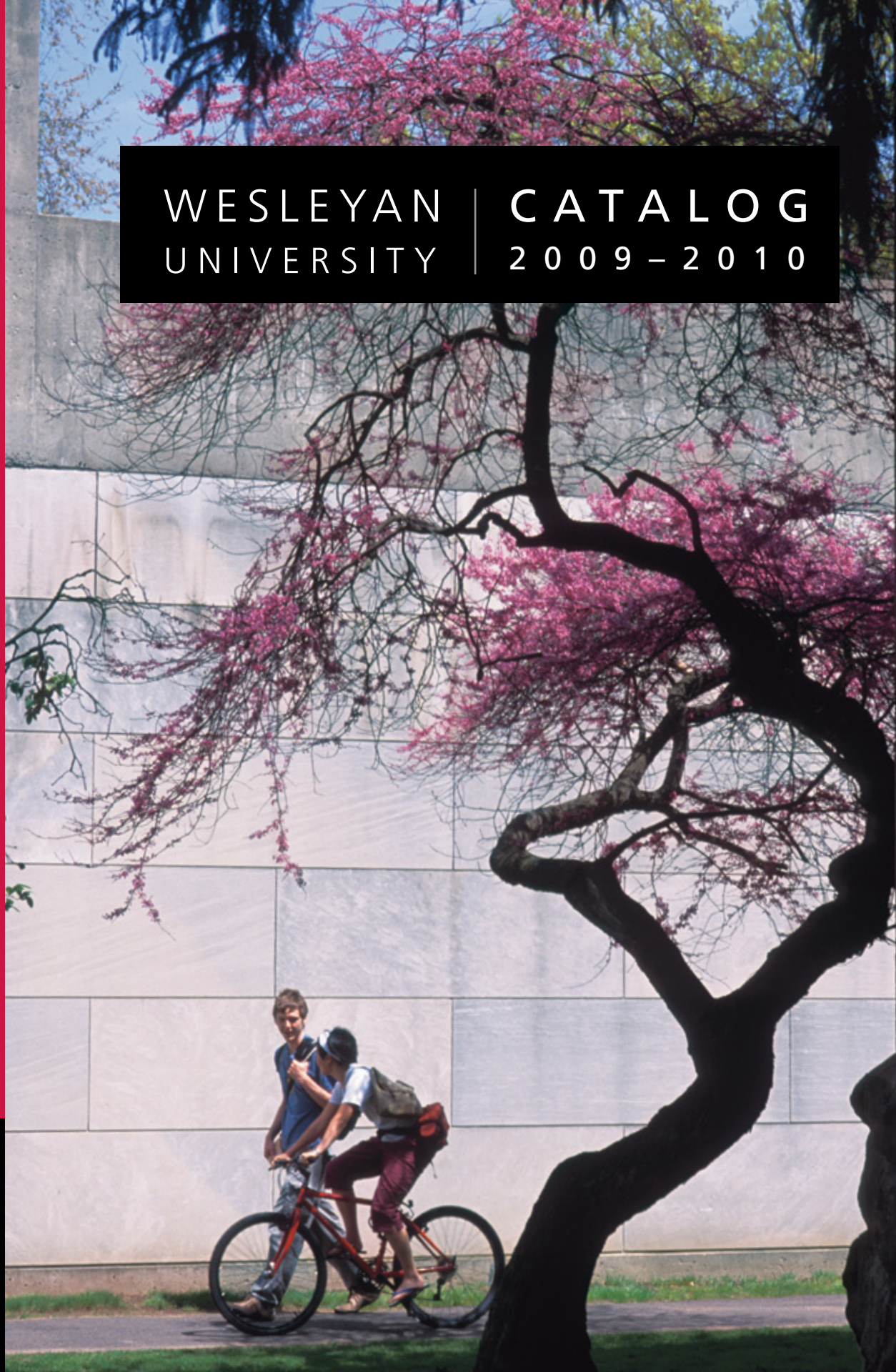


WESLEYAN | CATALOG  
UNIVERSITY | 2009-2010

WESLEYAN UNIVERSITY CATALOG | MIDDLETOWN, CONNECTICUT | 2009-2010

WESLEYAN



# Wesleyan University 2009–2010 Calendar

## SUMMER 2009

<b>JUNE</b>	<b>15–19</b>	Mon.–Fri.	June Immersion Session (GLSP)
	<b>22</b>	Monday	GLSP classes begin
<b>JULY</b>	<b>3</b>	Friday	No GLSP classes (Independence Day holiday)
<b>AUGUST</b>	<b>3–7</b>	Mon.–Fri.	August Immersion Session I (GLSP)
	<b>10–14</b>	Mon.–Fri.	August Immersion Session II (GLSP)
	<b>14</b>	Friday	GLSP classes end

## FALL 2009

## FIRST SEMESTER

<b>AUGUST</b>	<b>25</b>	Tuesday	Graduate housing opens
	<b>28</b>	Friday	International undergraduate students arrive
<b>SEPTEMBER</b>	<b>1</b>	Tuesday	Class of 2013, new transfer, visiting, and exchange students arrive New graduate student open house
	<b>3</b>	Thursday	Course registration for Class of 2013, new transfer, visiting, and exchange students
	<b>3</b>	Thursday	Mandatory Graduate Pedagogy Session, 8:30 a.m.
	<b>4</b>	Friday	On-campus Enrollment Period for graduates and undergraduates begins
	<b>5</b>	Saturday	University housing opens for all undergraduates, 9 a.m.
	<b>8</b>	Tuesday	Classes begin Drop/Add Period begins
	<b>14</b>	Monday	On-campus Enrollment Period for graduates and undergraduates ends, 5 p.m.
	<b>21</b>	Monday	GLSP classes begin Drop/Add Period ends, 11:59 p.m.
<b>OCTOBER</b>	<b>21</b>	Wednesday	Last day to withdraw from 1st-quarter classes
	<b>22</b>	Thursday	2nd-quarter classes begin. *2nd-quarter classes may be added or dropped during the five working days following the first class meeting.
	<b>23</b>	Friday	Fall break begins at the end of class day
	<b>28</b>	Wednesday	Fall break ends, 8 a.m.
<b>NOVEMBER</b>	<b>6–8</b>	Fri.–Sun.	<b>Homecoming/Family Weekend</b>
	<b>19</b>	Thursday	Last day to withdraw from full semester-and 2nd-quarter classes
	<b>24</b>	Tuesday	Thanksgiving recess begins at the end of class day
	<b>30</b>	Monday	Thanksgiving recess ends, 8 a.m.
<b>DECEMBER</b>	<b>11</b>	Friday	GLSP classes end
	<b>14</b>	Monday	Undergraduate and graduate classes end
	<b>14–18</b>	Mon.–Fri.	GLSP final examinations
	<b>15–16, 19–20</b>	Tues.–Wed., Sat.–Sun.	Reading Periods
	<b>17–18, 21–22</b>	Thurs.–Fri., Mon.–Tues.	Undergraduate final examinations
	<b>23</b>	Wednesday	University housing closes, noon

## SPRING 2010

## SECOND SEMESTER

<b>JANUARY</b>	<b>4</b>	Monday	All Fall 2009 grades (freshman, sophomore, junior, senior, and graduate) submitted to the Registrar's Office. Grade Entry System closes at 11:59 p.m.
	<b>17</b>	Sunday	University housing opens for all undergraduates, 9 a.m.
	<b>21</b>	Thursday	On-campus Enrollment Period for undergraduates and graduates begins
	<b>25</b>	Monday	Classes and Drop/Add Period begin On-campus Enrollment Period for undergraduates and graduates ends, 5 p.m.
<b>FEBRUARY</b>	<b>3</b>	Wednesday	GLSP classes begin
<b>MARCH</b>	<b>5</b>	Friday	Drop/Add Period ends, 11:59 p.m.
	<b>22</b>	Monday	Last day to withdraw from 3rd-quarter classes Midsemester recess begins at the end of class day Midsemester recess ends, 8 a.m.
<b>APRIL</b>	<b>2</b>	Friday	4th-quarter classes begin. *4th-quarter classes may be added or dropped during the five working days following the first class meeting.
	<b>13</b>	Tuesday	Approved graduate thesis/dissertation titles due in Graduate Office, 4 p.m.
	<b>15</b>	Thursday	MA oral examinations begin
	<b>30</b>	Friday	Deadline to register Senior thesis in Student Portfolio, 4 p.m. Last day to withdraw from full-semester and 4th-quarter classes
<b>MAY</b>	<b>3–7</b>	Mon.–Fri.	GLSP classes end
	<b>4</b>	Tuesday	GLSP final examinations Undergraduate and graduate classes end
	<b>7</b>	Friday	MA and PhD examinations end, 5 p.m.
	<b>7–10</b>	Fri.–Mon.	PhD dissertations due in Graduate Office, 4 p.m.
	<b>11–14</b>	Tues.–Fri.	Reading Period
	<b>15</b>	Saturday	Undergraduate final examinations
	<b>17</b>	Monday	University housing closes, noon
	<b>20–23</b>	Thur.–Sun.	Spring 2010 grades for degree candidates (seniors and graduate students) submitted to the Registrar's Office by noon
	<b>23</b>	Sunday	<b>Reunion &amp; Commencement 2010</b>
	<b>26</b>	Wednesday	178th Commencement All remaining Spring 2010 grades (freshman, sophomore, junior, and graduate) submitted to the Registrar's Office. Grade Entry System closes at 11:59 p.m.

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## Wesleyan University: A Brief History

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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. 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



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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 initiatives to substantially increase grant support for the 41 percent of Wesleyan undergraduates who receive financial aid, to provide scholarships for veterans of the military, and to work with faculty on interdisciplinary curricular initiatives. The Allbritton Center for the Study of Public Life, which will link intellectual work on campus with practical and policy issues nationally and internationally, and the Shapiro Creative Writing Center are scheduled to open in the fall of 2009.

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



## 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 Career Resource Center, often thought of as a postgraduate service, is another important partner in the network. Wesleyan also provides academic services for students with learning 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 Health Professions Partnership Initiative, that typically target specific groups, generally disadvantaged or underrepresented 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 Resource 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 Resource 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 Resource 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 Resource 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 Resource 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 Resource 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.

## COCURRICULAR OPPORTUNITIES

### Community Service

The Office of Community Service and Volunteerism (OCS), which is part of the Center for Community Partnerships, serves as a resource for students, faculty, and staff who are interested in volunteer opportunities in the Middletown community. The office has information on more than 75 local social service agencies and their volunteer needs. Individuals can serve meals in a soup kitchen, adopt a grandparent, tutor a Middletown child, work in a local hospital, or participate in a wide range of other activities. Many volunteer opportunities are within walking distance of campus; however, OCS can offer limited transportation to students. As part of the Center for Community Partnerships, the office works with the Service-Learning Center, Office of Community Relations, and the Green Street Arts Center to encourage and support University-community collaborations. For more information, call OCS at x2851 or check out the center's Web site: [www.wesleyan.edu/ccp](http://www.wesleyan.edu/ccp).

### Internships

Wesleyan students have been involved in a broad range of work experiences through internships and Career Outlook externships during the January intersession sponsored by the Career Resource 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 for Students Entering Wesleyan and After the Fall of 2000

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## 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 [www.wesleyan.edu/registrar/AROld](http://www.wesleyan.edu/registrar/AROld).

## GRADUATION REQUIREMENTS FOR ENTRY IN AND AFTER THE FALL OF 2000

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 14 course credits in any one department (15 with a senior project and 16 with a two-credit senior thesis) can be counted toward the degree requirements. Of these 14 course credits in any one department (15 or 16 with project or thesis), no more than 12 course credits numbered 201 or higher (13 or 14 with project or thesis) and no more than four course credits numbered from 101 to 200 can be included. 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 should apply for acceptance as a major in a department or program by the first week of March of the sophomore year. Declaration as a major in a department or program may not be made prior to the start of the second semester of the sophomore year. However, application for membership in the College of Letters or the College of Social Studies should be submitted by the end of the first year. 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. A student who has not been accepted as a major or as a member of a collegiate program by the beginning of the junior year may not be permitted to enroll in the University. A student who has not submitted a Senior Concentration Form to the Office of the Deans at the beginning of the senior year may not be permitted to enroll until the Senior Concentration Form is submitted.

## 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 include African American studies; American studies; archaeological studies; East Asian 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 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, or for honors in certain departments.

## **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 desig-

nations 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. 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 Registrar's Office 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	C-	= 71.7
A	= 95.0	D+	= 68.3
A-	= 91.7	D	= 65.0
B+	= 88.3	D-	= 61.7
B	= 85.0	E+	= 58.3
B-	= 81.7	E	= 55.0
C+	= 78.3	E-	= 51.7
C	= 75.0	F	= 45.0

### Sequence Courses

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

### Honors 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 who is working on an interdisciplinary thesis, or who is working under a department other than the major. The candidate for honors in general scholarship must fulfill general education expectations and submit a senior thesis that meets the standard for honors or high honors set by the Committee on Honors.

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, each candidate must submit (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 Committee on University Majors). 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

SEMESTER COMPLETED	EXPECTED CREDITS EARNED	MINIMUM CREDITS EARNED
First	4	2
Second	8	6
Third	12	10
Fourth	16	14
Fifth	20	18
Sixth	24	22
Seventh	28	26

### Requirements for Promotion

- To be promoted to sophomore standing, a student must have satisfactorily completed at least six credits.
- To be promoted to junior standing, a student must have satisfactorily completed at least 14 credits and been accepted into a department/program major.
- To be promoted to senior standing, a student must have satisfactorily completed at least 22 credits and maintained acceptability for continuance as a department/program major.

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.)

**Warning.** The mildest form of academic discipline, usually recommended for 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 or more courses. A student on probation is required 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 courses
- Unsatisfactory work in one or more 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. Two or more semesters on strict probation, sequential or not, may require a student to resign from the University.

**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
- Unsatisfactory work in three or more courses

If a student is on strict probation:

- Failure in one or more courses
- Unsatisfactory work in two or more courses
- One or more unapproved incompletes, or
- Failure to earn removal from strict probation, even if there is a period of good standing

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 be readmitted by the 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 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 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 .70 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 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 Domestic 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 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, Part-Time Undergraduate Students**

Wesleyan offers the following opportunities to take undergraduate courses on a nondegree, part-time, nonresidential basis. All non-

degree part-time 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), may not be matriculated or degree candidates at another academic institution or have already earned a bachelor's degree, and must be approved for admission by one of the programs below.
- Nondegree-seeking undergraduates may take no more than two courses per term (High School Scholars typically take only one).
- 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 Admission Office. 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, including the provision that only two courses taken prior to matriculation (admission to degree candidacy) may count toward the degree.

**Auditors:** 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, and are also subject to Center policies. Center courses are offered on-site at the correctional institution.

**Community Scholars:** Individuals eligible for community scholar status cannot be matriculated at another academic institution or hold an undergraduate degree, and they must fall into one of the categories listed below:

- Members of the Wesleyan community, i.e., employees of the University, spouses/domestic partners of members of the faculty, administration, or staff;
- Middletown-area residents, i.e., residents of the following towns: Cromwell, Durham, East Haddam, East Hampton, Haddam, Killingworth, Middlefield, Middletown, Moodus, Portland, and Rocky Hill;
- Employees of the city of Middletown.

Community scholars may enroll in up to two courses with the instructors' approval if their enrollment does not displace a degree-seeking student. The tuition is a per-credit charge, based on Wesleyan's full-time tuition. Financial aid is not available for community scholars. Wesleyan University employees working full time and their spouses or partners may register for up to two courses in the Fall and up to two courses in the Spring semester free of tuition payment. Wesleyan University employees working less than full time should consult the Human Resources Web page to determine their eligibility. Employees of the City of Middletown should contact the Middletown Personnel Department to inquire about tuition assistance.

**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 Wesleyan in the fall of their sophomore year are expected to declare a major by the first week of March of their sophomore year. Transfer students who enter in their junior year 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*: Program in Regensburg, in consortium with Vanderbilt University and Wheaton College
- *Israel*: Wesleyan University and Trinity College Program in Jerusalem (suspended 2000–2010)
- *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 [www.wesleyan.edu/ois/thelist](http://www.wesleyan.edu/ois/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 [www.wesleyan.edu/ois](http://www.wesleyan.edu/ois).

Credit toward graduation is granted automatically for preapproved course work completed on a Wesleyan-administered or Wesleyan-approved program. 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. School of International Training (SIT) programs are eligible for 3.5 credits rather than four. 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, X, or 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 the Wesleyan Summer Language Institute, The Graduate Liberal Studies Program, Wesleyan independent study, and Wesleyan education in the field. These credits must be preapproved, and student may earn a maximum of two credits (three if taking a three-credit course in Language Institute) each summer to be posted to their Wesleyan University transcripts.

### **Graduate Liberal Studies Program (GLSP)**

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 GLSP 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 GLSP are subject to its academic rules and regulations. All grades and course work attempted by Wesleyan undergraduates in GLSP will be recorded on the students' undergraduate record and transcript.

For further information, contact the Graduate Liberal Studies Program, 284 High Street.

### **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 engaged in independent study or enrolled only in education in the field or taking a course at an unaccredited institution will pay a per-credit tuition charge equal to one tenth of the prevailing tuition rate for the semester.

### **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 0.25 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.

**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.

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**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 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. This program is offered through the Venture Consortium. Interested students should contact the Career Resource 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.

**ROTC/AFROTC.** Qualified Wesleyan students may participate in the Reserve Officers Training Corps (ROTC) or the Air Force Reserve Officers Training Corps (AFROTC) programs hosted by the University of Connecticut's detachments. 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. Student who wish to request the transfer of credit to their Wesleyan degree must do so through the same process and under the same guidelines as transfer credit from any other accredited institution. For details on how to transfer credit, please refer to Transfer of Credit from Other Institutions. For further information about University of Connecticut's programs, please contact the appropriate department:

**Army ROTC Department of Military Science**

University of Connecticut  
28 North Eagleville Road, U-3069  
Storrs, CT 06268-3069  
(860) 486-4538  
www.armyrotc.uconn.edu

**Unit Admissions Officer**

University of Connecticut  
AFROTC Det 115  
362 Fairfield Rd U-2081  
Storrs, CT 06269  
afrotc115@uconn.edu | www.airforce.uconn.edu  
860-486-2224 voice | 860-486-3511 fax

## Advanced Degrees

### The MALS and CAS in the Graduate Liberal Studies Program

The Graduate Liberal Studies Program offers courses in the arts, humanities, mathematics, sciences, and social sciences leading to the master of arts in liberal studies (MALS) or the certificate of advanced study (CAS). Fall- and spring-term courses meet evenings, once weekly, for two and a half to three hours. Saturday morning 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 [www.wesleyan.edu/glsp](http://www.wesleyan.edu/glsp), send e-mail to [glsinquire@wesleyan.edu](mailto:glsinquire@wesleyan.edu), or visit the office at 284 High Street on the Wesleyan campus.

### MA and PhD Programs in Sciences and Music

The University offers work leading to the MA degree in astronomy, computer science, earth and environmental sciences, mathematics, music, and psychology 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.

All 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 encouraged. No evening courses or summer school courses other than those in the Graduate Liberal Studies Program are available.

### Combined Plans of Study

**The BA/MA in Anthropology.** The Anthropology Department offers a five-year program leading to concurrent BA and MA degrees. Application for the program must be made to the department prior to the end of the junior year. Candidates for the bachelor's degree who satisfy the Wesleyan requirements for honors in general scholarship may, in their senior year, be admitted to candidacy for the master's degree, provided that they have earned at least 32 credits toward the bachelor's degree by the start of the senior year and are not otherwise deficient in satisfying the requirements for the undergraduate degree. The work of these candidates is under the direction of the Graduate Council. Successful candidates may receive the BA and MA degrees concurrently.

**The BA/MA Program in the Sciences—A five-year plan.** The science programs at Wesleyan offer a variety of excellent research opportunities. In fact, the opportunity to carry on significant research is one of the strongest features of science at Wesleyan. Many undergraduates carry on research in their major department in close collaboration with a faculty member in the department, and those who do often report that undergraduate research has been the most valuable part of their Wesleyan education. However, in recent years, as the opportunities to do high-quality research have multiplied at Wesleyan, some students have felt the need for a more intensive involvement in research than is possible in the traditional four-year undergraduate setting. In consultation with their

major department, students have constructed programs of study through which they have been able to obtain the MA degree after a fifth year of study following their BA. This additional year has provided them with the opportunity to devote a great deal of time to completing the research project they began as undergraduates.

Wesleyan's five-year BA/MA is a formal curricular option for those students who feel the need for the intensive research experience that a fifth year of study can afford. The program will have a strong research orientation. However, it will also include course work, seminars, and, in some cases, teaching. Although it is anticipated that most individuals who enroll in this program will go on for further graduate study, the program will provide a strong professional background for either further advanced study or employment in industry. It should be clear that completion of both BA and MA requirements in five years will require careful planning of one's schedule of courses and research for the last two years of the program. A student hoping to enter this program will be expected to declare the intention to do so early enough in his/her academic career to permit the design of an acceptable program for the last two years with both the major department and a research advisor within that department.

