outstanding first-year chemistry student based on grades in organic chemistry over the interval of the current academic year.

**Davenport Prize**

Established in 1948 by the gift of Ernest W. Davenport in honor of his brother, Frederick Morgan Davenport, Class of 1889, for excellence in the field of government and politics.

**Dorchester Prize**

Established through the gift of Daniel Dorchester IV, Class of 1874. Awarded for the best thesis submitted to the English Department.

**W. E. B. DuBois Prize**

Awarded annually for academic excellence to a student majoring in African American studies.

**Dutcher Prize**

Established by gift of Arthur A. Vanderbilt, Class of 1910, in honor of Professor George Matthew Dutcher, for highest excellence in the Department of History.

**Kevin Echart Memorial Book Prize**

Awarded to the graduating College of Letters senior who best exemplifies the intellectual curiosity and range, the pleasure in colloquy, the capacity for admiration and skepticism, and the moral seriousness and love of books that we honored in our late colleague Kevin Echart and seek to foster in the students of the College of Letters.

**Exceptional Program Award**

Awarded to the coordinator(s) of an exceptional program, cultural event, speaker, or production that has had positive campuswide impact.

**William Firshein Prize**

Awarded to the graduating MB&B student who has contributed the most to the interests and character of the Molecular Biology and Biochemistry Department.

**First-Year Leadership Award**

Awarded to a first-year student who has demonstrated outstanding leadership or involvement in the Wesleyan community.

**Susan Frazer Prize**

Awarded annually to the student (or students) who has done the most distinguished work in the elementary and intermediate French language sequence.

**Freeman Prize**

Established in 1975 by Mansfield Freeman, Class of 1916. Awarded annually to a senior for excellence in East Asian studies.

**French Government Teaching Assistantship**

One-year assistantship for teaching English at a lycée in France, administered by the Institute for International Education (New York).

**Beulah Friedman Prize**

This prize recognizes work of outstanding achievement by a student in the history of art. The prize is awarded to a member of the senior class.

**Fulbright Fellowship**

These grants are funded by the United States government under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) and by many foreign countries. The grants, administered by the Institute for International Education, provide for one year of study at a university abroad.

**Fulbright-Hays Doctoral Dissertation Research Abroad Grant**

Awarded by the United States Department of Education to fund individual doctoral students to conduct research in other countries in modern foreign languages and area studies for periods of six to 12 months.

**Gay, Lesbian, and Sexuality Studies Prize**

Donated by the Wesleyan Gay and Lesbian Alumni Association (GALA), this prize is awarded annually to that undergraduate who has done the best research and writing on a subject in gay, lesbian, and sexuality studies.

**German Academic Exchange Service Fellowship**

At least one fellowship per year for study at a university in the Federal Republic of Germany is given to Wesleyan in honor of its Sesquicentennial. The German Academic Exchange Service is a private, self-governing organization of the German universities, which promotes international exchange among institutions of higher learning.

**German Pedagogical Exchange Service Assistantship/Fulbright Grant**

A one-year teaching apprenticeship in Germany.

**Giffin Prize**

Established in 1912 by a gift of Mrs. Charles Mortimer Giffin in memory of her husband, an honorary graduate of the Class of 1875. Awarded for excellence in the Department of Religion.

**Akiva Goldsman Prize in Screenwriting**

Awarded to the graduating film studies major who has written the best full-length screenplay in the Department of Film Studies.

**Barry M. Goldwater Scholarship**

Awarded by the Barry M. Goldwater Scholarship and Excellence in Education Foundation to a junior or senior who has outstanding potential and intends to pursue a career in mathematics, the natural sciences, or engineering.

**Graduate Student of the Year Award**

Awarded to a graduate student who has proven to be a vital and dynamic member of the Wesleyan community through taking on an active leadership role in campus life.

**Graham Prize**

The gift of James Chandler Graham, Class of 1890, awarded to a member of the graduating class for excellence in natural science.

**Grant/Wilcox Prize**

Awarded in honor of Connecticut filmmakers Ellsworth Grant and Roy Wilcox to the senior whose work in film and video best addresses significant environmental, social, or artistic issues.

**James T. Gutmann Field Studies Scholarship**

Established in 2007 by Lisette Cooper, Class of 1981, to honor her former professor and mentor, Prof. James T. Gutmann. Awarded to an especially promising major in earth and environmental sciences to support geologic field research expected to lead to a senior honors thesis.