The program will include the following features:

The MA will require six to eight credits in addition to the 32 necessary for the Wesleyan BA. Of these credits, two to four (at the department's discretion) will be in advanced course work; the remaining credits may be earned through research, seminars, research practica, etc. MA credit will only be awarded for academic exercises in which grades of B- or higher have been earned. However, a student in the program who earns more than 32 credits in four years may apply any excess credits toward the MA, provided that these credits are in the major area or a related area and have not been used to fulfill the undergraduate major requirement.

Students enrolled in this program will receive the BA degree after four years and the MA degree at the end of the fifth year. However, this is a combined degree program; to be able to complete the two degrees in five years, it will be necessary for the student to submit a carefully worked out and integrated study plan for the final two years at the time of application to the program.

Students are encouraged to declare their interest in the program during their sophomore year (deadline for application is March 1), and acceptance into the program will normally be by April 7 of the junior year. For seniors who apply to the program, the application deadline is December 1 with acceptance to the program by January 31. Admission to the program will be based on both departmental recommendation and academic record. Departments will set their own requirements for admission into the program. Wesleyan will not charge tuition for the fifth year if the student has completed all the requirements for the undergraduate degree by the end of the eighth term in the undergraduate program. Tuition will be charged, however, if credits earned in the fifth year are being used to complete the undergraduate degree requirements. Students needing more than five years to complete the program will pay tuition for the additional time required and an extension fee of \$250 per semester.

Students in this program will be expected to submit an MA thesis describing the research that they have carried out in partial fulfillment of the degree requirements. Many students in the program will choose not to write senior Honors theses because they will be writing a more substantial MA thesis based on the same project the following year. However, there will be no prohibition against writing a BA thesis should the student wish to do so. This would not relieve the student of the obligation to submit an MA thesis in the fifth year.

The program will be under the administrative supervision of a three-person committee of the Graduate Council that will monitor the progress of students in the program toward completion of the degree requirements. The Graduate Office will maintain a roll of those enrolled in the program and will administer the academic records of students in the fifth year of the program.

Financial support other than tuition remission in the fifth year is not a formal component of this program. However, some students in the fifth year of the program may be able to find support either from research grant funds or as teaching assistants.

For further information on the BA/MA program or MA and PhD programs, contact the Office of Graduate Student Services, [ainsall@wesleyan.edu](mailto:ainsall@wesleyan.edu), 130-132 Science Tower, or visit the Web site: [www.wesleyan.edu/grad](http://www.wesleyan.edu/grad).

## 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.

### 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.

Students who drop a course before the end of the drop/add period will have the course deleted from their record. A student who withdraws from a course, the only option after the drop/add period, will receive a grade of "W" and the course will remain on the student's transcript. A student may withdraw, by choice and without penalty, from a full-semester, second- and fourth-quarter course through the end of the tenth week of the semester. A student may withdraw from a first- and third-quarter course by the end of the corresponding quarter. To do so, 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.

## **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 the instructor to reach out and work with these students. Early intervention proves to be the most effective method for helping students who are experiencing academic difficulties. UPRs should be submitted for:

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

## **Submission 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 Incompletes/Completion of Work Courses), 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.

## Completion of Work in Courses/Incompletes

All the work of a course (semester-long projects and papers) must be completed and submitted to the instructor by the last day of classes. The only exceptions to this are semester examinations, take-home final exams, or final papers that may not be scheduled or be due any sooner than the first day of the examination period and preferably at the time designated by the registrar for the course's examination time. 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.

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.

## Examinations

**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.

**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 Resource 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 given on the basis of a recommendation from the director of University Health Services or the director of the Office of Behavioral Health for Students (OBHS), whose recommendation is also necessary before the student can return. Leaves recommended by OBHS, while open-ended, are at least one semester beyond the semester in which the leave was taken. In exceptional cases, some incompletes may be granted, depending on course content and the date of the leave. 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**

- *Withdrew.* A student has voluntarily left Wesleyan.

**Involuntary for Academic Reasons**

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

**Involuntary for Nonacademic Reasons**

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

**Readmission.** Students who have withdrawn or have been required to resign may apply to the Office of the Deans 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 Domestic Institutions.

**Refunds.** The following guidelines govern refunds to students who terminate registration 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 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**
- CCIV Classical Civilization
  - GRK Greek
  - LAT Latin
- COL College of Letters
  - 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**
- MATH Mathematics
  - COMP Computer Science
  - MECO Mathematics-Economics
- 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**
- RELI Religion
  - HEBR Hebrew
  - HEST Hebrew Studies
- ROMANCE LANGUAGES AND LITERATURES**
- RLIT Romance Literature
  - FIST Romance Literatures in Translation
  - FREN French
  - FRST French Studies
  - IBST Iberian Studies
  - ITAL Italian Studies
  - SPAN Spanish
- RUSS Russian Language and Literature
  - REES Russian and East European Studies
  - SISP Science in Society
  - SOC Sociology
  - THEA Theater

## African American Studies Program

**PROFESSORS:** Ann duCille, *English*; Peter Mark, *Art History*; Ashraf Rushdy, *English*, *Chair*

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

**INSTRUCTORS:** Courtney Fullilove, *History*; Leah Wright, *History*

### DEPARTMENTAL ADVISING

**EXPERTS 2009–2010:** Demetrius Eudell, *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. One research tutorial can be counted toward the 11 required courses, as can two courses taken away from Wesleyan. Your 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** Early African American History

**AFAM204** 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 5B5** 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 (AFAM301).** Required of all majors. 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.

### AFAM110 Paule Marshall

This course is designed to introduce students to one of the most important writers associated with the black women writers Renaissance. Marshall's unique vision is grounded in her experiences as a first-generation Caribbean American woman coming of age during the post-Depression years. Her novels, beginning with *Brown Girl, Brownstones*, explore the inner lives of individuals grappling with societal shifts resulting from migration, Third World independence movements, postcolonialism, and the changing status of women. Marshall's investigations into the idea of the American Dream and the idea of the African diaspora provide opportunities for students to consider

crucial questions regarding culture, history, spirituality, values, language, sexuality, and identity.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [AMST111 OR FG55124]

### AFAM115 Girlhood in African American Literature

This course will explore the visual and literary construction of girlhood in African American newspapers, literature, conduct manuals, and magazines from the early 19th century to the late 20th century. This course is designed to expose students to a broad array of African American texts and visual images that will include Phillis Wheatley's frontispiece, advertisements and articles from the early black press, book covers and images in select 19th-century novels, sketches and photographs from early

black conduct books, and art from Kara Walker's *Narratives of a Negress*. The assigned texts span more than two centuries of fiction, nonfiction, and poetry that we will examine to consider the important cultural work that representations of girlhood performed in the fight for citizenship and legitimacy throughout African American literary history. The figure of the girl will operate as a lens through which we will investigate and interrogate ideologies of race, gender, sexuality, class, culture, nation, and diaspora represented in major literary texts published during these two centuries.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ENGL122

#### **AFAM116 Segregated Spaces: School, Work, and Home Since "Brown"**

Although *Brown v. Board of Education* ended legal school segregation, urban schools remain effectively segregated by race and class, and the racial divide between high school graduates and drop-outs continues to widen. Simultaneously, residential segregation has intensified, manufacturing jobs have migrated out of urban areas, and employment opportunities for poor people of color have been narrowed by the emergence of a low-wage service economy. The racialization of education, housing, and employment is intricately linked—historically, geographically, and culturally. This seminar explores the intersecting histories of educational, economic, and residential segregation since the landmark *Brown v. Board of Education* Supreme Court decision (1954). Topics include school and housing desegregation, the controversy surrounding bussing, battles over curriculum and community control, political and cultural representations of urban poverty and “the underclass,” deindustrialization, the prison-industrial complex, and alternative models for schooling, housing, and employment, such as Freedom Schools, cooperative housing, neighborhood jobs and training programs, and community organizing campaigns centered around school and housing reform. In the last few weeks of the course, students will break into issue groups and participate in a collective process to identify the underlying problems facing urban communities. Working groups on education, housing, and employment will develop proposals for programs, policies, or collective action. Students will have the option of drafting legislative or policy proposals or authoring a grant proposal to create an educational, economic, or housing-related initiative in lieu of writing a final research paper.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AMST115 or HIST126]

#### **AFAM122 The Civil War Experience**

IDENTICAL WITH: HIST122

#### **AFAM129 Resisting the Romance in Black and White and Technicolor**

From Jane Austen's 1813 masterwork *Pride and Prejudice* to Alice Walker's contemporary epistolary novel cum motion picture and Broadway musical *The Color Purple*, women writers across cultures and traditions have both resisted the romance and written the genre into being. This seminar is an in-depth examination of four primary texts, *Pride and Prejudice*, *Gone with the Wind*, *Their Eyes Were Watching God*, and *The Color Purple*, each of which might be described as antiromantic in its critique of gender and social relations and its treatment of the commerce of coupling. In addition to heroines who must secure their futures through marriage to a single man of good fortune, these novels also have in common extraordinary extratextual lives in prequels and sequels, fanzines and Web blogs,

films and TV miniseries, and other media that will be additional subjects of study.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ENGL129

#### **AFAM166 Color in the Caribbean**

One of the unspoken rules in Caribbean societies is “If you're white, you're all right; if you're brown, stick around; if you're black, stay back.” Yet, ironically, in many of these societies, the notion that “a rich black is a mulatto and a poor mulatto is black” is also prevalent. This course critically examines the prominence of color as a symbol of race in the social hierarchy of Caribbean societies. It explores the complex manifestations of color, particularly as it intersects with class. Students consider how color operates as a marker of status, especially in the making and remaking of gendered identities. Themes covered include, but are not limited to, family, love, and marriage patterns; beauty ideals and nationalism; and political leadership and representation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ANTH166

#### **AFAM176 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 addition, it critically examines the differences and similarities that Haiti shares with other countries in the region. The course also emphasizes the continuing impact of the island's colonial history on the present. The topics covered include, but are not limited to, slavery and independence; the state and the nation; politics and socioeconomic changes; gender/race/color/class and identity; religion and popular culture; and migration and the diaspora.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ANTH176

#### **AFAM177 Introduction to African American Poetry: Ways of Looking**

This course explores the influences of vernacular expression, music, mythology, the Bible, and English literature, as well as social movements and history, in poetry written by African Americans. Essays on poetics and close readings of key poems by key poets will provide the context for exercises in various forms.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [AMST177 or FGSS120]

#### **AFAM183 The History That Literature Makes**

This course will introduce students to some of the seminal novels written by Africans and those in the black diaspora. It attempts to understand why, despite coming out of different geographic locations, these authors find themselves confronted with similar issues. Thus, some attention will be paid to the historical and cultural context that led to the writing of these novels. While also being products of history, these novels in their own way have given rise to different understandings of the historical past and thus should not be seen as only products of history, but also makers of it.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: HIST131

**AFAM201 The History of the Civil Rights Movement**

For more than two centuries, legal distinctions based on race were an everyday part of American life, and their disappearance in the decades after World War II represents one of the most profound changes in modern American life. This course examines the American civil rights movement in broad context, both in terms of chronology and geography. It examines not just the end of legal segregation in the South, but the question of racial discrimination in the North and West as well. We will focus on five major questions: Why did a “movement” occur in the 1950s and 1960s and not at some other time? Why did it emphasize integration, nonviolence, and the idea of an inclusive American Creed? What is the distinction between *De Jure* and *de facto* segregation? What roles do region and class play in our understanding of civil rights activism? How do we account for state authority—local, state, and federal—in the making and unmaking of discrimination? We will use social, political, cultural, and intellectual history approaches to grapple with these questions, and we will draw on historical monographs, primary evidence, films, and literary fiction as our sources.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: HIST268

**AFAM202 Introduction to African American Literature**

This course offers an introduction to the cultural production of African Americans from the mid-18th century to the present, with an emphasis on poetry and fiction. Beginning with slave narratives and early poetry, we will consider issues of genre, literary traditions, and historical context while gaining experience in reading and analyzing literary texts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ENGL240  
SPRING 2010 INSTRUCTOR: RUSHDY, ASHRAF H.A. SECT: 01

**AFAM203 African American History, 1444–1877**

This course examines the history of the blacks in the New World from the 15th to the late 19th century. Beginning with the expansion of Europeans into then-newly-discovered lands in Africa and in 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. The course adopts a diasporic perspective to demonstrate the world-systemic nature of the history of blacks in the Americas and therefore aims to show that rather than constituting a minority, the black population group represents one of the founding civilizations (along with Western Europeans and the Indigenous populations) to the cultural matrix defining of the Americas.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [HIST241 OR AMST237]  
FALL 2009 INSTRUCTOR: EUDELL, DEMETRIUS L. SECT: 01

**AFAM204 Introduction to Modern African American History**

This course explores the history of blacks in the United States since the end of Reconstruction, focusing both on the relationship between blacks and the American state and the changing attitudes among blacks about their position and status in the American nation. Although freed slaves were made citizens of the United States at the end of the Civil War, in the last 140 years, African Americans have been forced to fight for the full rights of citizenship. This course will examine how demographic, economic, and political changes since the 1870s have affected blacks and will focus on the many ways in which African Americans have struggled to achieve freedom and equality in American society. Topics the course covers include

urban migration; the impact of the Depression, World War I, and World War II on African Americans; and the civil rights movement, modern black nationalism, and the status of blacks in the post-civil rights era. The class seeks to illustrate the diversity of the African American experience since Reconstruction, with a particular emphasis on class and gender issues.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [HIST242 OR AMST238]  
SPRING 2010 SECT: 01

**AFAM205 Key Issues in Black Feminism (FGSS Gateway)**

This course surveys the development of black feminism and examines current key issues and debates in the field. Particular attention will be paid to the various contributions of feminists from the black diaspora to this extensive and diverse body of knowledge. Our aim is to engage with works by black feminist and womanist theorists and activists that consider how intersections of race, class, sexuality, religion, and other indices of identity operate in the lives of black women. Other issues to be addressed include the tension in theory/practice, representation/self-making, and spirituality/happiness using critical race theory, political economy, and other lenses.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FGSS217

**AFAM206 Afro Brazilian Dance I—The African Continuum in South America Brazil**

IDENTICAL WITH: DANC205

**AFAM207 Poetry-Writing Workshop: The African American Tradition**

Weekly assignments are designed to highlight various aspects of the craft and to encourage students to explore and examine form, content, and context. Readings will emphasize the work of African American writers. Students will analyze critical essays representing a wide range of poetics.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [FGSS173 OR ENGL173]

**AFAM209 Economics of Race and Ethnicity in U.S. Labor Markets**

IDENTICAL WITH: ECON209

**AFAM210 The Black Bildungsroman**

The Bildungsroman came into being in late 18th-century Europe as a novelistic form that traces the *Bildung*—the formation, education, development, socialization—of a young (white, male) protagonist as he matures and assimilates into the dominant norms of his society. This course is designed to explore how African American authors appropriate the Bildungsroman and used the genre as a platform of protest to expose the racial, social, and political conditions that robbed protagonists of a happy childhood. By examining critical strategies and aesthetics in a variety of texts, students will develop a deeper understanding of the Bildungsroman, discover whether authors accept or challenge the linearity of the genre’s conventions, and determine how gender qualifies representations of development.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [AMST287 OR FGSS212 OR ENGL221]

**AFAM211 African History Before 1870**

IDENTICAL WITH: HIST217

**AFAM212 African History Since 1870**

IDENTICAL WITH: HIST212

**AFAM213 The Science and Politics of Environmental Racism**

This course will explore scientific, political, economic, and historical issues related to environmental racism. As scholars have documented in the last 15 years, people of color in all regions



of the United States bear a disproportionate burden of the nation's environmental problems. Minority communities face higher concentrations of toxic waste sites and garbage dumps. They are subject to air and water pollution that can have serious health consequences, and they are often shut out of environmental decision-making processes. In response, communities across the country have mobilized to demand less polluted environments, more green space, and increased voice in decision making. This class will explore the topic of environmental racism from many different disciplinary perspectives, but with a particular focus on understanding the science of pollution and the historical and political dynamics that have helped produce toxic environments in minority communities. Students in the class, which will be team taught by a E&ES professor and an AFAM studies professor, will learn basic earth science practices related to measuring and analyzing contaminants; explore statistical data about race and health; study the emergence of environmental justice as a new civil rights issue; and examine the tensions between the traditional environmental movement and environmental justice activists. Two meetings a week will focus on lecture and discussion about the course materials; in a third weekly meeting, students will gain hands-on experience, with labs, field trips, and guest speakers. This class counts as an elective in earth and environmental sciences, environmental studies, and African American studies.

GRADING: A-F CREDIT: 1.25 GEN. ED. AREA: SB5 PREREQ: NONE  
IDENTICAL WITH: [E&ES170 OR ENV5213]

#### **AFAM216 Black Women Writers**

This course will analyze and interpret fiction, autobiography, poetry, and essays by black women writers with an emphasis on the United States black women writers Renaissance of the 1970s–80s. Particular attention will be paid to critical responses that incorporated issues of gender and sexuality as well as race. This course will provide an overview of some of the historical, political, social, and literary forces that have influenced black women writers. Moral and ethical questions arising from issues of individual and group survival of African Americans will be explored.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [AMST221 OR ENGL305 OR FG55220]

#### **AFAM217 Introduction to U.S. Racial Formations**

IDENTICAL WITH: AMST17

#### **AFAM218 Blackface Minstrelsy, Then and Now**

The main objective of this course is to collectively confront the representations and revisions of America's first, original mass entertainment, blackface minstrelsy. From its original conception as a blackened-up white man dancing as an "authentic" crippled African American to its more recent use by avant-garde theater troupes and popular entertainment figures, minstrelsy has complicatedly facilitated social commentary on race and gender roles in America. The 19th-century examples will be discussed in relation to three distinct eras. Early minstrelsy will focus on the legends of the beginning of minstrelsy and its relatively benign material based on the song and dance of African Americans; middle minstrelsy will bring to light minstrelsy's well-known racism and sexism in the era of women's suffrage and abolitionist movements; and late minstrelsy will facilitate discussions on African Americans' participation in minstrelsy, as well as its absorption into vaudeville and musical theater. The 20th-century minstrelsy examples will consider the play *The Emperor Jones* by Eugene O'Neill; Broadway and MGM movie musicals (*Show Boat*, *Babes in Arms*); the work of the SoHo theater group the Wooster Group in their restaging of *Emperor Jones*

and of their own work, *Route 1 & 9 (The Last Act)*; as well as television comedy shows (*Chappelle's Show*), contemporary film (*Bulworth*, *Bamboozled*), and public-sphere uses of blackface (Ted Danson's roast of Whoopi Goldberg at the Friar's Club in 1993; the 2006 reality TV show, *Black/White*).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SB5 PREREQ: NONE  
IDENTICAL WITH: THEA218

#### **AFAM219 Race and American Mass Culture**

This course examines the 20th-century evolution of African Americans as both the subjects and creators of American mass culture. We will focus on three main areas of American life: sports, movies, and television; the course is organized chronologically and topically. Among the subjects we will cover are boxers from Jack Johnson to Joe Louis to Muhammad Ali, the 1968 black power Olympic protests, race films and the director Oscar Micheaux, the ghetto as a setting in film and television, the blackploitation cinema of the early 1970s, Amos and Andy, and the rise of the black middle class on television. We will use the techniques of social and cultural history to examine several questions, including, What different kinds of images of African Americans have dominated popular culture at different moments? How have African Americans themselves contributed to and rebelled against these depictions? What is the relationship between fictional representations and the real-world social and political history?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SB5 PREREQ: NONE  
IDENTICAL WITH: [HIST133 OR AMST234]

#### **AFAM220 Rereading Gendered Agency: Black Women's Experience of Slavery**

IDENTICAL WITH: ANTH220

#### **AFAM222 Whiteness**

Whiteness is a course geared toward exploring the historical and performative fictive constructions of "whiteness." At the start of the seminar, we will identify aspects of whiteness supposedly unique to white people that have often been used to claim superiority and to establish a white standard. Subsequently, the course will be organized around three units. Each unit has, as its center, a question. As an introduction, Unit One asks, What's a white person to do about racism? and offers an overview of the field of whiteness studies. Unit Two will take its cue from one of whiteness studies theorist Richard Dyer's interests—Orientalism in Western art—and expand Dyer's critique to looking at one nearby art institution, the Wadsworth Atheneum Museum of Art, focusing on its fall exhibition, "Faith & Fortune: Five Centuries of European Masterworks." From visual art, we will move to looking at the performing arts and film—How does whiteness perform itself in popular culture? Investigations might include redneck/blue-collar humor, the Wigger movement, and Southern hip-hop singers. Finally, in Unit Three, we will focus on the advocacy of whiteness through regulation and law (How does whiteness protect itself?), including several social-action movements such as the antiabortion group Operation Rescue.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SB5 PREREQ: NONE  
IDENTICAL WITH: AMST223

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

IDENTICAL WITH: FREN225

#### **AFAM224 Problems in Brazilian History**

IDENTICAL WITH: HIST238

#### **AFAM225 Langston Hughes, Zora Neale Hurston, Toni Morrison, and John Wideman**

IDENTICAL WITH: ENGL222

**AFAM226 Caribbean Societies: Contemporary Currents**

While the Caribbean has long been fixed in popular imagination as a site for tourist destinations, political instability, and offshore banking and production, scholars and organic intellectuals have developed myriad concepts to explain the region's complexities. These include, but are not limited to, creolization, cultural area, and historicity. This course proposes to look at contemporary Caribbean trends with particular emphasis on how the region's colonial past continues and discontinues in the present. Topics include race/color and class formation, economic dependency, and neoliberalism, as well as representation and nationalism. Materials will include ethnography and theoretical texts as well as film, popular music, and poetry.

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

**AFAM227 Race and Ethnicity**

IDENTICAL WITH: SOC230

**AFAM228 The Civil Rights and Black Arts Movements in Performance**

The 1960s are often said to be the most political moment in African American history because of the emergence of two sociopolitical movements simultaneously. The performances of the period reflect these two movements: the mostly Southern, rural-based civil rights movement, and the mostly Northern, urban-centered black arts movement. In this course, we will concentrate on two types of performance: public responses to America's historical sanctioning of violence on African Americans and black theater's representation of itself as a community. Of the many art forms generated during the civil rights and black arts movements, black theater in particular (probably due to its form as a live performance) was under strong pressure to represent on stage the violence of the times, which black dramatists resisted to freely develop a new black aesthetic. Beginning in 1955, we will look at the first angry public performance in the black community (the funeral of Emmett Till) and its contemporary in theater, *The Amen Corner* by James Baldwin. Probably because the plot was intraracial, rather than interracial, the domestic drama *Amen Corner* was not produced until the mid-1960s. We will then move to the first play to be directed, written, and acted by African Americans on Broadway, Lorraine Hansberry's *A Raisin in the Sun* (1959). Again, the artistic triumph of *Raisin* was overshadowed by the nightly news coverage of the Greensboro, South Carolina, lunch counter sit-ins, as well as simultaneous sit-ins across the South. As the first integrated theater company to tour Mississippi during the Freedom Summer of 1964, the Free Southern Theater will also be studied. Back in the North and in the West, the playwrights LeRoi Jones/Imamu Amiri Baraka, Ed Bullins, Ron Milner, Sonia Sanchez, Adrienne Kennedy, Alice Childress, Douglas Turner Ward, and Joseph A. Walker were all generating plays written in a new black idiom that were then produced at new, black-run theaters such as the New Lafayette in Harlem and the Negro Ensemble Company. In these plays of the black arts movement, the protests and violence of the era are confronted on the stage, both in dialogue and action, finally melding the former competing spheres of public and dramatic performance.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: THEA227

**AFAM229 Poets and Playwrights of Negritude**

IDENTICAL WITH: FREN284

**AFAM231 Race and the American Legal System**

This course will examine the role of law in the construction of race in American society. A significant component of the

African American struggle took place within America's legal institutions. The African American push for voting and civil rights, equal schools, and fair treatment in the criminal justice system has had major impacts on the evolution of the American legal system. This course will stress the underlying social context of the legal rulings of judges on the matter of race. As such, we will see judge-made law not as deriving from a set of universal principles but rather from the negotiated outcome of underlying power configurations in society. In this course we will examine significant race-related cases from American history from critical sociological and critical legal perspectives that emphasize social structure and power.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: SOC234

**AFAM232 Who Owns Culture? A History of Cultural and Intellectual Property in the United States and Latin America**

IDENTICAL WITH: LAST318

**AFAM235 Black and Asian Workers in U.S. Culture and History**

IDENTICAL WITH: ENGL235

**AFAM237 Selected Caribbean Women Writers**

Novels by Winter, Gilroy, and Hodge provide perspectives from an older generation of Caribbean-born writers publishing in English after 1960. Paule Marshall, Audre Lorde, and other writers associated with the black women writers Renaissance will be considered anew. The works of younger émigrés to North America will broaden the exploration of language, geography, and cultural hybridity. Readings include critical perspectives from Caribbean scholars.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [AMST218 OR ENGL236 OR FGSS236]

**AFAM238 Sophomore Seminar: History of the Southern Civil Rights Movement**

IDENTICAL WITH: HIST173

**AFAM239 Three Generals in the Lord's Army**

IDENTICAL WITH: RELI283

**AFAM240 Race State: Race, Public Policy, and the Making of the New Deal State Since 1930**

This course examines the role of race in the conceptualization and execution of public policy in 20th-century American history. The course begins in the Great Depression with the construction of a racialized welfare state, then moves to the questions of an integrated military, school integration and the role of the courts, the creation of hyper-segregated metropolitan areas, the racialization of crime, voting rights, and busing, affirmative action, and the role of the state providing educational opportunity in a "post"-civil rights America. We will also consider important studies of race that shaped the policy discourse in the United States, including Myrdal's *American Dilemma*, the Kerner Commission Report, and William Julius Wilson's writings on race and class.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [HIST284 OR AMST254]

**AFAM241 Ebony Singers: Gospel Music**

IDENTICAL WITH: MUSC448

**AFAM243 Race, Class, and the City**

This course will examine the intersection of social inequality and urban life in the United States. We will analyze the manner in which race, ethnicity, and class have shaped the dynamics of economic, political, and community life in American cities and metropolitan areas. The course will focus primarily, but not exclusively, on the experience of African Americans. We will also give some consideration to the experiences of whites,

Asians, and Latinos. During the semester we will explore key issues including urban growth; neighborhood and community life; urban economic development; housing; local politics; sub-urbanization; gentrification; redlining; residential segregation; the urban crisis; ghettos, barrios, and urban poverty; ethnic competition for jobs; crime; global cities; urban ecology; sprawl; and changing urban policies. We will give particular attention to the cities and metropolitan areas of New York, Chicago, Detroit, and Los Angeles.

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

**AFAM251 African Presences II: Music in the Americas**

IDENTICAL WITH: MUSC266

**AFAM252 Race and Urban Space: Riots, Resistance, and Renewal**

This course examines the cultural, political, and social meanings of the city, community, and neighborhood while interrogating the effects of urban renewal—including highway construction, the evolution of public housing, the transformation of downtowns, and the implementation of antipoverty programs—on the physical and cultural spaces of the city. From New Haven’s parking garages, to Chicago’s South Side, to San Francisco’s International Hotel, we will look at case studies of particular contestations over urban sites while putting them into a larger political, cultural, and economic context through an examination of the War on Poverty, the civil rights, black power, and antiwar movements; popular culture; and national policy. Drawing from a variety of disciplines (history, geography, anthropology, sociology, black studies) and a range of sources (archival materials, government documents, photographs, maps, films, oral histories), students will interrogate the cultural and spatial roots of urban inequality, forms of organized resistance to master plans and public policies, the persistence of segregated urban spaces, and the relationship among culture, the political economy, and the urban landscape.

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

IDENTICAL WITH: [HIST286 OR SOC243 OR AMST250]

**AFAM253 Race and Social Structure**

This quantitative course emphasizes statistical analysis using race as a primary variable. Much of our understanding of racial and ethnic difference derives from quantitative assessments. Statistical differences between the races form the backdrop for much of the social policy debate surrounding race. In this course we will use statistics to assess the impact of race in areas such as poverty and inequality, crime, and education, as well as racial attitudes, beliefs, and behavior. This is an applied course. We will learn the basic operation of SPSS, the statistical software package for the social sciences, and perform quantitative analysis using census and social survey data. We will also learn to critically examine quantitatively-based social science literature on race.

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

IDENTICAL WITH: SOC255

**AFAM256 Prejudice in Black and White**

IDENTICAL WITH: GOVT258

**AFAM257 Blacks in the American Political System**

IDENTICAL WITH: GOVT259

**AFAM258 Migration and Cultural Politics: Immigrant Experiences in the United States**

IDENTICAL WITH: SOC258

**AFAM261 Jazz Dance I**

IDENTICAL WITH: DANC208

**AFAM262 Jazz II: Hip Hop**

IDENTICAL WITH: DANC213

**AFAM263 Jazz Dance III**

IDENTICAL WITH: DANC308

**AFAM264 Tap Dance II**

IDENTICAL WITH: DANC304

**AFAM265 Tap Dance I**

IDENTICAL WITH: DANC204

**AFAM268 Afro-American Art Since 1865**

IDENTICAL WITH: ARHA267

**AFAM270 The Politics of Minority Coalitions**

IDENTICAL WITH: GOVT269

**AFAM272 Engendering the African Diaspora (FGSS Gateway)**

IDENTICAL WITH: HIST273

**AFAM273 Vodou in Haiti—Vodou in Hollywood**

IDENTICAL WITH: RELI273

**AFAM275 Philosophy of Race**

IDENTICAL WITH: PHIL275

**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

**AFAM290 Political Independence and Literary Dependence in 19th-Century Franco-Caribbean Literatures**

IDENTICAL WITH: FREN300

**AFAM291 Law, Race, and Literature: An Introduction to Critical Race Theory**

IDENTICAL WITH: ENGL291

**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

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

The Junior Colloquium is designed to teach students to think critically and analytically about race as a belief system that plays a foundational role in the Western world view. The seminar is intended to familiarize majors with classic works in the field of African American studies while also introducing them to key theoretical debates about race, culture, and society. Topics covered include the historical development of the idea of race, the intersections between race and other facets of identity such as gender and class, and the different ways in which race has been conceptualized.

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

SPRING 2010 INSTRUCTOR: EUDELL, DEMETRIUS L. SECT: 01

**AFAM302 Archaeological Perspectives on the African Diaspora**

IDENTICAL WITH: ANTH303

**AFAM303 Race Discourse in the Americas**

IDENTICAL WITH: HIST302

**AFAM304 Black Popular Culture**

We will begin with an in-depth study of the field of black cultural studies and how it has identified the academic disassociation of “black,” “popular culture,” and “cultural studies” as inadequate. This will lead to a deconstruction of the terminology and the re-construction (or rejection) of several class-generated models. Several germinal texts will lead our



way, both print and primary. Subsequently, we will focus on the most recent academic contribution to black popular culture studies, Harry J. Elam Jr., and Kennell Jackson's *Black Cultural Traffic*. With the guidance of the book, we will investigate the international examples presented in its chapters, ranging from Manthia Diawara's recounting of his youth in Bamado listening to Malick Sidibé and James Brown to Kobena Mercer's musings on diasporic aesthetics and visual culture to Tim'm T. West's use of José Muñoz's theory of disidentification and the pressure on "keepin' it real." The class will then develop its own models of study, both national and international, culminating in multimedia final presentations.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST309

### AFAM305 Theorizing the Black Girl in the Long 19th Century

This course examines the figure of the girl as a political tool in African Americans' fight for full citizenship rights pre- and post-emancipation. Students will read canonical and rarely read 19th-century texts that include articles from the early black press, autobiographies, short stories, speeches, novels, conduct books, and visual images that feature representations of the black girl as a model for achieving cultural legitimacy. In mining this rich archive of early African American texts, this course seeks to challenge the longstanding argument that racial discourse has figured black citizenship and racial progress as masculine from the early 19th-century onward. Students will develop a deeper understanding of 19th-century African American literature and will discover the joys found in archival research when using the special collections to develop final research projects.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ENGL304

### AFAM309 Racial Inequality and Social Policy

In this seminar we will examine the relationship between racial inequality and social policy in the United States. At a basic level, we can think of racial inequality existing between whites and nonwhites. At the same time, when looking at inequality, we can note that problems of race intersect with problems of class and gender. In this course we will focus primarily, but not exclusively, on the experience of African Americans. We will also consider the experiences of other racial minority groups. With respect to racial inequality, we will give particular attention to problems of employment opportunity, housing and neighborhood, education, political representation, crime, and poverty and welfare. The development of social policies designed to solve such problems are shaped by scholarly, political, and policy debates that are derived from various (and conflicting) informed perspectives. Policy ideas emerge from government, institutes and nonprofit organizations, scholars, and activists. Probably no domestic policy debates in the United States are more volatile than those related to racial inequality. Ironically, patterns of racial inequality have often been exacerbated by the very policies designed to ameliorate those inequalities.

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

### 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 century. 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 racialist attitudes that would characterize European relations with Africa during the colonial period.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [ARHA300 OR AMST308]  
FALL 2009 INSTRUCTOR: MARK, PETER A. SECT: 01

### AFAM312 Race and the Law in America

This course examines the construction of racial identity in the American legal system from the colonial period to the present. Throughout American history, the law has reinforced popular racial prejudices and distinctions held by the public at large. However, it has also played a major role in constructing racial hierarchy. In fact, this class will argue that the law has been one of the primary tools for creating race in America. Topics to be covered include race and the origins of American slavery; whiteness and working-class identity; gender, race, and the expansion of suffrage; the creation of de jure segregation in the era of Jim Crow; and the dismantling of that system in the latter half of the 20th century. We will also explore how ideas about integration, race-blind social policies, and affirmative action continue to spur debate in the 21st century.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AMST342 OR HIST322]

### AFAM313 Representations of Blacks in U.S. Culture Industries

This interdisciplinary African American studies course explores the role of media culture in the construction of society and self. It serves as an introduction to the analysis of film, television, print/online media, and radio/music industries, as well as the theories of representation and the aesthetics of black cultural production. In the critique of media representations, we will employ many disciplines, such as history, sociology, anthropology, psychology, feminism, cultural and hip-hop studies, to explore such issues as race, gender, class, sexuality, and violence. Moreover, the course considers whether the use and critique of U.S. culture industries and their often problematic portrayals of African Americans serve as a viable mode of social and political activism that challenges old conceptions of representation and raises the cultural awareness of U.S. citizens/residents. Finally, the course attempts to equip students with the critical skills necessary to forge new definitions of black identity and representation that are not simply created and controlled by the corporate media but, rather, are produced by diverse people of African descent—and their allies—from all sectors and regions of U.S. society.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST313

### AFAM314 Race and Film

This course examines in depth the ways in which notions of race have been created, made standard, and expanded in mainstream pre-Hollywood and Hollywood movies. Our quest will begin with the year 1915 and proceed to the 1970s. We will examine films made in five different years, looking at a range of expressions of race, including the depictions of African



Americans, American Indians, Anglo-Americans, and others, including Italians, Jews, the Irish, and Latin Americans from various countries. We will focus our inquiry on why certain stereotypes have remained so cherished and what they reveal about the identity of the United States. This course includes a mandatory weekly group movie screening.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST311

#### **AFAM318 Plotting Marriage in African American Fiction**

Generally thought of as a convention of white domestic fiction, the marriage plot has received little attention from critics of African American literature. This course argues, however, that, like its European and Anglo-American counterparts, the African American novel has developed around the coupling convention. Focusing primarily on the novel, we will examine the ways in which African American writers, from William Wells Brown to Toni Morrison, have appropriated for their own political and literary purposes both the genre of the novel and the structure of the marriage plot.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
IDENTICAL WITH: ENGL352

#### **AFAM319 Power and Performance in the Afro-Atlantic World**

IDENTICAL WITH: LAST320

#### **AFAM320 Rereading Gendered Agency II: Black Women's Experience of Slavery**

Slavery systematically influenced both the production and reproduction of race, class, and gendered identities. Black women's individual and collective response to this institution and its attempts at dehumanization and destruction highlights the impact of gender, race/color, and class on the making of different yet complex patterns of resistance. This course uses a variety of research techniques and analytical approaches to investigate gendered agency. The aim is to consider the ethics of slavery and reread black women's experiences of enslavement and their conscious struggle to carve out subjectivities and a sense of personhood to allow for exploration of gender-specific responses to the cultural dynamics of power.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FG5321

#### **AFAM321 Cuba's Afro-Creole Religions**

IDENTICAL WITH: LAST323

#### **AFAM322 Advanced Themes in 20th-Century Afro-American Art**

IDENTICAL WITH: ARHA368

#### **AFAM323 African American Literature at Mid-Century**

The Harlem Renaissance was over. The most intensive period of the civil rights movement was yet to be. From the late 1930s through the 1950s, African American novelists and poets were nonetheless writing important, sometimes wonderful, books. We will study the writers and their times, gauging the influence of the past and their influence on the future. Writers will include Richard Wright, Gwendolyn Brooks, Robert Hayden, William Attaway, Chester Himes, Ann Petry, James Baldwin, and Ralph Ellison.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ENGL323 OR AMST323]

#### **AFAM324 Contemporary African American Narratives of Slavery**

IDENTICAL WITH: ENGL324

#### **AFAM326 Performing Race**

This course will look at the social and cultural construction of race in, and as, performance. In the past few decades, through the welling up of research and thinking about race and perfor-

mance. Performance has become a—if not, the—means with which theories about race and ethnicity have been worked out. This course will bring the theoretical debate back into the theater, using plays as an entry point into larger critical thinking about performing difference and challenging our notions of authenticity and embodiment. We will look at how race is constructed or deconstructed, maintained or dismantled, both onstage, in the wings, and in the streets.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: THEA326

#### **AFAM327 The New City Reconsidered: Race, Poverty, and the Urban Future Since Katrina**

This seminar takes the debate surrounding the rebuilding efforts along the Gulf Coast following Hurricane Katrina as a point of departure for proposing an urban future. We will look at issues of housing, education, labor, displacement, economic development, and urban culture, drawing from a variety of disciplines and cases, with an emphasis on historical examples of urban rebuilding, renewal, and reconfiguration. From Chicago after the Great Fire of 1871 to Watts after the riots of 1965 (or even LA after the riots of 1992), moments of chaos have revealed cities' preexisting racial, ethnic, and economic rifts while raising often controversial questions about the viability, design, and development of particular neighborhoods. Readings will include both recent scholarship, commentary, and policy proposals for New Orleans and historical accounts relevant to the questions posed by the recent disaster.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST322

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

IDENTICAL WITH: ENGL331

#### **AFAM331 Black Feminist Thoughts and Practices**

In this course, we will engage anthropological and historical perspectives to examine the individual and collective experiences of African American women. Our aim is to gain awareness of the political, social, and cultural threads that, when woven together, form the central themes that gave rise to organic black and radical feminist practices and ideologies. Particular attention will be devoted to developing knowledge and understanding of African American women's experiences of enslavement, efforts at self-definition and self-sufficiency, social and political activism, and the need to forge a political collective based on feminist thoughts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [FG5332 OR ANTH331]

#### **AFAM333 Modernity and the Work of History**

IDENTICAL WITH: HIST333

#### **AFAM336 Africa in Brazil**

IDENTICAL WITH: HIST335

#### **AFAM337 Zombies as Other from Haiti to Hollywood**

IDENTICAL WITH: CHUM472

#### **AFAM341 History of African American Music**

IDENTICAL WITH: MUSC107

#### **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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AMST349 OR HIST357]

### **AFAM352 Race, Postmodernism, and Culture**

What is the meaning of race in the postmodern world? The goal of this course is to critically examine the significance of race in postmodern culture. Racial identity remains a salient and powerful component of the complex of identities that are offered to individuals in the postmodern landscape. The liberating forces of postmodernism have resulted in racial, ethnic, and cultural identities becoming increasing sources of both conflict and convergence in a globalizing society. These processes raise interesting questions: What forces account for the variations in levels of importance attributed to racial identity by different groups? What roles do economics, politics, class, and globalization play in the evolution of racial identities? This course is devoted explicitly to deconstructing and then reconstructing the relevance of postmodern racial identity.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: SOC252

### **AFAM355 Race, Culture, and the Cold War**

IDENTICAL WITH: HIST355

### **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 GEN. ED. AREA: SBS  
IDENTICAL WITH: [AMST361 OR FG55360]

### **AFAM361 The Psychology of Prejudice and Discrimination**

IDENTICAL WITH: PSYC361

### **AFAM367 Black Power Movements in the 1970s**

IDENTICAL WITH: GOVT369

### **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

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

IDENTICAL WITH: RELI387

### **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 Karlheinz 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 CREDIT: 1 PREREQ: NONE

### **AFAM409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **AFAM411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **AFAM465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **AFAM467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## American Studies Program

**PROFESSORS:** Henry Abelow, *English*; Patricia Hill, *History, Chair*; Sean McCann, *English*; Elizabeth L. Milroy, *Art and Art History*; Joel Pfister, *English*; Claire Potter, *History*

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

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

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** Henry Abelow, Jonathan Cutler, Patricia Hill, Indira Karamcheti, J. Kehaulani Kauanui, Elizabeth McAlister, Elizabeth Milroy, Joel Pfister, Claire Potter, Margot Weiss

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

In addition to 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, industrialization, mass culture, gender relations, race and ethnicity, political culture, the importance of modern social and political identities, and state development can be best understood by studying their features 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.