**Hallowell Prize**

Established by friends and associates of Burton C. Hallowell, Class of 1936, former professor of economics and executive vice president of the University. Awarded annually to an outstanding senior in the study of social science, as determined by the governing board of the Public Affairs Center.

**Sarah Hannah Prize**

Offered in memory of Sarah Hannah, class of 1988, in association with the Academy of American Poets. Awarded for an outstanding poem.

**Hawk Prize**

The gift of Philip B. Hawk, Class of 1898, as a memorial to his wife, Gladys, to the students who have done the most effective work in biochemistry.

**Health Education Prize**

Awarded annually to the graduating senior who best exemplifies the goals of Wesleyan's Health Education Program, which are the promotion of healthy lifestyles and disease prevention. The student who is chosen for this prize has demonstrated commitment not only to his or her personal well-being but has also served as a role model to peers in the Wesleyan community and beyond.

**Heideman Award**

Established in 1972 in honor of Enid and Walter Heideman. Awarded annually to an undergraduate who has helped others in the Wesleyan community, in the tradition of the Heidemans.

**Rachel Henderson Theater Prize**

Awarded annually to that student who, in the estimation of the theater faculty, has contributed most to theater at Wesleyan over the course of his or her undergraduate career.

**Holzberg Fellowship**

Established in memory of Jules D. Holzberg, professor of psychology, by gifts of his colleagues and friends. Awarded to a senior who intends to pursue graduate study in clinical or community psychology in recognition of the commitment to research and applied work on the resolution of social problems on the individual and collective level that is consistent with Professor Holzberg's lifelong professional interests and humanitarian concerns.

**Horgan Prize**

Established by the English Department in honor of Paul Horgan, professor emeritus and writer-in-residence. Awarded to the student who has written the best short story of the year.

**Herbert H. Hyman Prize**

Established by the Sociology Department to honor Herbert H. Hyman, distinguished scholar, pioneer in survey research methodology, and professor emeritus in the Sociology Department. Awarded annually to students, whether sociology majors or not, who in the opinion of the faculty have written outstanding theses on a sociological topic.

**Ingraham Prize**

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

**Jessup Prize**

Awarded to two undergraduates each year who are deemed to show the greatest talent and promise for even greater excellence in sculpture, printmaking, architecture, photography, painting, or drawing. The prize is given in memory of Pauline Jessup, a noted interior designer, who practiced her craft for over 60 years throughout the United States. Mrs. Jessup was noted for her unerring eye, her extraordinarily refined taste, and her steadfast commitment to her clients—many of whom she served over three generations. The award is determined by the Art and Art History Department.

**Johnston Prize**

The gift of David George Downey, Class of 1884, in memory of Professor John Johnston. Awarded to those first-year students or sophomores whose performance in their first two semesters of physics shows exceptional promise.

**Keasbey Memorial Scholarship**

Awarded by the Keasbey Memorial Foundation on the basis of academic excellence and a strong record of extracurricular participation for two years of graduate study in England.

**P. L. Kellam Prize**

Established in memory of Priscilla L. Kellam, Class of 1983, by her husband and parents. Awarded annually to a senior woman, under the age of 25, who has majored in East Asian studies and has traveled or plans to travel to China to further her studies.

**Barry Kiefer Prize**

In memory of Barry I. Kiefer to celebrate outstanding graduating PhD students in biology and molecular biology and biochemistry.

**Leavell Memorial Prize—Film**

Awarded annually to a senior film student who has done outstanding work in the major and who best reflects the departmental goals of citizenship, scholarship, and the wedding of theory and practice.

**Leavell Memorial Prize—Music**

Awarded annually to a senior who has done outstanding work in music and whose work manifests the ideals of the World Music Program in the Music Department.

**Lebergott-Lovell Prize**

In honor of Emeritus Professors of Economics Stanley Lebergott and Michael Lovell. To be awarded to the best paper written in the current academic year that uses econometric techniques to analyze an economic problem. Established in 2011 by Bruce Greenwald; first awarded in 2012.

**Leonard Prize**

Given in 1917 in memory of William Day Leonard, Class of 1878, by his friends. Awarded annually by the faculty to one of three undergraduates nominated by the college body who is thought to exemplify the highest standards of character and performance in his or her campus life.