**Major program.** The route into American studies is completion of at least one semester of one of the following introductory courses: Colonial America (**AMST151**), The Long 19th Century in the United States (**AMST152**), American Literature from the Colonial Period to the Civil War (**AMST155**), American Literature, 1865–1945 (**AMST156**).

**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.

In addition to junior core courses and a senior seminar, a major program includes six upper-level electives that focus on the culture of the Americas. The heart of each major's program consists of a cluster of four courses among those electives that forms an area of concentration. 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, feminist, gender, and sexuality studies), or a "problematic" (such as ecology and culture, politics and culture). Frequently chosen areas of concentration include mass culture, film studies, popular culture, ethnicity, queer studies, urban studies, African American studies, gender studies, and cultural studies. Students are also asked to consolidate the comparative Americas focus by taking two courses that build on the foundation supplied in **AMST200**. Courses may count both toward a concentration and the Americas component of the major. A senior seminar, essay, or thesis that utilizes a hemispheric perspective may count as an 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 thesis or essay tutorial may be substituted for the seminar requirement. The American studies program encourages proposals for senior honors theses, including research projects, critical essays, works of fiction, and other artistic productions.

### AMST111 Paule Marshall

IDENTICAL WITH: AFAM110

### AMST112 The City in American Fiction

IDENTICAL WITH: ENGL107

### AMST113 Henry David Thoreau: His Art and Thought in Relation to His Times

IDENTICAL WITH: ENGL116

### AMST114 Humanizing the American: Management of Difference in American Literature

IDENTICAL WITH: ENGL103

### AMST115 Segregated Spaces: School, Work, and Home Since *Brown*

IDENTICAL WITH: AFAM116

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

IDENTICAL WITH: HIST116

### AMST118 Social Norms and Social Power

This seminar 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FGSS119

#### AMST122 The Civil War Experience

IDENTICAL WITH: HIST122

#### AMST123 Sophomore Seminar: Early American Encounters: Colonists in the New World

IDENTICAL WITH: HIST178

#### AMST130 Ten Photographs That Shook the World: Visual Technologies of Historical Memory

IDENTICAL WITH: HIST130

#### AMST132 Writing Historical Biography

IDENTICAL WITH: HIST132

#### AMST135 American Food

IDENTICAL WITH: HIST135

#### AMST142 Poverty in the United States

IDENTICAL WITH: HIST142

#### AMST151 Colonial America

IDENTICAL WITH: HIST237

#### AMST152 The Long 19th Century in the United States

IDENTICAL WITH: HIST239

#### AMST155 American Literature from the Colonial Period to the Civil War

IDENTICAL WITH: ENGL203

#### AMST156 American Literature, 1865–1945

IDENTICAL WITH: ENGL204

#### AMST177 Introduction to African American Poetry: Ways of Looking

IDENTICAL WITH: AFAM177

#### AMST195 Readings in American Drama

IDENTICAL WITH: ENGL195

#### AMST196 Junior Colloquium: Race and American Culture

This junior colloquium will introduce students to several texts that offer key interventions within the study of race in American literature and culture. Among the topics we will examine are the ways in which race as a lens of analysis has produced critiques of industrial modernity, nationalism, citizenship, and identity, and how racializing discourses and anti-racist critiques intersect with feminist, Marxist, psychoanalytic, poststructuralist, and postmodern discourses. While most texts will focus on the U.S. context, we will consider some works of postcolonial theory that have provided influential and productive models for theorizing the cultural politics of race. We will also consider a number of recent critiques of the institutional role of ethnic studies and identity politics.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: TANG, AMY CYNTHIA SECT: 01

#### AMST197 Intimate Histories: Sexed Bodies, Embodied Selves

IDENTICAL WITH: HIST349

#### 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 micromusics, that both bounce off and influence the mainstream.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: SLOBIN, MARK SECT: 01

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

Why does colonialism matter to the fields of Latin American studies and American studies? What have been the consequences of colonialism 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 encounters of indigenous, European and African peoples; the formation of colonial societies and syncretic systems of belief; independence movements and the emergence of nation-states. Diverse theoretical and methodological approaches allow us to approach critical issues of coloniality and post-coloniality, as they are embedded in cultural and material forms, from an interdisciplinary perspective.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: LAST200

FALL 2009 INSTRUCTOR: HILL, PATRICIA R. SECT: 01

FALL 2009 INSTRUCTOR: KARAMCHETI, INDIRA SECT: 01

#### AMST201 Junior Colloquium: Critical Queer Studies

This junior colloquium will give students a solid theoretical foundation in the field of queer studies. Although “queer” is a contested term, it describes—at least potentially—sexualities, genders, and other social positionalities that fall outside normative constellations. However, as queer studies has been institutionalized in the academy, in popular culture, and in contemporary political movements, many suggest that today, “queer” shorthands gay and lesbian (or LGBT), or 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, designated as an theory-based, 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 studies and other modes of theory designed to illuminate and critique various forms of power, marginality, privilege, and normativity. We will emphasize critical race theory, transgender studies, cross-cultural perspectives, Marxism, feminist theory, and disability studies in their intersection with queer experiences, bodies, performances, and desires. Rather than understanding queer studies as a coherent school of thought, we will continuously problematize the field, politics, modes of analysis, and theoretical debates that are understood as queer theory. Toward this end, this course requires critical engagement with these debates and material. Throughout, we will ask, What kinds of bodies or desires does queer describe? What are the politics of queer? What are the promises of queer theory, according to its proponents? What are the perils of queer theory, according to its critics? What is the meaning of queer activism and politics today? What is the future of queer? This course is excellent preparation for a queer studies concentration in American studies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: WEISS, MARGOT SECT: 01

#### AMST202 Junior Colloquium: The All-American Family

This interdisciplinary colloquium will explore the urgency of queer studies to American studies by focusing on a dominant form of American cultural power: the family. American culture is obsessed with the sanctity of the family and of life. At the same time, this focus on the family produces dark, sexually dangerous, and sometimes inhuman others as what must be excluded from the family if it is to remain American. Queer studies exposes these contradictory American cultural trends. The methodologies of queer studies will introduce us to how to read for American culture’s dependence on the queers it excludes. We will explore how recent debates, popular representations, and queer groups have used the notion of non-traditional families either to attack or to “adopt” the family norm. By using questions central to queer studies (What constitutes a family? Who is included within or excluded from the family? Who decides the terms of membership? Who controls



and defines reproduction? Whose bodies get (ab)used in the process?), we will help each other think about how queer studies is central to the study of American cultural politics, law, literature, and popular culture.

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

### AMST203 Junior Colloquium: Culture and Violence in the Progressive Era

This interdisciplinary study of politics and literature in the Progressive Era centers on concepts of power, violence, race, and class.

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

### 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, Twain, Glaspell, Baraka), historical critique (Zinn), 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. AREA: SBS PREREQ: NONE

### AMST205 Junior Colloquium: The Study of Material Culture: Marking the Past in Middletown

In this course we will study how artifacts can mark the history of space and place within the urban environment of Middletown. Students will gain a working knowledge of the theoretical approaches that have been applied to material culture studies, as well as practical experience in the physical and contextual analysis of artifacts and cultural landscapes. Throughout the semester students will test various methods of analysis presented in assigned readings while conducting a survey of gravemarkers in the Washington Street burying ground. During the second half of the semester, students also will apply what they have learned in an individual research project.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: MILROY, ELIZABETH L. SECT: 01

### AMST206 The First Gilded Age: Art and Culture in the U.S. 1865–1913

IDENTICAL WITH: ARHA276

### AMST207 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. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: KAUANUI, J. KEHAULANI SECT: 01

### AMST208 Early American Material Culture: Art, Buildings, and Things in a Colonial Place

IDENTICAL WITH: HIST346

### AMST209 Paternalism and Social Power

IDENTICAL WITH: SOC302

### AMST210 Literary Studies as American Studies

How do stories work and what work can they do for students of American culture? How do they contribute to and complicate efforts to historicize and theorize power? This junior colloquium will engage these questions by reading literary texts as powerful modes of cultural and ideological critique. We will read a series of canonical and noncanonical works in the context of both literary studies (drawing on close reading, genre theory, and narratology) and cultural criticism (including Marxism, feminist theory, ethnic studies, and transnational theory) with the goal of understanding precisely how literary texts—through their form and themes—instigate, challenge, and ultimately facilitate the kind of analysis at the heart of American studies. Starting with works by Hawthorne and Melville that historicize various subjectivities and conceptualize the operation of power among individuals, groups, and nations, we will proceed to an array of modern, hybrid texts—comics, graphic novels, television, and film—that combine story and image to articulate new modes of social critique. We will conclude with three contemporary texts, an Iraq War documentary (*Gunner Palace*), a historical novel (*Amalgamation Polka*), and a graphic memoir (*Fun Home*), that incorporate the lessons of American studies in their very conception and form.

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

### AMST211 Intimacy and Asian Migrations

This seminar explores the history of interracial and intercultural intimacy generated by the migrations from Asia in the Americas, 1800–present. We will focus on social and sexual ties, spiritual and political alliances, and cultural practices generated in the convergence of peoples through migration, imperialism, capitalism, and global transformations.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [EAST251 OR FG55204]

### AMST212 Korean American Literature and Diaspora

This seminar is a part of a four-year project supported by the Freeman Asian/Asian American Initiative grant to further develop the study of Asia and the Asian diaspora at Wesleyan University. This seminar will explore the interrelated themes of diaspora and transnationalism as they affect the Korean American community. Through a combination of literature, film, TV drama, and sociology, we will further attempt to identify issues particular to Korean Americans in the United States today.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [EAST252 OR LAST212 OR ALIT252]

### AMST213 Politics and Sex After 1968: Queering the American State

IDENTICAL WITH: HIST213

### AMST214 African Presences II: Music in the Americas

IDENTICAL WITH: MUSC266

### AMST215 The Rise of the British Empire

IDENTICAL WITH: HIST214

### 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [ANTH217 OR AFAM217]  
FALL 2009 INSTRUCTOR: KAUANUI, J. KEHAULANI SECT: 01

#### **AMST218 Selected Caribbean Women Writers**

IDENTICAL WITH: AFAM237

#### **AMST219 American Pastoral**

IDENTICAL WITH: ENGL277

#### **AMST220 Religion in the United States**

IDENTICAL WITH: RELI222

#### **AMST221 Black Women Writers**

IDENTICAL WITH: AFAM216

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

IDENTICAL WITH: FILM314

#### **AMST223 Whiteness**

IDENTICAL WITH: AFAM222

#### **AMST224 The Great American Novel**

IDENTICAL WITH: ENGL219

#### **AMST225 Objects and Others: Museums and the Politics of Representation**

In this introductory course we will examine the representation of race, class and gender in American museums. We will study the politics of collecting both past and present in the United States, juxtaposing the colonial with the postcolonial. In this process, students will examine how the exhibition of objects functions to create systems of representation that (re)produce meaning. Ultimately, this course is concerned with the poetics and politics of exhibition and how these practices contribute to national narratives of American identity and belonging.

To explore the politics and poetics of representation, we interrogate categories such as art, native art, ethnographic artifacts, tourist art, and scientific specimens. By scrutinizing the economic realities of tourist art, for example, or investigating how the authenticity of artifacts is largely determined by racialized cultural categories, students learn to problematize systems of representation that (re)produce meaning within the circuit of culture. Guiding questions for this course include: What does power have to do with representation? Why do some cultures collect others? How is meaning constructed and (re)produced in museums? How do these meanings contribute to the way we understand our nation, history, communities, and the place of individuals therein?

The goal of the course is to have students learn to (1) think critically about the politics of representation; (2) express their thoughts, ideas, and experiences in constructive, intellectual dialogue that draws upon scholarly research and theory; (3) recognize that the relationship between representation and power extends beyond the context of museums.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ANTH224

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

IDENTICAL WITH: FREN225

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

IDENTICAL WITH: MUSC274

#### **AMST230 The United States During the 20th Century**

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 Art in the United States, 1860–1960**

IDENTICAL WITH: ARHA271

#### **AMST234 Race and American Mass Culture**

IDENTICAL WITH: AFAM219

#### **AMST235 Western Movies: Myth, Ideology, and Genre**

IDENTICAL WITH: FILM307

#### **AMST236 Topics in United States Intellectual History**

IDENTICAL WITH: HIST235

#### **AMST237 African American History, 1444–1877**

IDENTICAL WITH: AFAM203

#### **AMST238 Introduction to Modern African American History**

IDENTICAL WITH: AFAM204

#### **AMST239 Power, Culture, Continuity, and Change in Native America: A Historical Survey**

This lecture/discussion course will introduce students to histories of Native peoples in North America, particularly those found within the borders of the United States. The course will rely heavily upon our analysis and interpretation of primary documents and scholarly articles, and we will also explore the role and value of oral history and nontraditional source materials in our study. After we consider the precontact and colonial eras, we will specifically examine the histories of four Native communities to consider both the broader implications and the local effects of colonialism and federal Indian policy through the 20th century.

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

#### **AMST240 Literature and Theory of the U.S.-Mexico Border: Telling Border Stories**

IDENTICAL WITH: ENGL241

#### **AMST241 Qualitative Research Methods in Psychology**

IDENTICAL WITH: PSYC202

#### **AMST242 Mixed-Heritage Asian Americans**

The emerging literature on mixed-heritage Asian Americans in social sciences and other fields, as well as increasing visibility of mixed-heritage Asian American figures in popular media, reminds us not only that the racial demographics in the United States are rapidly changing, but also of the urgent need to expand our concept of Asian America beyond histories and experiences of mono-ethnic Asian Americans. This course will examine mixed-heritage Asian American populations, their histories, social experiences, and identity formations. By exploring the histories and identities of mixed-heritage Asian Americans (e.g., Hapas, Eurasians, Afroasians, Amerasians, mestizo/as), the course intends to understand social construction processes of race and ethnicity, of Asian Americans, both multi-ethnic or mono-ethnic. Drawing upon interdisciplinary sources such as personal memoirs, sociological analysis, fictions, and films, we will address the following questions, among others: What/who are mixed Asian Americans and how have they been historically produced? What are the power dynamics involved in interracial hetero- and homosexual romances and marriages for Asian and non-Asian Americans? What political and social relationships have mixed-heritage Asian Americans had with the mono-ethnic Asian Americans as well as with the white majority? How are mixed-heritage Asian Americans portrayed in the media, and what are the implications of these images? How do we theorize the issues of mixed-heritage Asian American identity in such a manner that we are able to view the mixed-heritage Asian American experiences as one dimension of the larger politics of race, sexuality, gender, and nation? The foundation for this course revolves around the sociological theories

on racial formation and coproduction of race, class, gender, and historiography of Asian Americans. Alongside these theoretical and historical texts, students are encouraged to bring in materials in forms of personal anecdotes, nonscholarly texts, arts, Web sites, etc., to share their insights with the class.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ANTH241

**AMST243 Multiracial Literature of the American West**

IDENTICAL WITH: ENGL242

**AMST244 Asian American Literature and Its Discontents**

IDENTICAL WITH: ENGL243

**AMST245 American First Persons in the 20th Century**

IDENTICAL WITH: ENGL245

**AMST246 Social Movements**

IDENTICAL WITH: SOC246

**AMST247 Black and Asian Workers in U.S. Culture and History**

IDENTICAL WITH: ENGL235

**AMST248 American Fiction from James to Pynchon**

IDENTICAL WITH: ENGL244

**AMST249 American Naturalism: Humans, Animals, Machines, Degeneration**

IDENTICAL WITH: ENGL228

**AMST250 Race and Urban Space: Riots, Resistance, and Renewal**

IDENTICAL WITH: AFAM252

**AMST251 The Sixties**

IDENTICAL WITH: ENGL237

**AMST252 Culture of Gay Liberation**

IDENTICAL WITH: ENGL321

**AMST253 Television: The Domestic Medium**

IDENTICAL WITH: ANTH244

**AMST254 Race State: Race, Public Policy, and the Making of the New Deal State Since 1930**

IDENTICAL WITH: AFAM240

**AMST256 Perspectives on Motherhood**

IDENTICAL WITH: FGSS250

**AMST257 Queer Literature and Studies**

IDENTICAL WITH: ENGL257

**AMST258 Migration and Cultural Politics: Immigrant Experiences in the United States**

IDENTICAL WITH: SOC258

**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 indigenuous 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ANTH261

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

IDENTICAL WITH: HIST261

**AMST262 Middletown Materials: Theory and Practice**

IDENTICAL WITH: ANTH227

**AMST263 Globalization, Democracy, and Social Change in the Americas**

IDENTICAL WITH: SOC260

**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's 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 is 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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: FGSS263

SPRING 2010 INSTRUCTOR: WEISS, MARGOT SECT: 01

**AMST266 Making Places: Art and the Landscape**

IDENTICAL WITH: ARHA174

**AMST268 Anglo-American Masculinities Through the Great War**

IDENTICAL WITH: HIST270

**AMST269 New World Poetics**

IDENTICAL WITH: ENGL258

**AMST270 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 Domesticity and Gender in 19th-Century American Literature and Culture**

IDENTICAL WITH: ENGL265

**AMST274 Economics of Wealth and Poverty**

IDENTICAL WITH: ECON213

**AMST276 Vodou in Haiti—Vodou in Hollywood**

IDENTICAL WITH: RELI273

**AMST277 Native Americans, Archaeology, and Repatriation**

IDENTICAL WITH: ANTH264

**AMST278 Introduction to Latino Literatures and Cultures**

IDENTICAL WITH: ENGL279

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

IDENTICAL WITH: FGSS210

**AMST282 Postcolonial Theory**

IDENTICAL WITH: ENGL272

**AMST284 Engendering the African Diaspora (FGSS Gateway)**

IDENTICAL WITH: HIST273

**AMST286 Seminar for Music Majors**

IDENTICAL WITH: MUSC300

**AMST287 The Black Bildungsroman**

IDENTICAL WITH: AFAM210

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

IDENTICAL WITH: RELI287

**AMST289 Postcolonialism and Globalization**

IDENTICAL WITH: SOC291

**AMST290 The American Revolution**

IDENTICAL WITH: HIST291

**AMST291 Law, Race, and Literature: An Introduction to Critical Race Theory**

IDENTICAL WITH: ENGL291

**AMST292 Women in U.S. History**

IDENTICAL WITH: HIST244

**AMST293 Poetry and Politics in New York City, 1930–1975**

IDENTICAL WITH: ENGL289

**AMST294 Diasporas, Transnationalism, and Globalization**

IDENTICAL WITH: COL294

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

IDENTICAL WITH: RELI391

**AMST298 American Novel Before the Civil War**

IDENTICAL WITH: ENGL209

**AMST299 Asian American Popular Culture and Criticism**

IDENTICAL WITH: ENGL299

**AMST300 Reading Melville: Melville's Theory of Reading**

IDENTICAL WITH: ENGL300

**AMST301 Contesting the Past: Historical Memory and the Struggle over Truth and Representation**

IDENTICAL WITH: HIST358

**AMST303 Exile Modernism: German Kultur, American Culture**

IDENTICAL WITH: GRST297

**AMST304 American Religions Through Children's Media**

IDENTICAL WITH: RELI483

**AMST305 Writing Historical Biography/Biographical Fiction**

IDENTICAL WITH: HIST344

**AMST306 Understanding Television: Industrial System, Cultural Form, and Everyday Life**

IDENTICAL WITH: ANTH306

**AMST307 Race Discourse in the Americas**

IDENTICAL WITH: HIST302

**AMST308 Iberian Expansion and the "Discovery" of Africa in Travel Narratives and Art, 1420–1640**

IDENTICAL WITH: AFAM310

**AMST309 Black Popular Culture**

IDENTICAL WITH: AFAM304

**AMST310 Queer Theory**

This seminar focuses on major texts and trends in the field of queer theory. Queer theory is a heterogeneous mix of arguments to the effect that society uses sexuality to identify and

regulate bodies and races. We will read queerness, not as an identifiable sexuality, but as a disruptive political tool that resists knowledge and power. Queer theory entails not only exposing sexuality as discourse, mimicry, language, or performance, but also exposes the degree to which individuals and society depend on and disavow sexuality for purposes of reproducing themselves. We will bring these theoretical considerations to bear, more specifically, on the questions of how U.S. political discourse uses sex to regulate race, kinship, and biological reproduction and why it necessarily fails in this endeavor. We'll also read for how queerness is a feeling, suspicion, and literary device rather than an identity.

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

IDENTICAL WITH: ENGL298

**AMST311 Race and Film**

IDENTICAL WITH: AFAM314

**AMST312 Americans Abroad: The Literature and Politics of Travel, 1675–1975**

In an age of global production, migration, and war, tourism remains one of the largest components of the global economy. This course looks at the cultural history of American travel from the 1670s to the 1970s, focusing on the rise of high-culture tourism from the 1820s through the 1870s, a period in which journalists, artists, and literary professionals aided the nascent "leisure industry" in the construction of ways of seeing and being that have informed numerous aspects of American culture from consumerism to the construction of individual and national identity. Through a close study of literary and visual art, we will raise what Elizabeth Bishop calls, in one of our primary texts, "questions of travel": What kinds of knowledge has tourism produced? How has "difference" traveled? Can travel be anti-imperial or counterhegemonic? What is the relation between travel and other forms of global intercourse such as commerce and war? In addition to our primary texts, we will read influential critical works such as Dean McCannell's *Tourism: A New Theory of The Leisure Class*, Mary Louise Pratt's *Imperial Eyes*, and Steve Clark's collection *Travel Writing and Empire*. Field trips to the Wadsworth Atheneum Museum of Art and the Yale Art Gallery also may be required.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA

IDENTICAL WITH: ENGL314

**AMST313 Representations of Blacks in U.S. Culture Industries**

IDENTICAL WITH: AFAM313

**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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ANTH301  
SPRING 2010 INSTRUCTOR: KAUANUI, J. KEHAULANI SECT: 01

### AMST315 American Indian Women and Constructions of Gender

American Indian women have most often been constructed as either a beast of burden or as a sultry Indian princess in Euro-American discourse. This course explores these stereotypes, placing them in a historical context. We also compare these constructions to the constructions of gender and womanhood in Native societies. We will discuss both historical and current experiences of Native women, as well as the construction of sexuality as it relates to gender, and consider how these experiences have been shaped in relation to the wider dominant society.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FG55315

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

IDENTICAL WITH: ANTH308

### AMST317 Zombies as Other from Haiti to Hollywood

IDENTICAL WITH: CHUM472

### AMST318 Who Owns Culture? A History of Cultural and Intellectual Property in the United States and Latin America

IDENTICAL WITH: LAST318

### AMST319 Problems in Brazilian History

IDENTICAL WITH: HIST238

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

IDENTICAL WITH: ANTH322

### AMST321 Youth Culture

IDENTICAL WITH: ANTH324

### AMST322 The New City Reconsidered: Race, Poverty, and the Urban Future Since Katrina

IDENTICAL WITH: AFAM327

### AMST323 African American Literature at Mid-Century

IDENTICAL WITH: AFAM323

### AMST325 Faulkner and the Thirties

IDENTICAL WITH: ENGL260

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

IDENTICAL WITH: HIST326

### AMST327 American Modernism

IDENTICAL WITH: ENGL330

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

IDENTICAL WITH: HIST328

### AMST329 American Pragmatist Philosophy: Purposes, Meanings, and Truths

IDENTICAL WITH: PHIL321

### AMST330 Race, Place, and Popular Music in the United States, 1865–2006

By definition, we find popular music everywhere—it infiltrates our psyche, triggering memories and expectations, generating moods and anxieties, even predicting when “a change is gonna come.” It can serve as a means of self-identification, pleasure, and style for some, as well as frighten and alienate others. Music also functioned as an immensely profitable component of the popular culture apparatus in the last century; it gener-

ated windfall profits for a few record labels and corporations while it carved up genres, sanitized the singers it supported, and excluded the voices of the rest. Finally, popular music is meant to be ephemeral, designed for the moment, and easily disposable (err, replaceable) once consumed. In this class, through the lenses of cultural historians, we will examine the racial, cultural, regional, gender, and social politics of several American popular musics. In those terms, how do we glean historical significance in the practice of music, and how did people make meaning of it in the past? How do race and place affect the crafting and the meaning of music in the United States, and how, in turn, are conceptions of race and place altered by music? Delving into the fascinating history of American popular music, we will critically examine the historical significance of music among and within several specific individuals, communities, and locations—from hillbilly bands in Detroit to African American-owned labels in the peak of Jim Crow to American Indian country and opera singers on the rez to blackface minstrels in the nation's capital.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [HIST329 OR MUSC297]

### 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), poetry (Dickinson, Rich), 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ENGL345 OR FG55333]

FALL 2009 INSTRUCTOR: PFISTER, JOEL SECT: 01

### AMST333 The American Inner-Self Industry

IDENTICAL WITH: CHUM333

### AMST334 Contemporary African American Narratives of Slavery

IDENTICAL WITH: ENGL324

### AMST335 American Indians and the Cinema

From the moment film emerged as a new medium at the turn of the 19th century, American Indian people participated in its creation and consumption, as actors, directors, writers, and viewers. From the beginning, they left their own impression on the industry. This seminar explores the roles American Indian people have played in passively and actively shaping American film from the earliest silent westerns to films that emerge from the experiences of Native communities today. We also examine how the representation of American Indian people in films has changed as the sociopolitical environment of the United States shifted, and how this representation has shaped and been shaped by the changing way America understands its own identity and place in the world.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

**AMST336 Alfred Hitchcock**

IDENTICAL WITH: FILM322

**AMST337 Violence and American Identity**

IDENTICAL WITH: CHUM334

**AMST338 Anthropos and the Archive**

IDENTICAL WITH: CHUM338

**AMST339 The Rise of the Conservative Movement in the United States Since 1950**

IDENTICAL WITH: HIST342

**AMST340 Crime and Violence in the 20th-Century United States**

IDENTICAL WITH: HIST340

**AMST342 Race and the Law in America**

IDENTICAL WITH: AFAM312

**AMST343 Making History in the Contemporary American Novel**

IDENTICAL WITH: ENGL343

**AMST344 Reading the Vietnam War**

IDENTICAL WITH: CHUM344

**AMST345 Nations Within: American Indian Sovereignty and Federal Policy**

In the current moment, the United States imagines itself as a multicultural nation, made up of many diverse communities united as one people. American Indian peoples complicate, and have always complicated, such neat imaginings of the United States as a nation and Americanness as an identity. In part, this is because of the unique relationship between American Indian peoples and the federal government that has been shaped by U.S. American Indian policy. This course presents a chronological overview of U.S. American Indian policy in a historical context. Using texts from the fields of law, history, and ethnic studies, we explore the tension between federal policy and American Indian sovereignty, discussing how changing conceptions of America have affected policy and exploring how American Indian peoples have responded to shifting U.S. American Indian policy.

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

IDENTICAL WITH: HIST393

**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

**AMST350 Performing the War Within: Race, Nation, and War**

IDENTICAL WITH: CHUM315

**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 American Indian communities? How do museums, the art market, the tourist industry, and New Age spirituality markets commodify American Indian 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 cultural appropriation, both discursive and legal.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: CLOUSE, ABIGAIL ELIZABETH SECT: 01**AMST360 Museum Studies**

IDENTICAL WITH: ARHA360

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

IDENTICAL WITH: AFAM360

**AMST362 Nationality and Power at the Movies: The Combat Film**

Myth is one of the primary constituents of national identity, and war stories have been fundamental constituents of myth at least since *The Iliad*. We will study the combat film as a major vehicle for national mythology in the United States, from the Great War through the present, with particular attention to the role of media in American culture, the processes of genre formation in Hollywood, the relationship of movies to changing ideologies of nationality, ethnicity, race, and state power in this century.

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

IDENTICAL WITH: FILM316

**AMST364 Photography and Representation**

IDENTICAL WITH: ARHA365

**AMST369 Reading About War**

IDENTICAL WITH: HIST369

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

IDENTICAL WITH: ARHA376

**AMST379 Christianity and Sexuality**

IDENTICAL WITH: RELI379

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

IDENTICAL WITH: RELI384

**AMST385 History of "Black Music" in the Americas and Beyond**

IDENTICAL WITH: LAST385

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

IDENTICAL WITH: HIST396

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

IDENTICAL WITH: ANTH398

**AMST401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**AMST409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**AMST411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**AMST465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**AMST467/468 Independent Study, Undergraduate**

GRADING: OT CREDIT: 1 PREREQ: NONE

## Anthropology

**PROFESSORS:** Douglas K. Charles; Elizabeth G. Traube, *Chair*

**ASSOCIATE PROFESSOR:** J. Kehaulani Kauanui, *American Studies*; Aradhana Sharma, *Feminist, Gender, and Sexuality Studies*; Gina Ulysse, *African American Studies*

**ASSISTANT PROFESSORS:** Sarah Croucher; Daniella Gandolfo; Gillian Goslinga; Margot Weiss, *American Studies*

**ADJUNCT ASSISTANT PROFESSOR:** Patrick Dowdey, *Curator, Freeman Center for East Asian Studies*

**DEPARTMENTAL ADVISING**

**EXPERTS 2009–2010:** Douglas 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 sophomore year.

In addition to 101, majors are required to earn a minimum of **nine** anthropology credits numbered **200** 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 in that way. 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, ANTH362, or another advisor approved course).

Majors must also develop and complete a **concentration** consisting of four electives. Concentrations are not predefined groupings of courses but are rather flexible specializations reflective of a student's particular interests. You should work together with your faculty advisor to define your concentration and select a coherent set of four courses, which **may include one course from outside the department**. A few examples of concentrations are

- Gender and political economy
- The human past
- The archaeology of the capitalist world
- State/nation/transnation
- Urban anthropology
- Anthropology of gender and sexuality
- Globalization and/of culture
- Race and culture
- Ethnographic representation
- Culture, media, and communication
- Anthropology of the body

**Senior writing requirement.** Majors are required to complete a senior writing project based either on field or library research. Your project may take the form of an honors thesis, a senior essay, or an extended paper.

If you are contemplating an honors thesis, we strongly recommend that in the spring semester of your junior year, you either enroll in an individual tutorial (ANTH402), in which you would begin library research on your area of interest, or else take a course that is relevant to your research concerns. Departmental approval is 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 you wish to compete for these funds, you should include a budget in your proposal. Proposals for library-based theses may also be submitted in the spring, or up to the second week of classes in the following fall semester.

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

**A senior essay** involves fewer requirements but also represents a serious research commitment. If you choose to do an essay, you have two options. You may (and are strongly encouraged to) enroll in ANTH400, Cultural Analysis, the research seminar described above. In this case, you would complete a draft of your essay in the fall semester for final submission in February. Alternately, if your project is one that a particular faculty member is especially qualified (and willing) to supervise, you may take an individual tutorial (ANTH401/402) with that person in either the fall or the spring semester, respectively of your senior year. Please note that if you intend to do a spring semester tutorial, you must make the arrangements with your advisor before the end of fall semester.

**An extended paper** is a revised and extended version of a term research paper. No additional course credit is earned. Ordinarily, the first version is written in an anthropology seminar taken in your junior year or in the fall semester of your senior year. The revised version is completed during your senior year, in consultation with an appropriate faculty member. Extended

papers are due on the last day of spring semester classes and should be submitted to the department chair.

**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.

**Double majors.** Students may pursue double majors—for example, anthropology/history, anthropology/biology, anthropology/sociology, anthropology/music, anthropology/film, anthropology/English, or anthropology/E&ES. 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, you may be able to substitute one or more of your study-abroad courses for specific concentration or elective courses. The Office of International Studies has information about specific programs, etc.

**BA/MA program.** The Anthropology Department also offers a concurrent BA/MA for qualified candidates. A description of the BA/MA program is available via a link on the Anthropology Department home page.

### **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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: WEISS, MARGOT SECT: 01

### **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. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: GOSLINGA, GILLIAN SECT: 01

### **ANTH102 Anthropology and Contemporary Problems: Understanding the Afghan Conflict**

This course will focus on how anthropology illuminates certain events and situations most of us think are problems in the world today. Aging in industrial societies, organized violence, and crime in the ghetto will be examined through the anthropological lens.

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

### **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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: CHARLES, DOUGLAS K. SECT: 01

### **ANTH166 Color in the Caribbean**

IDENTICAL WITH: AFAM166

### **ANTH176 Haiti: Myths and Realities**

IDENTICAL WITH: AFAM176

### **ANTH201 Contemporary Anthropological Theory**

The course examines contemporary anthropological theory in terms of abstract concepts and ethnographic analyses. It will concentrate on several key theoretical approaches that anthropologists have used to understand society, such as structuralism, interpretation, Marxism, feminism, practice theory, critical

ethnography, and postmodern perspectives. Readings will focus on how these approaches figure in current debates among anthropologists.

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

### **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, 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ARCP202

FALL 2009 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FGSS223

### **ANTH204 Introduction to Archaeology**

IDENTICAL WITH: ARCP204

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

IDENTICAL WITH: FGSS207

**ANTH210 Reading Ethnography**

A study of anthropological interpretations of social and cultural systems through the ethnographic analysis of single societies, the course focuses on our changing understandings of beliefs, meanings, values, and social relationships through accounts of selected African, Asian, and Middle Eastern communities. Students will learn how anthropologists use theoretical perspectives to understand cultures and societies and how attempts at such understandings have changed anthropological interpretations.

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

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

IDENTICAL WITH: AMST217

**ANTH220 Rereading Gendered Agency: Black Women's Experience of Slavery**

Slavery systematically influenced both the production and reproduction of race, class, and gendered identities. Black women's individual and collective response to this institution and its attempts at dehumanization and destruction highlights the impact of gender, race/color, and class on the making of different yet complex patterns of resistance. This course uses a variety of research techniques and analytical approaches to investigate gendered agency. The aim is to reread black women's experiences of enslavement and their conscious struggle to carve out identities and a sense of personhood to allow for exploration of gender-specific responses to the cultural dynamics of power.

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

IDENTICAL WITH: [AFAM220 OR FG55246]

**ANTH222 Anthropology of Art**

This class will explore the social relationships among art, artists, and society. In every society art provides much more than an expression of beauty; it also creates and maintains social values in surprisingly profound ways. The way we look at art is conditioned by social practices and contexts that we are largely unaware of; we look through sets of cultural filters that prepare us for an aesthetic experience. The course is divided into four units: (1) an introduction to anthropological thought on art; (2) an examination of verbal art, storytelling, and oral performance; (3) an exploration of the idea of an art world; (4) and, finally, a close look at the current practices of museum exhibition. Each unit suggests critical approaches to art and its creative presentation in contemporary societies.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

IDENTICAL WITH: ARHA261

**ANTH223 Blurred Genres: Feminist Ethnographic Writing**

This course focuses on feminist approaches to interpretations of culture. Through in-depth reading of various ethnographic works, we consider the broader academic context within which ethnographies are created. We will examine the significant impact of feminist interventions on issues of epistemology and knowledge production to deconstruct differences in feminist textual strategies that challenge conventional ethnographic writing. Particular attention is paid to ethnographers who blur genres by troubling the boundaries between literature and social science, as well as to those who turn to the arts for fuller expressions of their perceptions. The aim is to seriously question what it means to choose the margins to write against ethnographic hegemony. In the process, we seek to understand the broader question of why creative or nonconventional works tend to be produced mostly by feminists of

color and other marginal individuals within the discipline of anthropology.

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

IDENTICAL WITH: FG55262

**ANTH224 Objects and Others: Museums and the Politics of Representation**

IDENTICAL WITH: AMST225

**ANTH225 Historical Archaeology of the Modern World**

This course deals with historical archaeology of the modern world—the growth of capitalism, the spread of European colonization, and later industrialization. Historical archaeology covers artifacts and features buried beneath the ground, standing buildings and ruins, and historical information including maps and oral histories that relate to the material remains of the past. Through a range of readings, lab analysis, and a field trip to a local historical archaeological site, we will examine material remains of the recent past. Geographically, material covered will include U.S. sites, including Middletown, New York, and a range of other urban and rural case studies, and international sites, including those in England, South Africa, and Australia. Through these we will examine some of the major themes of historical archaeology, particularly the formation of gendered, class, and ethnic identities.

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

IDENTICAL WITH: ARCP225

**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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: [ARCP226 OR FG55237]

SPRING 2010 INSTRUCTOR: CROUCHER, SARAH KATHARINE SECT: 01

**ANTH227 Middletown Materials: Theory and Practice**

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. In this course, we will use collections from excavations in Middletown, with sites dating from the 18th through 20th centuries, to begin to unearth these narratives.

We shall do this in two ways; a practical side will address artifact identification and classification. In half of classes, all students will participate in learning to catalog and identify artifacts from the Middletown historical archaeological collections, building an ongoing database. Previous research notes from the original site excavators will also be consulted to help this recording process.

To help form interpretations, the theoretical side this course addresses artifact studies within archaeology, particu-



larly historical archaeology in North America. We will address specific issues about the social role of artifacts; how can we interpret their relation to ethnic, racialized, class, and gendered identities? The question of increasing mass production of goods and their relation to modern consumer society will also be examined.

The combination of data and theory will then form the basis of original student interpretation papers and presentations.

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

IDENTICAL WITH: [ARCP227 OR AMST262]

SPRING 2010 INSTRUCTOR: CROUCHER, SARAH KATHARINE SECT: 01

### ANTH228 Transnational Sexualities

This course is an introduction to the ethnographic study of gender and sexuality. We will ask, How have anthropologists understood sexuality? How much does sexuality vary cross-culturally? What can an ethnographic approach to gender and sexuality tell us about power, identity, or difference—both in the contemporary United States and in other places and times? We will explore gender, sexual practices, sexual identities, and transgendered peoples in both Western and non-Western contexts. Our reading will focus on five recent ethnographies of sex, gender, and sexuality on, for example, transgendered prostitutes in Brazil (*Travesti*, Kulick); mail-order brides from China and the Philippines (*Romance on a Global Stage*, Constable); Afro-Surinamese working-class women's sexuality (*The Politics of Passion*, Wekker); hijra identity and community in South India (*With Respect to Sex*, Reddy); fatness, beauty and desire in Niger (*Feeding Desire*, Popenoe); Filipino gay migrants in the United States (*Global Divas*, Manalansan); and strip club regulars in the U.S. (*G-Strings and Sympathy*, Frank). We will also read articles on ritualized "homosexual" practices in Melanesia, the transnational politics of Bollywood, same-sex marriage in the United States and elsewhere, global sex work and sex worker's rights, and feminist debates over FGS.

Through the course we will think through the ways sexuality intersects with other social positionalities (such as class, nation, and race) and with larger global phenomena (such as globalization, transnational mass media and cross-border economies, activism, and other flows). The goal of this course is to develop a critical understanding of the connections between sexuality, gender, bodies, identities, communities, and cultures. To this end, we will also consider the ways that ethnographic studies of sexuality contribute to some of the key questions and debates within anthropology, such as, Are some sexualities universal, or are they always culturally particular? What are the relationships among cultural change, globalization, and tradition? How can we investigate the politics of sexuality in both cross-cultural and transnational settings?

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

IDENTICAL WITH: FGSS241

### ANTH230 Anthropology of Cities

This course is an introduction to the theory and practice of urban anthropology. The first part of the course focuses on the city, broadly understood, and on attempts to theorize and write about its unwieldy, increasingly disjointed realities. Readings on urbanism, the politics 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 race; postcoloniality and migration; informality and its cultures; the carnival; public and sacred spaces; crime, violence, and policing; and storytelling in the city.

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

### ANTH234 Anthropology and Political Economy

This course serves as an introduction to the field of political economy, approached through the lenses of anthropology and transnationalism. We will read some classic theoretical and ethnographic works and examine what scholars, working from an anthropological perspective, have contributed to the study of political economy. This course is divided into four units. Unit I introduces the basic concepts and debates that have defined the field of political economy and how they have shaped the anthropological imagination regarding the economies exchange, peasantry, development, and the world capitalist system. Unit II focuses on issues of labor and production in different historical and cultural contexts. We look at concepts such as Fordism, factory discipline, and the gendered division of labor and also delve into the histories of working-class struggles. Unit III examines the culture of capitalism through the lens of class and looks at how status distinctions are produced through the circulation and consumption of commodities. We also examine how ideologies of class, race, and gender are transmitted through the educational system and how they are received by subjects. The last unit focuses on late capitalism, neoliberalism, and their cultural formations. We look at the reconfiguration of production and work under late capitalism. We will also examine remaking of states, subjects, and spaces under neoliberal capitalist logics. Finally, we will analyze some theorists' ideas of what lies in store for us and delve into the implications of late capitalist.