**Levy-Spira Prize**

Awarded for distinction in Latin American studies. Established in 1992 in memory of Eduardo Levy-Spira, Class of 1982, by his family and friends.

**Limbach Prize**

Established in 1966 by Russell T. Limbach, professor of art, in memory of his wife, Edna Limbach. Awarded annually to the student who has contributed the most imaginative, generous, thoughtful, and understanding social service to the people of the city of Middletown and/or the Wesleyan community.

**Lipsky Prize**

The gift of the Reverend and Mrs. Bailey G. Lipsky in memory of their son, Francis Jules Lipsky, Class of 1931, to the member of the choir possessing in the highest degree unflinching kindness, quiet dignity, and brilliant scholarship.

**Littell Prize**

The gift of Franklin Bowers Littell, Class of 1891, for excellence in one or more advanced courses in astronomy.

**Luce Scholarship**

The Henry Luce Foundation selects 18 graduates to spend a year in an Asian country and provides an experience that will broaden the participant's perspective on his or her chosen career field.

**Robert S. Lynd Prize**

Established by the Department of Sociology to honor Robert S. Lynd, distinguished scholar. Awarded annually to students who have written the best scholarly papers in sociology in the previous year.

**John W. Macy Summer Internship in Public Administration**

Established by friends and colleagues of John W. Macy, Class of 1938. Awarded to the junior who most clearly exemplifies, in the decision of the selection committee, the characteristics associated with John Macy: high intellectual ability, a capacity for sustained effort in difficult tasks, strong ethical standards, an ingrained sense of duty, and a commitment to public service as a worthy career.

**Mann Prize**

Established in memory of Albert Mann, Class of 1906, devoted alumnus and faculty member, by his daughters and their families. Awarded annually to the senior(s) showing the most outstanding achievements in the Romance languages.

**George C. Marshall Scholarship**

A memorial award for two years of study at any university in the United Kingdom on the basis of distinction of intellect and character as evidenced by both scholastic attainments and other activities and achievements; strong motivation and seriousness of purpose; and the potential to make a significant contribution to one's own society.

**Martius Yellow Award**

Awarded for excellence in organic synthesis.

**Roger Maynard Award**

A memorial award to that senior scholar-athlete who best exemplifies the spirit, accomplishments, and humility of Roger Maynard, Class of 1937, former trustee.

**Richard McLellan Prize**

Awarded annually to a junior who exemplifies those qualities that characterize the late Richard McLellan, director of the Career Planning Center and associate dean of the college: character, leadership, commitment to public service and diversity, wide cultural interests, and a sense of humor.

**Meyer Prize**

Established in 1991 in honor of retiring colleague Donald B. Meyer and awarded for the best honors thesis in American history.

**Miller Family Foundation Prize**

Established in 2001 by Bob and Catherine Miller, P '99, P '02. Awarded to individuals who pursue careers that benefit the community and the common good through education or service and advocacy.

**Joan W. Miller Prize**

Awarded for the best honors thesis submitted by a graduating senior in the College of Social Studies.

**Richard A. Miller Summer Internship Grant**

Awarded in honor of Woodhouse/Sysco Professor of Economics Richard A. Miller to students pursuing summer internships related to potential business careers.

**George J. Mitchell Scholarship**

Awarded annually for one year of graduate study in any discipline offered by an institution of higher learning in Ireland or Northern Ireland on the basis of superior records of academic excellence, leadership, and public service.

**Monroe Prize**

Established in 1985 by the Center for African American Studies in memory of John G. Monroe, director, scholar, and teacher in the Center for African American Studies and in the Department of Theater. This prize is to be awarded annually to the Wesleyan sophomore or junior who, in the opinion of the review committee, submits the best scholarly essay in the field of African American studies.

**Janina Montero Prize**

Awarded annually to a Latino student who has promoted the health, visibility, and participation of the Latino community at Wesleyan. The individual should best exemplify personal integrity, leadership, and motivation; a strong interest in and knowledge of his or her background; and have maintained a high level of commitment to Wesleyan's academic and intellectual enterprise.

**David Morgan Prize**

To be awarded annually to the senior major or majors in CSS and/or the History Department who best demonstrated the integrity and commitment to community that characterized David's 37 years of service to his college, his department, and to the University.