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

### ANTH239 Cross-Cultural Childhoods

IDENTICAL WITH: PSYC339

### ANTH241 Mixed-Heritage Asian Americans

IDENTICAL WITH: AMST242

### ANTH244 Television: The Domestic Medium

Of all the mass media, television is the most intimately associated with domestic and familial life. Its installation in American homes over the postwar decade coincided with a revival of family life that encouraged an emphasis on private over public leisure. Most television is still watched at home, where viewing

practices are interwoven with domestic routines and provide a site for negotiating family and gender relations. Television production is shaped at several levels by producers' images of viewers' domestic lives; schedules reflect socially conditioned assumptions about the gendered division of family roles; a common televisual mode of address uses a conversational style in which performers present themselves to viewers as friends or members of the family; families or surrogate families figure prominently in the content of programming across a wide range of genres, including sitcoms, dramas, soaps, and talk shows. Sitcoms, in particular, have responded to and mediated historical shifts in family forms over the past 50 years, and they will be a main focus in this course. We will explore how television has both contributed and responded to larger cultural discourses about family and gender.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AMST253 OR FILM349 OR FGSS243]

### **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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ARHA255 OR EAST165]

### **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 prehistory inhabited environmentally rich river valleys, lakeshores, 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 and the impact of the early development of intensive farming. Did civilization arise with the appearance of agricultural economies, or do we share more continuity than we think with a complex foraging way of life?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ARCP250

### **ANTH255 Religious Worlds of New York**

IDENTICAL WITH: RELI272

### **ANTH259 Anthropology of Development**

Our purpose in this course will be to critically explore the notion and phenomenon of development through an anthropological lens—that is, to focus on what is cultural about development. We will examine the various ways in which development has been conceptualized, approached, and critiqued by different sets of theorists. We will begin by looking at the orthodox (modernization) and political economic paradigms of development. We will then explore the more recent anthropological studies of development. These critical analyses of development argue that development operates as a regime of representation and power that creates people's and nations' identities (such as poor, underdeveloped, and modern) and then exerts control over them. However, instead of assuming that development works as a monolithic and totalizing force that only exerts power over people, we will look at ethnographies that show how development is received, understood, and sometimes contested by people at the grassroots level. In other words, we will examine how development operates as a fertile and productive terrain that not only disciplines people but also allows spaces for negotiation. We will also examine how gender figures into these different analyses.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FGSS259

### **ANTH261 Native Sovereignty Politics**

IDENTICAL WITH: AMST260

### **ANTH263 Political Anthropology and the Afghan Conflict: Power, Authority, and Charisma in Hindukush Mountain**

This course is a study of the major anthropological approaches to politics in non-Western societies. It will primarily concern how politics in Afghan tribal and peasant groups affects the current conflict in that country.

GRADING: A-F CREDIT: 1 PREREQ: NONE

### **ANTH264 Native Americans, Archaeology, and Repatriation**

This course examines the politics of archaeology in relation to Native Americans and the question of repatriation. From the moment of the European entry into the New World, questions of Native American origins and the nature of the cultures discovered there have fascinated the minds of the discoverers, the colonists, and the dominant settler societies. North American archaeology originated as a systematic way to try to answer these questions. As prongs of Western power and privilege, dominant culture and science too often go unexamined, yet create deep epistemological divisions. The historical relationship between Native Americans and archaeologists has been a complicated and often problematic one, since archaeologists have not always consulted with those whose forebears they studied and did not always take into account the effects of their research on them—especially given the facts that many indigenous cultures regard the unearthing of their ancestral

remains a violation and that those remains have often been used in the service of racism. In addition, Native Americans have their own tribal histories independent of archaeological evidence. In 1990, the U.S. Congress passed the Native American Graves Protection and Repatriation Act that requires museums to inventory and return Native American human remains, sacred and funerary objects, and objects of cultural patrimony for which the appropriate tribal relationships can be established. This legislation continues to have wide-reaching implications for Native Americans that has necessitated the cooperation between Native Americans and archaeologists, physical anthropologists, and museum curators. Today, many tribes have active archaeology and preservation offices and have contributed to the development of indigenous archaeology, yet the federal mandate to repatriate remains fraught with problems.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST277

### **ANTH266 Maya Peoples and Cultures: Ancient and Contemporary**

This course provides an in-depth study of Maya culture and civilization, from the ancient to the contemporary. We will consider how academic disciplines such as archaeology, ethnography, and history have understood the Maya and how these perspectives both support and work against portrayals of the Maya in popular culture. The course is divided into several parts, broken down along both chronological and disciplinary lines, and covers the following topics: origins of Maya civilization; the invention of Maya culture through archaeology and ethnography of the Maya; the contemporary Maya of Mexico, Central America, and beyond; political activism and cultural revitalization movements; consuming Maya culture; and cultural tourism.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: LAST269

### **ANTH267 Sociology of Tourism**

IDENTICAL WITH: SOC267

### **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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ARCP268

SPRING 2010 INSTRUCTOR: CHARLES, DOUGLAS K. SECT: 01

### **ANTH271 Modern Southeast Asia**

IDENTICAL WITH: HIST271

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

This course investigates the historical development of commodity production and its global expansion since the early modern period. This process can be interrogated from a variety of disciplinary perspectives and through both global and local lenses. This course opens up a conversation between a historical archaeologist and a cultural anthropologist on com-

modity consumption as a material, social, and cultural process; in so doing we will contrast archaeological and ethnographic approaches. Among the questions we will address are, What makes a thing a commodity, and how did commodity production develop as the dominant form of production and lead to a culture of mass consumption? How have social relations both shaped and been shaped by commodities? How has the proliferation of new spaces of consumption, from markets, to department stores, to Internet shopping, figured into this process? Are there significant differences between the marketing of material and symbolic goods? Throughout, we will emphasize the creative agency of consumers and the continual transformation of things, whether those things were acquired in domestic or global markets. Examples will be drawn from the early modern period to the present.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: CROUCHER, SARAH KATHARINE SECT: 01  
INSTRUCTOR: TRAUBE, ELIZABETH G. SECT: 01

### **ANTH277 Commodity Consumption and the Formation of Anth280 Magic and Religion in Latin America**

IDENTICAL WITH: LAST280

### **ANTH285 Anthropology and the Nonfiction Cinema**

In this course we provide a broad perspective on ethnographic film within the context of nonfiction film in general. Concentrating on selected films and readings from around the world, we approach film as a mode of constructing reality. We explore the events and structures of everyday life, seeking the similarities and differences among societies through a comparison of cultural meanings in filmed visual images.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FILM323

### **ANTH295 Theory 1: Anthropology and Political Economy**

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 political economy.

This course provides an introduction to the field of political economy, approached through the lenses of anthropology and transnationalism. We will read classic theoretical and ethnographic works and examine what scholars, working from an anthropological perspective, have contributed to the study of political economy. This course is divided into four units. Unit I introduces the basic concepts and debates that have defined the field of political economy and how they have shaped the anthropological imagination regarding the economies exchange, peasantry, development, and the world capitalist system. Unit II focuses on issues of labor and production in different historical and cultural contexts. We look at concepts such as Fordism, factory discipline, and the gendered division of labor and also delve into the histories of working-class struggles.

Unit III examines the culture of capitalism through the lens of class and looks at how status distinctions are produced through the circulation and consumption of commodities. We also examine how ideologies of class, race, and gender are transmitted through the educational system and how they are received by subjects. The last unit focuses on late capitalism, neoliberalism, and their cultural formations. We look at the re-configuration of production and work under late capitalism.



We will also examine remaking of states, subjects, and spaces under neoliberal capitalist logics. Finally, we will analyze some theorists' ideas of what lies in store for us and delve into the implications of late capitalism.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2009 INSTRUCTOR: SHARMA, ARADHANA SECT: 01

### **ANTH296 Theory 2: 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 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 person.

Anthropology has long been haunted by the problem of the person. On the one hand, classical theories posited society and culture as structural totalities that transcended particular members and could be abstracted from them; on the other hand, society and culture were held to mediate individual experience and to constitute diverse conceptions and values of personhood. While constructivist approaches to personhood identified (and arguably exaggerated) differences between societies/cultures with regard to personhood, they discouraged attention to the 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. Among the casualties of such reductionism were questions of agency, creativity, reflexivity, power, contestation, and transformation. In this course we will first read classic works from the French, British, and American anthropological traditions, with a focus on their approach to the category of the person; we will go on to review and assess selected tendencies in cultural theory and ethnographic writing that return to issues of personhood. An overarching question will be, What are the implications for anthropology of a concern with particular selves, including the ethnographer as well as her subjects?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: TRAUBE, ELIZABETH G. SECT: 01

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

IDENTICAL WITH: AMST314

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

IDENTICAL WITH: FGSS302

### **ANTH303 Archaeological Perspectives on the African Diaspora**

This course will examine the material remains of the African diaspora on both the African and American continents. The archaeological case studies included will cover excavated and above-ground remains of artifacts, structures, and graveyards. From this archaeological perspective we will examine the societies from which enslaved persons were taken, sites of enslavement on the African and American continents, and free African American communities in the United States, including that of Middletown. Throughout the course we will scrutinize the way in which gender, religious, and racial identities have been constructed in relation to material culture within different diasporic contexts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [ARCP300 OR AFAM302]

### **ANTH304 Gender in South Asian Contexts**

This course will use interdisciplinary and transnational feminist frameworks to examine gender relations in South Asia and in South Asian diasporic communities (especially in the United States and Britain). We will begin by examining the colonial and nationalist histories of gender within South Asian contexts and will then look at how these histories shape postcolonial gender relations and feminist activism in various locations. We will look at South Asian/diasporic women's struggles over laws, rights, environment, land, labor, community, reproduction, immigration, sexuality, violence, and representation, among other things. Our approach will be intersectional in that we will explore how gender relations and feminist struggles are defined in and through class, race, sexualities, and religion, for example. We will draw upon a variety of feminists texts, including theories, ethnographies, film, and fiction.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FGSS304

### **ANTH305 Feminist and Gender Archaeology**

This course focuses on the impact of feminism on the discipline of archaeology. Principally, this will be through exploring the way in which archaeologists have approached the study of gender through artifacts, mortuary data, artistic representations, and domestic space. The possibility of interpreting non-binary gender identities and past sexualities from archaeological materials will also be discussed, including the use of queer theory by archaeologists. Finally, the way in which feminist critiques have had an impact on the discipline beyond simply the interpretation of past gender identities will be examined, including feminist critiques of archaeological fieldwork.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [FGSS307 OR ARCP305]

### **ANTH306 Understanding Television: Industrial System, Cultural Form, and Everyday Life**

Understanding television is a multifaceted process. It involves institutional analysis of the organizations that produce television programming, interpretation of particular program forms that circulate across space and over time, as well as ethnographic perspectives on viewing practices. This course focuses on U.S. commercial television, with attention to both broadcast and cable industries, and to different moments in the production-text-reception cycle. An overarching concern is to explore how the field of television studies has responded to ongoing changes in the production, distribution, and reception of television. We will critically evaluate an analytic distinction between television and film that initially shaped television studies, and we will examine particular institutional and programming developments that have undermined clear-cut economic or aesthetic distinctions between media. Topics include the glance theory of television viewing; the production of liveness; genre and narrative in film and television; the relation of media conglomeratization to audience fragmentation, or niche marketing; different incarnations of quality television and the relations between them; the split between quality and reality programming in contemporary network television; and television fandom as an institutional, textual, and audience phenomenon.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AMST306 OR FILM306]

### **ANTH307 Middle-Class Culture: Politics, Aesthetics, Morality**

In turning our attention to the middle class—not a common subject of study in anthropology—the objectives of this course are (1) to examine middle-class attitudes, values, and

sensibilities as the source of what we often refer to as mainstream culture; (2) to do so by relying on anthropology's capacity to estrange us from our everyday realities so that what seems most familiar, normal, and natural reveals itself as extraordinary and constructed; and (3) to advance middle-class culture as an interesting and important subject of study. We will first examine the history and scope of the ever-elusive term "middle class." What exactly do we mean by middle class? How is membership in it defined? After these initial questions, weekly themes will include politics, economics and race, taste and manners, the home and the family, knowledge and secrecy, and taboo subjects such as dirt, sex, and death. The focus of the class will be the United States and Latin America; however, we will include a few readings from other parts of the world, and student are welcome to propose final projects focused on their geographic area of interest.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: LAST307

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

This course examines the industrial and cultural conditions for the development of 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 practices of their viewers.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AMST316 OR FILM319]

### ANTH309 Cinema and Anthropology: The Fiction Film

Taking key works from different countries, we shall explore the problems of comparative intercultural film studies. Can particular works created in specific social contexts express or even define a culture at a moment in time? Is there a surplus of meaning in these films that we can revisit again and again? We shall discuss the work of the above concepts as well as questions of production, aesthetics, and contemplation in understanding cinemas and societies. Films of Jancso, Meszaros, Mambety, Sembene, Cisse, Ray, Ghatak, Benegal, Perkins, and Moffat will be screened. Bela Tarr's seven-hour *Satantango* will be shown on a single day to be chosen.

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

### ANTH310 Anthropos and the Archive

IDENTICAL WITH: CHUM338

### 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 gift-giving 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 PREREQ: NONE  
IDENTICAL WITH: EAST311

### ANTH320 Power and Performance in the Afro-Atlantic World

IDENTICAL WITH: LAST320

### 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST320

FALL 2009 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST321

### ANTH325 Perspectives in Dance as Culture

IDENTICAL WITH: DANC377

### ANTH326 Political Authority and Mystification in Latin America and the Caribbean

IDENTICAL WITH: LAST324

### ANTH331 Black Feminist Thoughts and Practices

IDENTICAL WITH: AFAM331

### 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. AREA: SBS PREREQ: NONE

### ANTH339 The Anthropology of Globalization

This course provides an anthropological and historical look at globalization. We will focus on theoretical and ethnographic analyses of specific circuits of globalization—tracks through

which ideas and practices of modernity travel and are contested, through which ideas about the other are shaped, and through which power is exercised and resisted. In particular, we will track the movements and reconfigurations of capital(ism), commodities, people, media, and sexualities. In analyzing these circuits and their intersections, we will pay careful attention to ideas about culture, modernity, tradition, diasporas, nationalism and transnationalism, local/global representation, east/west, race, class, gender, sexuality, and transnational modes of governance and resistance.

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

### ANTH340 Contemporary Urban Social Movements

This course is an in-depth examination of contemporary forms of political action with special attention to those that defy conventional notions of activism. While the regional focus is Latin America, we take a comparative approach to situate these movements in the context of the global urban explosion of the last century and of transnational political and financial structures and flows. Thus, alongside Bolivia's water wars and informal justice practices, indigenous struggles in Ecuador, and the occupation of factories by workers in Argentina, we look at the youth riots in France, the fight of women in Nigeria against transnational oil extraction, and the actions of the black bloc in antiglobalization demonstrations around the world. We begin by examining recent urbanism and transnationalism trends and the ways in which these are generating new notions of sovereignty and local understandings of politics and political action. We look at the use of violence and the relationship between transgression and politics in urban mobilizations today to examine individuals' and collectivities' changing stance toward the nation-state, civil society, and citizenship.

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

IDENTICAL WITH: LAST340

### 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 forensic techniques. 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

### ANTH362 Problems in Anthropological Field Research

This course is designed for gathering and interpreting anthropological data for fieldworkers. Practice in research design, interviewing, and exercises in participant observation will be supplemented by readings dealing with the relationship between theory and field research.

GRADING: A-F CREDIT: 1

### ANTH363 Making Anthropological Video and Visual Anthropology

This video laboratory course combines theory and practice in nonfiction and ethnographic video making. The course will concentrate on video production with weekly exercises, readings, study of selected films, and a short final video project. The aim is to introduce students to computer-based digital video and video making from the development of an idea, through shooting and editing, to postproduction, concluding with a visual ethnographic project.

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

IDENTICAL WITH: [FILM363 OR ANTH563]

### 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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: ARCP372

### ANTH373 Field Methods in Archaeology

IDENTICAL WITH: ARCP373

### ANTH375 Science in Archaeology

While archaeologists debate whether archaeology is a science or one of the humanities, there is little disagreement on the extent to which various methods from a range of scientific disciplines contribute to archaeological reconstruction and interpretation. This course will examine the principles behind such procedures as radiocarbon and other dating methods; DNA analysis of human, faunal, and botanical remains; EDXRF spectrometry sourcing of obsidian; neutron activation sourcing of pottery; resistivity, magnetometry and radar exploration of buried sites; satellite imaging of sites; geomorphological analysis of sediments; etc. Methods will be examined in the context of case studies, with a focus on how the scientific results are incorporated into archaeological interpretations.

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

IDENTICAL WITH: ARCP375

### ANTH381 The Development of Archaeological Theory and Practice

IDENTICAL WITH: ARCP381

### ANTH382 Imperial Encounters

IDENTICAL WITH: HIST383

### ANTH383 History of Anthropological Thought

The theory of the gift, taboo and transgression, secrecy and power, ritual and transformation—readings in these and other important topics in the history of anthropology will guide our study of the main theoretical traditions from which the contemporary practice of anthropology arose and against which much of it defines itself today. These topics exemplify the Euro-American fascination with so-called primitive cultures and, at the same time, the role primitivism played in the self-making of what we call Western civilization. Our approach to anthropology's most important theoretical traditions (i.e., evolutionism, relativism, functionalism and structuralism, feminism, Marxism) will be to treat them as cultural narratives in which the relationship between past and present, the "primitive" and the modern, and the ethnographer and his/her subject matter take on specific forms to explain cultural identity and difference. We will explore ways in which the study of other peoples' worlds makes one's own culture seem strange; the question of how one comes to understand oneself through others will be an important focus in this seminar.

GRADING: A-F CREDIT: 1

### ANTH395 The Anthropology of Religion

IDENTICAL WITH: RELI395

### **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, non-populist 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?

This is an advanced, reading-heavy seminar. We will read and discuss one ethnography a week. The last weeks of the course are TBD so that we can read work in which you are particularly interested. Because of the advanced nature of this course, prior preparation in queer studies (AMST or FGSS) and/or cultural anthropology is required. E-mail me if you are unsure about your previous coursework/preparation.

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

IDENTICAL WITH: [FGSS398 OR AMST398]

SPRING 2010 INSTRUCTOR: WEISS, MARGOT SECT: 01

### **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. AREA: SBS

FALL 2009 INSTRUCTOR: TRAUBE, ELIZABETH G. SECT: 01

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

GRADING: OPT CREDIT: 1 PREREQ: NONE

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

GRADING: OPT CREDIT: 1 PREREQ: NONE

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

GRADING: OPT CREDIT: 1 PREREQ: NONE

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

GRADING: OPT CREDIT: 1 PREREQ: NONE

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

GRADING: OPT CREDIT: 1 PREREQ: NONE



## Archaeology Program

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

**ASSISTANT PROFESSORS:** Sarah Croucher, *Anthropology*; Celina Gray, *Classical Studies*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** Douglas Charles; Sarah Croucher; Celina Gray; Clark Maines; Christopher Parslow; Phillip Wagoner

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 in the departments of Anthropology, Art and Art History, Classical Civilization, and History, as well as in the Medieval Studies Program. Majors design their own curriculum in close consultation with their advisor according to the specific area of concentration within the discipline.

**Major program.** A minimum of nine courses is required for the archaeology major. All majors must take Introduction to Archaeology (ARCP204) and Development of Archaeological Theory and Practice (ARCP381). In addition, majors are expected to take at least one course from each of four areas:

AREAS	COURSES
<b>Prehistoric</b>	Paleoanthropology (ARCP202)
	Prehistory of the North American Continent (ARCP268)
<b>Classical</b>	Magic in the Ancient World (ARCP118)
	Aegean Bronze Age (ARCP201)
	Survey of Greek Archaeology (ARCP214)
	Survey of Roman Archaeology and Art (ARCP223)
	Art and Society in Ancient Pompeii (ARCP234)
<b>Postclassical</b>	The Archaeology of the Greek City/State (ARCP321)
	Roman Urban Life (ARCP328)
	Art and Archaeology of Anglo-Saxon England (ARCP215)
	Rural Life in Medieval Europe (ARCP256)
	Medieval Archaeology (ARCP304)
<b>Methods and Theory</b>	Relic and Image: The Archaeology and Social History of Indian Buddhism (ARCP380)
	Archaeological Analysis: Introduction to Laboratory Methods (ARCP265)
	The Archaeology of Death (ARCP372)
	Field Methods in Archaeology (ARCP373)
	Grounding the Past: Monument, Site, and Historical Memory (ARCP383)

The remaining three courses must consist of two elective courses in archaeology or related disciplines, which may include study abroad, and one of two senior essay or thesis tutorials.

**Senior requirement.** Seniors must write a senior essay or thesis that involves working closely in some way with material remains. This may include work on part of the collections located in the archaeology lab or research tied to a project of a Wesleyan faculty member.