**Peter Morgenstern-Clarren Social Justice Award**

Awarded to a sophomore or junior with a demonstrated commitment to social justice issues.

**Mosaic Award**

This award recognizes the contribution(s) of a person or organization that has brought about cultural awareness and education on one or more of the following issues: race, ethnicity, culture, and/or sexual orientation.

**Geraldine J. Murphy Prize**

Established in memory of Geraldine J. Murphy, the first woman hired as a full-time instructor at Wesleyan (1957), the first woman promoted to a tenured position, and the first woman promoted to the rank of full professor. The prize is endowed by alumni of the Wesleyan Master of Arts in Teaching program. Awarded to a student who has written an outstanding critical essay that focuses on short fiction or novels.

**National Board of Review Charlie Andrews Award**

Established by the National Board of Review in memory of Charlie Andrews who was a pioneer in television writing and producing. Awarded to the student who has written the best history/theory thesis in the Film Studies Department.

**Needler Prize**

Established by Sophie Needler in memory of her husband, Bennett Needler. Awarded annually to one or two graduating seniors who have demonstrated excellence in Hebrew or Jewish studies.

**NNK Award**

Awarded for the best screenplay for an undergraduate film.

**Carol B. Ohmann Memorial Prize**

Awarded for excellence in feminist, gender, and sexuality studies.

**Olin Fellowship**

Founded in 1854 by the wife of Stephen Olin, president, 1839–41 and 1842–51. Later increased by gifts of their son, Stephen Henry Olin, Class of 1866 and acting president, 1922–23, and his wife, Emeline. Awarded in recognition of achievement in English. The fellowship supports supervised work in English outside of the Wesleyan course structure.

**Outreach and Community Service Award**

Awarded to the senior theater major who, through his or her work in the Theater Department, has done a significant service in the community.

**Outstanding Collaboration Award**

Awarded for a program that was successfully planned in the spirit of partnership and team work.

**Parker Prize**

Established in 1870 by the Reverend John Parker, trustee 1859–71. Awarded to a sophomore or junior who excels in public speaking.

**Peirce Prize**

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

**Emily White Pendleton Scholarship**

Established in 1979 by Ralph Darling Pendleton, founder of the Theater Department, in memory of his wife. Awarded annually to a dance major or to a student who is significantly involved in dance who shows outstanding promise in the field.

**Peterson Fellowships**

Established in 1963 by bequest of William Harold Peterson, Class of 1907, for graduate study in biochemistry at Wesleyan.

**Plukas Prize**

Established in 1986 by John Plukas, Class of 1966, this prize is awarded to graduating economics seniors to be applied toward summer expenses, during which period each student will work under the supervision of a faculty advisor to convert an honors project into a publishable article.

**Plukas Teaching Apprentice Award**

Established in 1986 by John Plukas, Class of 1966, this prize is awarded for excellent service to the Economics Department as a teaching apprentice.

**Gwen Livingston Pokora Prize**

Established in 1993, awarded annually to the outstanding undergraduate student in music composition.

**Prentice Prize**

The gift of Mrs. Elizabeth Brooks Prentice in memory of Professor George Prentice to that junior or senior who excels in German. This prize is given in alternate years.

**Reed Prize**

Established in 1968 by Leon Reed and his sons, S. Chadwick, Class of 1941, and Dr. Victor Reed, in memory of Mrs. Sophie Reed, for the best poem or group of poems.

**Damain Garth Reeves Memorial Book Prize**

Awarded to the first-year student who best embodies the personal and intellectual qualities of Damain Reeves, Class of 2000.

**Rhodes Scholarship**

Two years of study at Oxford University, awarded on the basis of high academic achievement, integrity of character, a spirit of unselfishness, respect for others, potential for leadership, and physical vigor.

**Rice Prize**

Awarded for excellence in mathematics to a senior.

**Rich Prize**

The gift of Isaac Rich, trustee 1849–72, in memory of his wife and later supplemented by appropriations from the Board of Trustees. Awarded to those seniors whose orations are judged best in composition and delivery.

**Robertson Prize**

Awarded for excellence in mathematics to a sophomore.

**Robins Memorial Prize**

Established in 1969 in memory of George D. Robins, Class of 1898, by Frank D. Robins, Class of 1934, and Douglas H. Robins, Class of 1966, for excellence in history.

**Stephen J. Ross Prize**

Established in 1979 as a gift of Steven J. Ross of Warner Communications. Awarded annually for the best undergraduate film, digital, and/or virtual made in the Film Studies Department.

**Juan Roura-Parella Prize**

Established in 1984 to be awarded annually to an undergraduate whose work represents the kind of catholic curiosity and general learning that Professor Juan Roura-Parella exemplified.

**Rulewater Prize**

Awarded for outstanding reflection and writing on an interdisciplinary topic in the Graduate Liberal Studies Program.

**Robert Schumann Distinguished Student Award**

Established in 2007 by a gift from the Robert Schumann Foundation. Awarded to an outstanding senior who demonstrates academic accomplishment and excellence in environmental stewardship through work at Wesleyan or the greater Middletown community.

**Scott Biomedical Prize**

Awarded to a member(s) of the molecular biology and biochemistry senior class who has demonstrated excellence and interest in commencing a career in academic or applied medicine.

**Scott Prize**

Established by Charles Scott Jr., MA, Class of 1886 and trustee 1905–22, in memory of John Bell Scott, Class of 1881, for excellence in modern languages.

**Mary and John Sease Prize**

Awarded for outstanding work in environmental science.

**Sehlinger Prize**

Established by the Class of 1965 in memory of Charles Edward Sehlinger III, who died in 1964. The award of a medical dictionary is given to a pre-medical student for excellence of character, community spirit, and academic achievement.

**Senior Leadership Award**

Awarded to a senior who has consistently demonstrated outstanding leadership throughout his or her four years in the Wesleyan community.

**Senior Prize in Computer Science**

Endowed in 2008 by the Fernando and Appapillai families in honor of Dr. Michael D. Rice and awarded for excellence in computer science to a senior.

**Service Careers Fellowship**

Established to encourage Wesleyan students to commit their careers to the betterment of society. Awarded to students who have exemplified dedication to public service.

**Frances M. Sheng Prize**

Awarded for excellence in Chinese and Japanese language.

**Sherman Prize**

Established by David Sherman, DD, Class of 1872. Two prizes awarded annually, one for excellence in first-year mathematics and the other for excellence in classics.

**Rae Shortt Prize**

Established in memory of Rae M. Shortt. Awarded to a junior for excellence in mathematics.

**Samuel C. Silipo Prize**

Awarded annually for the most valuable player(s) of the Wesleyan Orchestra.

**Silverman Prize**

Established by gift of Elisha Adelbert Silverman, Class of 1922, and awarded to a member of the junior or senior class for excellence in chemistry.

**Skirm Prize**

Established by members of the Class of 1931 in memory of their classmate, Thomas H. Skirm, this prize is awarded to a government major early in his or her senior year to recognize the best research or writing project done during the junior year.

**The Snopes Fiction Prize**

Awarded by the College of Letters to the Wesleyan sophomore who submits the best short story of the year.

**Social Activist Award**

Awarded to the individual or student group that best exemplifies the spirit of social activism and through his/her/its efforts, constructive social change ensued.

**Annie Sonnenblick Writing Award**

Established by the family of the late Annie Sonnenblick, Class of 1980, in 1992 as a complement to the annual Annie Sonnenblick Lecture. The prize provides financial support for a student who wishes to undertake an independent writing project during the summer between his or her junior and senior years.

**Spinney Prize**

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

**Spurrier Award**

The William A. Spurrier Ethics Award, established by Dr. James Case, given to the student who demonstrates in the field of ethics: sensitivity, insight, depth, and humor. Given in memory of William Spurrier III, chaplain and Hedding Professor of Moral Science and Religion.

**Student Organization of the Year**

Awarded to a student organization that has excelled in sustaining leadership, an active membership, and programmatic efforts that contribute to the larger Wesleyan community.

**Thorndike Prize**

Established by gift of Elizabeth Moulton Thorndike in memory of her husband, Edward Lee Thorndike, Class of 1895, for excellence in psychology.

**Tishler Teaching Award**

Established by the family and friends of Dr. Max Tishler, professor of chemistry, emeritus, and University Professor of the Sciences, emeritus. Awarded annually in his memory to the best graduate teaching assistant in chemistry.

**Elizabeth Verveer Tishler Prize**

**ART:** Established in 1981 by a gift from Mrs. Tishler. Awarded annually for an outstanding senior exhibition in painting, drawing, printmaking, sculpture, photography, or architecture.