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

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

### ARCP118 Magic in the Ancient World

IDENTICAL WITH: CCIV118

### ARCP201 The Aegean Bronze Age

IDENTICAL WITH: CCIV201

### ARCP202 Paleoanthropology: 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 cul-

ture (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 PREREQ: NONE

IDENTICAL WITH: [ANTH204 OR ARHA201 OR CCIV204]

FALL 2009 INSTRUCTOR: CROUCHER, SARAH KATHARINE SECT: 01

### ARCP214 Survey of Greek Archaeology

IDENTICAL WITH: CCIV214

### ARCP215 The 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 Historical Archaeology of the Modern World**

IDENTICAL WITH: ANTH225

**ARCP226 Feminist and Gender Archaeology (FGSS Gateway)**

IDENTICAL WITH: ANTH226

**ARCP227 Middletown Materials: Theory and Practice**

IDENTICAL WITH: ANTH227

**ARCP234 Art and Society in Ancient Pompeii**

IDENTICAL WITH: CCIV234

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

IDENTICAL WITH: ANTH250

**ARCP268 Prehistory of North America**

IDENTICAL WITH: ANTH268

**ARCP277 The Heroic Age of Greece**

IDENTICAL WITH: CCIV277

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

IDENTICAL WITH: CCIV283

**ARCP290 Archaeology of Greek Cult**

IDENTICAL WITH: CCIV290

**ARCP292 Historical Archaeology of South India**

IDENTICAL WITH: ARHA292

**ARCP300 Archaeological Perspectives on the African Diaspora**

IDENTICAL WITH: ANTH303

**ARCP304 Medieval Archaeology**

IDENTICAL WITH: ARHA218

**ARCP305 Feminist and Gender Archaeology**

IDENTICAL WITH: ANTH305

**ARCP321 The Archaeology of the Greek City-State**

IDENTICAL WITH: CCIV321

**ARCP328 Roman Urban Life**

IDENTICAL WITH: CCIV328

**ARCP329 Roman Villa Life**

IDENTICAL WITH: CCIV329

**ARCP372 Archaeology of Death**

IDENTICAL WITH: ANTH372

**ARCP373 Field Methods in Archaeology**

Wesleyan has recently acquired properties that contain mid-19th-century archaeological deposits that reflect the lives of two particular segments of the town's population: a semi-planned African American community (in the area defined by Vine, Cross, and Knowles streets) and the Connecticut Industrial School for Girls (which later became Long Lane School). The first half of this semester will be spent in the classroom studying the method and theory of historic (European-period) archaeology and in the lab examining comparative materials recovered from earlier excavations in Middletown. During the second half of the semester, students will learn excavation techniques through actual field experience at one of the two sites.

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

IDENTICAL WITH: ANTH373

**ARCP375 Science in Archaeology**

IDENTICAL WITH: ANTH375

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

IDENTICAL WITH: ARHA381

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

This course 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. The focus of this course will be on the practice of archaeology, tracing developments in methods, theory, and ethics. Archaeological remains and archaeological practices will be examined within a global framework.

GRADING: A-F CREDIT: 1 PREREQ: NONE

IDENTICAL WITH: ANTH381

**ARCP383 Grounding the Past: Monument, Site, and Historical Memory**

IDENTICAL WITH: ARHA383

**ARCP401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARCP409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARCP411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARCP465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARCP467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## Art and Art History

<b>PROFESSORS OF ART:</b>	Jeffrey Schiff; David Schorr; J. Seeley, <i>Chair</i> ; Tula Telfair
<b>PROFESSORS OF ART HISTORY:</b>	Jonathan Best; Clark Maines; Peter A. Mark; Elizabeth L. Milroy; Joseph M. Siry; Phillip B. Wagoner
<b>ASSOCIATE PROFESSOR OF ART HISTORY:</b>	Katherine Kuenzli
<b>ASSISTANT PROFESSOR OF ART:</b>	Elijah Huge; Julia Randall
<b>ASSISTANT PROFESSORS OF ART HISTORY:</b>	Nadja Aksamija
<b>ADJUNCT ASSISTANT PROFESSOR OF ART HISTORY:</b>	Clare Rogan, <i>Curator, Davison Art Center</i>
<b>ADJUNCT LECTURER IN ART HISTORY:</b>	Nina Felshin, <i>Curator, Zilkha Gallery</i>
<b>ARTIST-IN-RESIDENCE, ART:</b>	Keiji Shinohara
<b>DEPARTMENTAL ADVISING EXPERTS FOR ART STUDIO 2009–2010:</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> ; J. Seeley, <i>Photography</i> ; Tula Telfair, <i>Painting</i>
<b>DEPARTMENTAL ADVISING EXPERTS FOR ART HISTORY 2009–2010:</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 studio and art history. 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 18 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 14 credits in their major program [of which no more than 4 may be 100-level courses, and no more than 12 may be 200-level and above] and no more than 18 courses in the department as a whole.) Exceptions are made in the case of (a) students standing for honors, who may additionally count toward the courses required for graduation the credits for their honors tutorials (1 credit, one-semester senior essay; 2 credits if a yearlong senior thesis project), and (b) 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 PROGRAM

The discipline of art history is object-based cultural history that is, at the same time, informed by other historical sources including written texts, archival documents, archaeology, and oral history, as well as other art forms such as music and dance. 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. Art History, therefore, is inherently interdisciplinary.

**Program requirements.** The art history major has two distinct programs of concentration: (1) the histories of European, American, and African art, and (2) the histories of different traditions in Asian art. All majors are required to take one 100-level course as an introduction to the discipline and nine semester-length courses numbered 200 or above including a minimum of two seminars (i.e., courses numbered 300-399). Beginning with the class of 2012, all majors also will be required to take the Senior Colloquium (in the fall of senior year); this course counts as one of the nine required courses numbered 200 or above.

Majors must take at least five of their nine upper-level courses at Wesleyan. Art history courses taken at other universities must be preapproved in writing by the student's advisor before they can be counted toward the major requirements. One or two of the required nine upper-level courses may be courses relevant to the student's area(s) of interest taught at Wesleyan outside the art history program. Students must obtain prior written approval from their faculty advisor before taking such courses as part of their major program. All art history majors are encouraged to take at least one course in archaeology as part of the major.

**Concentration in the history of European, American, or African art.** The nine upper-level courses required of the major must include at least one course in each of the following historical periods: classical, medieval, Renaissance and Baroque,

and modern. In addition, majors must take at least one course in the areas of Asian or African art. Beginning with the class of 2012, students also must take the Senior Colloquium.

**Concentration in the history of Asian art.** Students must take at least five Asian art history courses numbered 200 or above, at least one of which should be a departmental seminar treating Asian art, and two courses in the European, American, or African traditions. A second ARHA seminar is further required to complete 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. Beginning with the class of 2012, students also must take the Senior Colloquium.

**The Senior Colloquium** is a 1-credit course on the theory and methods of art history as a discipline. Beginning with the class of 2012, it will be required of all majors, who are expected to take this course in the fall of their senior year. In rare instances, junior majors may be permitted to enroll upon application.

**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. Generally speaking, Spanish is not recommended as a means of satisfying the language requirement, since Iberian and Latin American art are not represented in the curriculum. Students concentrating in the history of Asian art may use a relevant Asian language to satisfy the language requirement. Majors considering graduate study in art history should plan to acquire a reading knowledge of German and French before entering graduate school. Students planning to pursue graduate study in Asian art should begin the study of an Asian language as soon as possible.

**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 Senior Colloquium or either of 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 minimal requirements will be allowed to pursue honors. The two options for honors projects are:

1. 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).
2. A senior essay: 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, and 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).

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.

**Courses taken outside of Wesleyan.** Students who are unusually well prepared seek reputable foreign study as an adjunct to the major. 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 the case of non-Wesleyan-affiliated programs, transfer of major credit will be awarded only if the student submits a course description and/or syllabus in advance of taking the course and also provides an example of a substantial written assignment for each course for which s/he desires credit. This should be submitted to the faculty member who teaches in the most closely related field. In the case of study-abroad programs focusing on cultural areas beyond the major advisor's expertise, the student will be expected to consult with an appropriate member of the art history faculty.

**Requirements for acceptance to the major.** Students interested in the art history major should consult with the faculty person they would like to have serve as their advisor or with the director of the art history program if their prospective advisor is on sabbatical or leave. This should be done *early* in the spring semester of sophomore year. Students must complete an application (available from the faculty or the administrative assistant in the program) for major status in the art history program and present it to the prospective advisor or to the director of the program. 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 a B average in courses taken in art history and a B average overall.



**Advanced Placement credit.** A student who completed an Advanced Placement art history course or its equivalent while in secondary school and 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 (numbered 200 or above) course in art history at Wesleyan, in which the student must receive a grade of B+ or higher. Credit is not awarded for a score of less than 5. (The awarding of AP credit does not exempt a student from the 100-level course 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.

## ART STUDIO PROGRAM

### 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
    - 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 expected to fulfill their general education requirements as described by the University guidelines, since all are required to complete a senior thesis for honors.

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 (usually 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, Photo 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 graduation requirements in January, he/she may complete the major with only one semester of thesis tutorial, still exhibiting in the spring.

**ARHA101 Introduction to the Practice of Art History**

This course will focus on 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. AREA: HA PREREQ: NONE  
 SPRING 2010 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. AREA: HA PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: AKSAMIJA, NADJA SECT: 01  
 INSTRUCTOR: KUENZLI, KATHERINE M. SECT: 01

**ARHA120 Medici Patronage in Renaissance Florence**

This course emphasizes the practice of the discipline of art history by approaching artistic production thematically, focusing on art historical method and theory with reference to particular case studies. When appropriate, this seminar will meet jointly with other introductory courses that take this same approach to address both cultural difference and similarities of practice. This seminar will consider the artistic and political patronage of the powerful Medici family in the city of Florence during the 15th century. In particular, we will consider artistic style as a carrier of meaning, the uses of ambiguity as a strategy for propaganda, and the boundaries of typologies of imagery as they move between the private and the public, between civic and religious. The Medici began their profound interest in artistic patronage with works commissioned to Brunelleschi, Donatello, and Fra Angelico and ended the century by intervening in the production of other patrons with work by Verrocchio, Ghirlandaio, and Botticelli.

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

**ARHA125 Saints and Sinners: The Body in Renaissance and Baroque Art**

This course is an introduction to the discipline of art history through the study of ways in which the human body was socially constructed and construed in the arts and architecture of Renaissance and baroque Italy. At once sacred and sinful, the body fascinated and threatened, attracted and repulsed; it was an inexhaustible source of secrets, inviting inquiry by artists and anatomists alike. By considering a wide range of visual sources—such as depictions of saintly martyrdoms, images of reclining nudes, anatomical treatises, erotic drawings, portraits, and buildings designed according to anthropomorphic principles—we will engage a variety of issues related to the body in the early modern period while learning about the objectives and methods of art historical analysis.

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

**ARHA128 Michelangelo**

The course will consider the painting, sculpture, architecture, and poetry of Michelangelo in the context of Florentine and Roman history and in the context of the Catholic reformation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: 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-making—both in his time and today—in which he appears as the quintessential mad genius whose passionate and tormented emotions become the stuff of art. We will both investigate the formation of this myth and view it critically, balancing it against the artist's own account of his career in his paintings and prodigious correspondence. Van Gogh's extensive, insightful, and fascinating writing begs the question of how one should treat an artist's statements when interpreting his works. We will also examine the role of biography in art. Finally, rather than viewing the artist as an isolated creator, we will situate his work within the artistic landscape of late 19th-century Europe, and especially France, where he spent his most productive years as an artist, 1886–1890.

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

**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 focuses 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, structurally 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. AREA: HA PREREQ: NONE  
 IDENTICAL WITH: MDST151

FALL 2009 INSTRUCTOR: SIRY, JOSEPH M. SECT: 01

**ARHA158 Pollock/Warhol: Two Sides of the Same Coin**

This course will study the emergence of Jackson Pollock's abstract painting from the American realist traditions in which he was trained and the return to a radically altered realism with the work of Andy Warhol. In so doing, we will discuss style, the meanings of abstraction, and the social context that both produced these two artists and was transformed by them.

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

**ARHA170 Defining a Nation: Art in America 1776–1830**

This course emphasizes the practice of the discipline of art history by approaching artistic production thematically, focusing on art historical method and theory with reference to particular case studies. When appropriate, this seminar will meet jointly with other introductory courses that take this same approach to address both cultural difference and similarities of practice. This seminar will investigate American painting,

sculpture, and architecture from the nation's founding to the end of the Federal period. As Americans defined themselves, their beliefs, and traditions, how did American artists respond? What was the visual arts' role in the construction of American identity, politics, religion, and society? What was the interrelationship of American art and European trends such as neo-classicism and romanticism? What were the aims and achievements of artists such as John Singleton Copley, John Trumbull, Charles Wilson Peale, and John Vanderlyn? How did the work of architects Benjamin Latrobe and Thomas Jefferson convey meaning? John Adams said, "It is not indeed the fine arts which our country requires; the useful, the machine arts are those we have occasion for in a young country." How did American artists and architects prove Adams wrong?

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

#### ARHA174 Making Places: Art and the Landscape

This course will explore approaches to the analysis and interpretation of cultural landscapes, focusing on the evolving significance of the landscape within American culture from the colonial period to the early 20th century. 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 was comprehended and represented "as frontier, site, settlement, environment, view and idea" by such landscape architects as A. J. Downing and Frederick Law Olmsted; painters Thomas Cole, Frederic Edwin Church, and Georgia O'Keeffe; and photographers William Henry Jackson and Alfred Stieglitz, as well as such writers as James Fenimore Cooper, Ralph Waldo Emerson, Henry David Thoreau, John Muir, and Willa Cather.

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

IDENTICAL WITH: AMST266

#### 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: EAST180

SPRING 2010 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 im-

ages (iconography and iconology), (4) models of time and the historical explanation of change, (5) architectural and historical analysis of buildings and their sites, and (6) historiographic assessment of debates and changing interpretations within art history. Each unit culminates in a writing exercise designed to provide students with structured experience in some of the various modes of art historical writing. The course is appropriate as an introduction both to art history and to Mughal art.

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

SPRING 2010 INSTRUCTOR: WAGONER, PHILLIP B. SECT: 01

#### ARHA190 Artists of the African Diaspora

This course emphasizes the practice of the discipline of art history by approaching artistic production thematically, focusing on art historical method and theory with reference to particular case studies. When appropriate, this seminar will meet jointly with other introductory courses that take this same approach to address both cultural difference and similarities of practice. This course will focus on both the so-called traditional arts of Africa and contemporary African artists. These artists have, since the mid-19th century, worked in a variety of styles that often reflect contemporary styles in both the United States and in Europe. We will also study the architecture of Islam in Africa.

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

#### ARHA201 Introduction to Archaeology

IDENTICAL WITH: ARCP204

#### ARHA202 The Aegean Bronze Age

IDENTICAL WITH: CCIV201

#### ARHA203 Survey of Greek Archaeology

IDENTICAL WITH: CCIV214

#### ARHA204 The Archaeology of the Greek City-State

IDENTICAL WITH: CCIV321

#### ARHA207 Survey of Roman Archaeology and Art

IDENTICAL WITH: CCIV223

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

IDENTICAL WITH: CCIV216

#### 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: MDST231

SPRING 2010 INSTRUCTOR: MAINES, CLARK 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: MDST233

#### ARHA215 The 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [MDST209 OR ARCP215]  
FALL 2009 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 architectural 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: MDST239

#### ARHA217 Archaeology of Greek Cult

IDENTICAL WITH: CCIV245

#### 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 PREREQ: NONE  
IDENTICAL WITH: [MDST304 OR CCIV304 OR ARCP304]

#### ARHA221 Early Renaissance Art and Architecture in Italy

This course surveys key monuments of Italian art and architecture produced between circa 1300 and 1500. 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, Donatello, and Botticelli. Monuments are studied in their broader intellectual, political, and religious context, with particular attention paid to issues of patronage, devotion, gender, and spectatorship. Class discussions are based on close readings of primary sources and scholarly texts on a wide range of topics.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: MDST222

#### 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: AKSAMIJA, NADJA SECT: 01

#### ARHA225 Art and Society in Ancient Pompeii

IDENTICAL WITH: CCIV234

#### ARHA226 Painted Humanism and Secret Renaissance: War and Peace in Italy

IDENTICAL WITH: ITAL233

#### ARHA227 Venice and the Renaissance

Venice—a city built almost impossibly on a forest of stilts sunk into the mud of the lagoon and buttressed by powerful myths of divine origins, permanence, and prosperity—produced some of the most spectacular works of Renaissance art and architecture. This course on the art and culture of Venice's "golden age" considers the works of artists such as Carpaccio, Bellini, Giorgione, Titian, Veronese, and Tintoretto and architects such as Codussi, Sansovino, and Palladio in the context of the city's unique setting, social and governmental structure, cultural and political milieu, and larger geopolitical significance. It also positions Venice's artistic production within the broader framework of early modern Europe, exploring its connections with Byzantium and the Islamic world.

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

#### ARHA233 Art and Culture of the Italian Baroque

This introduction to the arts and architecture of 17th-century Italy addresses one of the core paradoxes of the period: that startling innovation and creativity were not inconsistent with serving the purposes of patrons and ideologies that at first appear rigid and authoritarian. Supported by popes, cardinals, new religious orders, and private collectors, artists and architects such as Caravaggio, Artemisia Gentileschi, Pietro da Cortona, Gianlorenzo Bernini, and Francesco Borromini depicted saintly bodies in moments of divine rapture, opened up painted ceilings to elaborate illusionistic visions, and subjected the classical language of architecture to unprecedented levels of movement. Through lectures and discussions of key primary and secondary sources, we will explore the emotive and ideological power of baroque art, considering the multitude of ways in which it shaped the visual, political, and religious worlds of its day.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: AKSAMIJA, NADJA SECT: 01

#### ARHA238 Museums, Cultural Heritage, and Classical Archaeology

IDENTICAL WITH: CCIV285

#### ARHA239 The Russian Revolution, Futurism, and Avant-Garde in the Arts

IDENTICAL WITH: RUSS242

#### ARHA240 Modernism and 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 postimpressionism. 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FRST290  
FALL 2009 INSTRUCTOR: KUENZLI, KATHERINE M. SECT: 01

#### **ARHA241 Introduction to 20th-Century European Avant-Garde**

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. All this makes for fascinating study. The extremism of artistic solutions speaks to a fundamental instability, if not outright crisis. Fueling all the visionary rhetoric and dogmatism was the cold realization that the future of painting as a mainstay of Western civilization was alarmingly uncertain. 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. AREA: HA PREREQ: NONE  
SPRING 2010 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FRST292

#### **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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST232

#### **ARHA251 Art in Europe and America Since 1945**

This course will consider the arts in Europe and the United States after 1945. We will be particularly concerned with the explorations of new possibilities for visual languages, with the

criticism and theory that lay behind them, and with the siting of content in the work.

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

#### **ARHA254 Architecture of the 20th Century**

The course considers the development of architecture, its theory and criticism, and ideas on urban form in mainly Europe and the United States in the 20th century. The first half of the semester focuses on the origin and development of the modern movement in Europe to 1940 and selected American works before World War II. The second half of the semester begins with international architectural culture after 1945, considering both continuations of and departures from the modern movement in postmodern, deconstructivist, and other work into the 21st century. The later part of the course includes the study of selected works of architecture in Latin America, Asia, and Africa since the postwar period.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: SIRY, JOSEPH M. SECT: 01

#### **ARHA255 Anthropology of Contemporary Chinese Art**

IDENTICAL WITH: ANTH245

#### **ARHA256 Conceptual Art in Europe and the United States**

This course will consider the privileging of the conceptual—as opposed to the retinal—in art after 1969 and the international employment of nontraditional media such as words in the usual arts of the period. It will also investigate how a generation of artists trained in universities may have used that critical training in their work and how the political unrest of the late 1960s and 1970s may have played a role in the development of conceptual art.

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

#### **ARHA257 Art of the '70s**

The course of the art of the 20th century changed radically during the 1970s when the very condition of art as object was challenged. New critical approaches, new participants, and an increasingly international artistic community, let alone an escalating economic market for the arts, gave an increasingly public pressure to the arts both in the United States and in a Europe recovering from the devastation of World War II.