**MUSIC:** Established in 1981 by a gift from Mrs. Tishler. Expanded in 1989 for excellence in piano performance. Two prizes are given annually: one for Western classical piano performance and the other for jazz piano performance.

**David A. Titus Memorial Prize**

Established by family, friends, and students in memory of Professor David Titus to support the summer studies of a deserving Wesleyan junior majoring in government, East Asian studies, or the College of Social Studies.

**Shu Tokita Prize**

Established by friends and relatives of Shu Tokita, Class of 1984, awarded to students of color studying literature and in area studies with a focus on literature. The recipient will be selected on the basis of his or her application essay and commitment to the study of literature.

**Töölöyan Fund for the Study of Diasporas and Transnationalism**

Established in 2008 by Bruce Greenwald, professor of economics at Columbia Business School, in honor of Wesleyan Professor Khachig Töölöyan. The award funds the summer research of a junior with the best proposal for a thesis on the study of diasporic or transnational issues.

**Trench Prize**

The gift of Miss Grace A. Smith in memory of William James Trench, trustee 1835–67, for excellence in the Religion Department.

**Truman Scholarship**

A national competition funded by the United States government that provides scholarships for graduate study to juniors who have outstanding leadership potential and intend to pursue careers in public service.

**Karl Van Dyke Prize**

Awarded each year to one or more students majoring in physical science or having a predominant interest in physical science and technology and who show outstanding achievement in academic work and a promise of productivity in a professional career.

**Vanguard Grant**

Awarded to a Caribbean student who is pursuing an academic or professional summer project related to the natural sciences or mathematics.

**Vanguard Prize**

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

**Walkley Prize**

Two prizes, the gift of Webster Rogers Walkley, Class of 1860, in memory of David Hart Walkley, Class of 1878, for excellence in psychology. Awarded to those juniors and seniors who present the best reports or work embodying original research.

**Watson Fellowship**

Awarded by the Thomas J. Watson Foundation to enable college graduates of unusual promise to engage in an initial postgraduate year of independent study and travel abroad.

**Weller Prize**

The gift of Mrs. LeRoy Weller in memory of her husband, LeRoy Weller, Class of 1899, to the student having the highest academic average for the sophomore year.

**Wesleyan Black Alumni Council Memorial Prize**

Established in 1986 by the Wesleyan Black Alumni Council in memory of deceased black alumni. The prize provides a summer stipend to support a deserving student engaged in independent study or community service related to the concerns of black people.

**Wesleyan Fiction Award**

A gift from Norman Mailer to the Wesleyan Writing Program, this award recognizes an outstanding piece of fiction written by a Wesleyan student.

**Wesleyan Memorial Prize**

The gift of undergraduates in the Class of 1943 in memory of fellow students who made the supreme sacrifice in the Second World War to the members of the junior class outstanding in qualities of character, leadership, and scholarship.

**White Prize**

Established in 1942 by Horace Glenn White Jr., Class of 1933, and increased in 1943 by friends in his memory. Awarded for advanced undergraduate study in economics.

**White Fellowship—Government**

Awarded for excellence in government to a graduate or an advanced undergraduate in government.

**White Fellowship—History**

Awarded for excellence in history.

**M. G. White Prize**

Awarded annually for the best thesis submitted in American studies.

**Wilde Prize**

Established in 1963 by Frazer B. Wilde, LLD, Class of 1958. Awarded to a junior or senior for excellence in economics.

**Winchester Fellowship**

Established in 1938 in memory of Professor Caleb Thomas Winchester by his widow. Awarded to Wesleyan graduates for postgraduate work in English.

**Wise Prize**

The gift of Daniel Wise, DD, Class of 1859, for excellence in the Philosophy Department; for the best essay on moral science or on some subject in the field or values.

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As required by law, a copy of the Wesleyan University security report is available upon request. This report includes statistics for three previous years on specific reported crimes that occurred on campus, on property that is owned or controlled by the University, and public property within a reasonably contiguous geographic area to campus. The report also includes institutional policies concerning campus security, crime prevention, the reporting of crimes, University policy on alcohol and drugs, and many other related matters. A copy of this report is available at the Office of Admission, the Office of Public Safety, or the Public Safety Web site located at [www.wesleyan.edu/publicsafety](http://www.wesleyan.edu/publicsafety).

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