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

#### **ARHA258 Contemporary World Architecture**

This course studies architecture and urban design throughout the world over the last decade since about 2000. American topics include public and private developmental partnerships in the “neo-liberal” city in New York City, Chicago, and Los Angeles; contemporary museum architecture; sprawl and New Urbanism; New Orleans after Katrina; and affordable housing, both urban and rural. Major American architects considered include Frank Gehry, Richard Meier, and Daniel Libeskind. Also considered will be the critical architecture of Diller and Scofidio and Lewis Tsurumaki Lewis. In Europe, the focus is on contemporary public architecture in Berlin and elsewhere in Germany, Paris, London, Rome, and Athens, with attention to works of Norman Foster, Renzo Piano, Zaha Hadid, Jean Nouvel, Santiago Calatrava, Rem Koolhaas, Herzog and De Meuron, and Bernard Tschumi. 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 is the “totalscape” of Tokyo. Additional lectures will treat selected architects and sites in India, Moshe Safdie in Israel, and institutional architecture planned for the Persian Gulf and Africa. In Latin America, we will consider urban development in Rio de Janeiro

and urban preservation in Quito, Ecuador. The last part of the course will survey the field of green architecture, including traditional methods of heating and cooling houses and larger buildings and the architectural transformations associated with solar power, wind power, geothermal energy, LEEDs certification, and urban agriculture.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: SIRY, JOSEPH M. SECT: 01

#### 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: ROGAN, CLARE I. SECT: 01

#### ARHA261 Anthropology of Art

IDENTICAL WITH: ANTH222

#### 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. AREA: HA PREREQ: NONE

#### ARHA267 Afro-American Art Since 1865

This survey surveys the painting and sculpture of black American artists. Beginning with Duncanson, Bannister, and Tanner, the course then focuses on 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AFAM268

SPRING 2010 INSTRUCTOR: MARK, PETER A. SECT: 01

#### ARHA270 Art in North America to 1867

An introductory survey of painting, sculpture, and the graphic arts produced in North America from the 16th century to Reconstruction in the United States, Canadian Confederation, and the restoration of the Mexican Republic.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
IDENTICAL WITH: AMST270

SPRING 2010 INSTRUCTOR: MILROY, ELIZABETH L. SECT: 01

#### ARHA271 Making Art in the United States, 1860–1960

Who is the American artist? Though a tantalizing question even before 1776, at no time was this question so hotly debated as in the decades following the Civil War. As new technologies and ideologies transformed the political, economic, and social fabric of the country, changes in the arts were equally as rapid and as dramatic, culminating in the introduction of abstraction after 1900. Indeed, who was the American audience during an era of increased immigration? Did a person have to be born in the United States to be an American artist? Was the artist who lived out his or her career in a foreign country no longer American? How did an artist's gender, race,

ethnicity, or sexuality affect his or her access to the art market? This course seeks to answer these questions by studying how some men and women involved in the visual arts in the United States responded to the rapid rate of change and diversity of new ideas.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST233  
FALL 2009 INSTRUCTOR: MILROY, ELIZABETH L. 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST272

#### ARHA273 Landscape and Genre Painting in America, 1820–1860

The course considers landscape and genre painting within the framework of American culture from, roughly, the Jacksonian and antebellum periods. We will investigate the ideological dimensions of these works and consider how they contributed to the construction of a 19th-century American national identity. We will explore how landscape painting relates to the rise of industrialization and the growth of the American city; the rising political tensions leading up to the Civil War; the interrelationship between art and science; the moral, spiritual, and social dimensions of American nature; the pastoral ideal and the concept of the wilderness; the myth and reality of the frontier; and the ideologies of Manifest Destiny and Jacksonian democracy. We will explore the stylistic and ideological dimensions of landscape in the art of Thomas Cole, Hudson River School painters such as Frederic Edwin Church and Asher B. Durand, and luminist painters such as John Frederick Kensett and Martin Johnson Heade. We examine the construction of American identity in depictions of everyday life by genre painters such as William Sidney Mount, Richard Woodville, and Lilly Martin Spencer. We will consider how these artists' images of a variety of Americans inform our ideas about gender, race, class, and regional types of the pre-Civil War period.

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

#### ARHA276 The First Gilded Age: Art and Culture in the U.S. 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 have prompted scholars and pundits to announce that currently we are living in the "new" Gilded Age. In this course about the first Gilded Age—defined here as the period from Appomattox (1865) to the Armory Show (1913)—we shall explore the role played by artists, writers, and other cultural arbiters (politicians, collectors, museum professionals, and critics) in defining and defending or critiquing the ideologies and institutions that embodied the contradictions of the era.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST206

#### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: MDST280

#### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST281

#### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST283

SPRING 2010 INSTRUCTOR: BEST, JONATHAN W. SECT: 01

#### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST284

#### 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 of understanding 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST285

SPRING 2010 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 *Yamato-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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST287

#### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST288

#### ARHA289 Art and Culture in Premodern 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST289

#### 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

#### ARHA292 Historical Archaeology of South India

This course applies the methods of historical archaeology to the investigation of life in South India between the 6th and 16th centuries. It introduces a variety of methods used to interpret different classes of material and textual data, including excavated and surface remains, standing architectural structures, coins and coin hoards, inscriptions, and contemporary written texts. The course is organized in six topical units, each building upon previous ones to provide a progressively refined understanding of South Indian society and its development over the millennium covered. We begin by considering the spatial articulation of culture, reading the classical Tamil poetry of the Sangam period to elucidate its “emic” typology of cultural landscapes. We then turn to a consideration of food, subsistence, and agricultural production in some of these landscapes, focusing in particular on the different spectra of cultigens and strategies of irrigation and water control associated with wet, dry, and wet-cum-dry forms of agriculture. From agriculture, we turn to the subject of economy and exchange and examine what the physical evidence provided by coins can tell us about the nature of the premodern economy and its changing patterns of development in the region. The fourth unit addresses social inequality, power, and the archaeology of political landscapes, with some focus on the various models (bureaucratic, feudal, segmentary, and patrimonial) that have been applied to understanding the “medieval” Indian state. In the fifth unit, we consider religion, ritual, and ideology, with special attention to the role of built space (both urban and architectural) in legitimating the political order. In the sixth and final unit, we consider the expansion of Islamic culture into the peninsula and the varied forms of cultural interaction that ensued.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ARCP292

#### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AFAM296

#### ARHA296 Painting and Sculpture from Postcolonial Urban Africa

This course focuses on painting and sculpture produced by African artists of the postcolony. Urban Africa has produced new forms of artistic expression, from the paintings of Cheri Samba in Kinshasa to the use of military weapons in “peace” sculpture in Zimbabwe. These artists give voice to life in the huge amorphous posturban agglomerations that are the African city today.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [HIST229 OR FRST299 OR AFAM299]

#### ARHA300 Iberian Expansion and the “Discovery” of Africa in Travel Narratives and Art, 1420–1640

IDENTICAL WITH: AFAM310

#### ARHA312 Politicizing the Lotus: State Patronage of Buddhism, Its Rituals, and Its Art

This seminar treats the comparative political uses made of Buddhism, its rituals, and, especially, its art in premodern times by governments in India, China, Korea, and Japan. Since the topic is potentially enormous in its chronological as well as its geographical sweep, the course is necessarily selective in its coverage. Some likely topics are India under the Mauryans (3rd century BCE) and the Kusans (late 1st/early 2nd century CE), China under the Northern Wei (late 5th century) and the Sui dynasties (late 6th century), Korea at the time of its late 6th- and early 7th-century unification struggles, and Japan in the 7th and early 8th centuries. Readings for the seminar will encompass both primary, in translation, and secondary historical and Buddhist sources as well as secondary sources treating Buddhist art history and archeology. Class discussions will be devoted to the analysis of both texts and images.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: EAST312

#### ARHA313 The Art, Architecture, and Archaeology of the Monastic Reform Movement, 1050–1250

In 1098, a small group of men led by Robert of Molesme left their Benedictine monastery to go into the forest to found a new, purer, and more austere utopian community, one modeled on a combination of prayer and manual labor. Their site, Cîteaux, gave its name to a new Cistercian order that created a new, restrained form of Romanesque architecture and nonfigural decoration. Attracting visionaries like Bernard of Clairvaux and Ailred of Riveaulx, the Cistercian order created 500 new monasteries and convents during its first 100 years. At the same time, the order struggled with the place of figural art and the role of women in its form of monasticism. This course will consider the evolving Cistercian vision of utopian life, as well as the problems created by new forms of art and architecture, by the order’s conflicted view of the role of women

in monastic life, and by the rapid growth and expansion of the order and the wealth that accompanied it.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: AKSAMIIJA, NADJA SECT: 01

### ARHA339 Wagner and Modernism

This course focuses on Richard Wagner and his complicated legacy to modernism in Europe from the 1860s through the Nazis and beyond. 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 artists in France, Germany, and Italy between 1860 and 1950. Artistic movements that we will examine include symbolism, German expressionism, futurism, Fascist art, and Socialist realism. We will also look at the influential writings on Wagner by Charles Baudelaire, Stéphane Mallarmé, Friedrich Nietzsche, Theodor W. Adorno, and Clement Greenberg. Whether for or against Wagner, these writers and theorists decisively influenced artists' views of the composer.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [FRST339 OR MUSC285 OR COL349 OR GRST239 OR GELT239]

### ARHA343 Critical Approaches to Art History

This course offers a survey of different interpretative strategies that have defined art history from the late 18th century until the present. The goals of the course are twofold: first, to provide students with a greater historical understanding of where art history has come from and where it is going; second, and most important, to make us more attuned to different modes of interpretations, their stakes, and consequences. We will gain a greater appreciation for the kinds of questions art historians posit and the sources they privilege in answering them. Topics we will discuss include the social history of art; formalism; authorship; gender and art history; the collecting and displaying of art; connoisseurship, colonialism, postcolonialism, and art history; and visual studies. Classes will be organized thematically around different interpretational frameworks. Emphasis will be on art historical writings that have shaped the discipline, through we will also read texts by art critics, artists, and literary historians.

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

### 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 the 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: SIRY, JOSEPH M. SECT: 01

### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST348

### 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: KUENZLI, KATHERINE M. SECT: 01



**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 Wofflin, 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. AREA: 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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST360

**ARHA362 Issues in Contemporary Art**

Activist art emerged in the mid-1970s and continues to evolve and expand in the tumultuous early years of the 21st century. This hybrid cultural practice, which is shaped as much by the real world as it is by the art world, raises questions that have long fueled debates about the relationship between art and politics. Should political issues inform artistic production and the content of artwork? What power does art have to effect sociopolitical change? This seminar will focus on the period from the 1960s to the present by exploring the confluence of aesthetic, sociopolitical, and technological impulses of the last 35 years or more that have contributed to the emergence of this artistic phenomenon.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: FELSHIN, NINA SECT: 01

**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 feminist architecture, and digital design and fabrication in architecture.

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

**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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [PHIL336 OR AMST364]

**ARHA368 Advanced Themes in 20th-Century Afro-American Art**

This course is intended as a seminar for students who have already taken an introductory Afro-American art course. We will study in greater depth specific artists and will focus, too, on questions of black cultural nationalism and the ideology of "black art" as they pertain to painting of the 1920s and the period since 1968. There will be a mandatory trip to the National Black Fine Arts Show (New York, early February). We will study collectively the works of several recent and contemporary painters and photographers (Kerry Coppin, Vincent Smith). Each student will then select for study one 20th-century artist.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
IDENTICAL WITH: AFAM322

**ARHA376 Topics in 19th-Century Painting: Thomas Eakins and Mary Cassatt**

This seminar will examine the art and career of two Philadelphia artists whose lives took very different trajectories: Mary Cassatt and her exact contemporary Thomas Eakins. Class discussions during the first part of the semester will include the close reading of selected works by Cassatt and Eakins 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 PREREQ: NONE  
IDENTICAL WITH: AMST376

SPRING 2010 INSTRUCTOR: MILROY, ELIZABETH L. SECT: 01

**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 PREREQ: NONE  
IDENTICAL WITH: [EAST381 OR ARCP380]

**ARHA383 Grounding the Past: Monument, Site, and Historical Memory**

The peculiar power of monuments and cultural sites arises from their status as tangible objects and places that simultaneously belong to both past and present. Because of their ability to collapse time and make the past present, these types of objects often function as sites of memory, providing the foci around which social memory condenses and histories are constructed. This course explores the varied links between monuments, cultural sites, and collective memory, through consideration of both theoretical writings and a number of specific cases from South Asia and other parts of the world. Among the themes to be discussed are the typology of mnemonic modes and the role of the body and place in structuring memory; the nature of collective memory and the role of objects and places in its mediation; the nature of commemorative monuments and relics; spatial devices for organizing memory; the concept of cultural property and the social practices surrounding its preservation and destruction; and the politics of contested sites.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ARCP383

**ARHA386 Empire and Erotica: Painting from the Courts of India**

The history of Indian painting from the 16th through the 19th centuries is dominated by two distinct stylistic traditions, one flourishing at the court of the Mughal empire, the other at the courts of the various Rajput dynasties that held sway in regions beyond the central Mughal domain. Despite the complex historical relationships between the two traditions, modern scholarship has tended to emphasize instead their separate identities as distinct, isolable schools, with mutually opposing stylistic and aesthetic ideals. Mughal painting is characterized as naturalistic, rational, and imperial in its concerns, while contemporary Rajput work is seen as spiritual, lyrical, and erotic in approach.

In this course we will approach Mughal and Rajput painting by critically examining some of the fundamental assumptions and methods upon which modern historiography of these schools rests. We will deal with such issues as the relationship between painting and literature (many of the great masterpieces are manuscript illustrations), the structure of patronage and the degree of the patrons influence in shaping style, and the extent to which the Mughal style was influenced by 16th century European prints and paintings. One of our guiding purposes will be to come to terms with Mughal and Rajput as aesthetic categories. What is the real basis for this binary stylistic taxonomy? Does it rest on formal, stylistic qualities alone, or is it partially a function of differences in preferred subject matter? Or is it an inadequate and misleading oversimplification, a by-product of the Hindu-Muslim communal discourse of modern India?

GRADING: OPT CREDIT: 1

**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. AREA: HA  
SPRING 2010 INSTRUCTOR: MARK, PETER A. SECT: 01

**ARHA401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARHA409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARHA411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARHA465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARHA467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: TELFAIR, TULA SECT: 02  
INSTRUCTOR: RANDALL, JULIA A. SECT: 01,04  
SPRING 2010 INSTRUCTOR: RANDALL, JULIA A. SECT: 01

**ARST400 Topics in Studio Art**

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.

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

**ARST431 Special Topics in Drawing: Portraits of Objects and Places**

The main objective of this course will be to develop a critical, perceptual, and conceptual approach to drawing. It will stress not only how to look at the vast and complex landscape before us, but what to choose as its subject matter. This course will also consider the notion of portraiture applied to objects and places. Typically portraits are distinct from still lifes, landscapes, interiors, and cityscapes. The idea will be to see these things as having a personal history and to consider the convergence of personal and social memory in developing the individual character of a setting. The presence of architecture will be a theme to consider. Participants can expect to work both in and out of the studio, from objects (the politics of the still life) to specific locations (drawings dealing with sites in the environment).

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

**ARST432 Drawing II**

This class builds upon the course content covered in Drawing I (ARST131). As we continue to draw from observa-

tion, topics will include an in-depth exploration of the figure, anatomical aspects of the human form, color, and the use of different spatial solutions. This course also introduces a concept-based approach to drawing, that explores narrative, process, sequence, and content. A variety of media and techniques are to be used. Further, the development of individual style and studio methodology is an aim in this class.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
 SPRING 2010 INSTRUCTOR: RANDALL, JULIA A. SECT: 01

### ARST433 Measured Drawing: Abstractions and Representation

This course is intended for the student interested in developing an analytical vocabulary in visual language through the study and hands-on exploration of measured/hardline drawing. The mechanical and expressive aspects of this type of drawing will be examined in relationship to techniques and ideas. Emphasis will be placed on analysis, invention, composition, and two- and three-dimensional representation of various objects ranging from small artifacts to buildings. Drawing will begin as a search to discover but will become a means to explain, communicate, and celebrate an idea.

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

### ARST434 Studies in Contemporary Urbanism

This course is an exploration of the physical and environmental design conditions that shape the built environment. Studio assignments will analyze and reimagine local urban conditions through maps, drawings, and models created through direct observation and hands-on study.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: 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. AREA: HA PREREQ: NONE  
 FALL 2009 | SPRING 2010 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: 1.5 GEN. ED. AREA: HA

### 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. AREA: HA  
 FALL 2009 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. AREA: HA  
 SPRING 2010 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. AREA: HA  
 FALL 2009 | SPRING 2010 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. AREA: HA  
 SPRING 2010 INSTRUCTOR: TELFAIR, TULA SECT: 01

### ARST442 Typography

The fundamentals of fonts, letter forms, typographic design, elements of the book, and contemporary graphic design are considered through a progression of theoretical exercises. Once working knowledge of the typeshop and Quark Express (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. AREA: HA PREREQ: NONE  
 FALL 2009 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. AREA: HA PREREQ: NONE  
 SPRING 2010 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. AREA: HA PREREQ: NONE

FALL 2009 SECT: 01

SPRING 2010 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. AREA: HA PREREQ: NONE

SPRING 2010 INSTRUCTOR: SCHIFF, JEFFREY SECT: 01

**ARST451 Photography I**

This is a basic introductory course to the methods and aesthetics of black-and-white photography.

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

FALL 2009 INSTRUCTOR: SEELEY, J. SECT: 01

INSTRUCTOR: RUDENSKY, SASHA SECT: 02

SPRING 2010 INSTRUCTOR: SEELEY, J. SECT: 01

**ARST452 Photography II**

This course explores black-and-white photography as an art form. Classes will investigate available and artificial light. Classes will involve some technical topics as well as critiques.

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

SPRING 2010 SECT: 01

**ARST453 Digital Photography I**

This is a basic introductory course to the methods and aesthetics of digital photography.

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

FALL 2009 INSTRUCTOR: GIAMMATTEO, JOHN A. SECT: 01

INSTRUCTOR: RUDENSKY, SASHA SECT: 02

**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. Additional fee: \$40.

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

IDENTICAL WITH: EAST460

**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. AREA: HA PREREQ: NONE

IDENTICAL WITH: EAST461

FALL 2009 INSTRUCTOR: SHINOHARA, KEIJI SECT: 01

**ARST480 Digital Media**

Digital technologies offer artists new tools for artistic expression and provide new spaces in which to experience them. This introductory course will first offer students hands-on experience with tools that allow for the creation and manipulation of various digital media, including images, animation, and sound. Then students will create an interactive final project.

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

FALL 2009 INSTRUCTOR: JOKL, TODD SECT: 01

**ARST482 Interactive Sculpture and Installation**

Since the 1960s, the meaning of art objects has been considered to be contingent upon the experience of the viewer. With the advent of digital technology, it is not only possible to create artworks that seem to vary with the viewer's perceptions, but also artworks that can change themselves formally and physically based on a viewer's actions or the environment. Contemporary artists now have the opportunity to make works that are in constant dialog with viewers and their surroundings. In this course students will create a series of interactive projects, starting by connecting simple sensors and actuators to multimedia programs and proceeding to fully realized interactive sculptures and installations. Students will work with various types of sensors (tracking motion with video cameras, sensing movement and touch, sensing environmental conditions, etc.). They will also work with a range of actuator technologies (standard DC motors, servo motors, solenoids, etc.). Our engagement with these technologies will be supported and contextualized by looking at the work of prominent interactive artists and by a series of theoretical readings drawn from fine art, new media, philosophy, and other disciplines.

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

**ARST401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARST409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARST411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARST465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARST467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARTR401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARTR465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ARTR467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## Asian Languages and Literatures

**ASSOCIATE PROFESSOR:** Terry Kawashima, *Japanese, Chair*

**ASSISTANT PROFESSOR:** Miri Nakamura, *Japanese*; Shengqing Wu, *Chinese*

**ADJUNCT ASSOCIATE PROFESSOR:** Xiaomiao Zhu, *Chinese*

**ADJUNCT ASSISTANT PROFESSOR:** Etsuko Takahashi, *Japanese*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:**

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, see the description in the East Asian Studies Program and consult Etsuko Takahashi.

**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

#### ALIT201 The Classics Reconsidered

The aims of this course are twofold: First, it will introduce students to a variety of texts in different genres from 8th- to early 19th-century Japan, including *The Tale Of Genji*; poetry collections; Buddhist tales; and urban narratives. Second, it will consider literature critically by asking questions such as how do texts formulate and propagate a sense of national identity, and why? How do issues of gender and sexuality figure into our readings of these texts? What are the ways in which religious beliefs, ritual, and performance converge? How do we define popular culture? Is it subversive, complicit, or both? We will also examine the context within which the canon of premodern Japanese literature has been shaped and studied in both Japan and the United States.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FG55201

#### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [EAST202 OR FG55226]  
SPRING 2010 INSTRUCTOR: NAKAMURA, MIRI SECT: 01

#### ALIT207 Japanese Women Writers: Modern and 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [EAST207 OR FG55208]

#### 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 at-

tributed 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST209

#### ALIT210 Gender, Sexuality, and Violence in Late Imperial Chinese Narrative

This course will explore the literary representation of gender, sexuality, and violence across a diverse range of narrative genres during the Ming and Qing dynasties (1368–1644, 1644–1911, respectively), with a balanced emphasis on aesthetic qualities and sociocultural contexts. Topics include the construction of femininity and masculinity; hetero-, homo-, and bisexuality; gender and power; gender and literacy; gender-based violence; sworn brotherhood and sisterhood; the cult of female chastity and footbinding; crossdressing and impersonation of the opposite sex; prostitution and courtesan culture; adultery and polygamy; the dichotomy of *Yu* (physical desire) and *Qing* (sublime passion); images of the female and the male body. Readings include narrative verse, women's scripts, (auto)biographies and memoirs, literary jottings and essays, tales of the strange, vernacular short stories, drama, and novels (selections).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [FG55214 OR EAST210]

#### 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. AREA: HA PREREQ: NONE IDENTICAL WITH: EAST211

### **ALIT215 Reexamining Japanese Modernity Through Literature: Edo to Meiji**

Japanese modernity has traditionally been described as “westernization,” where everything changes dramatically from the early modern period of Edo due to influences from abroad. This course will reexamine this equation of Japanese modernity with westernization by exploring both the disjunctions and continuities between the two periods of early modern and modern. The readings will cover some of the major canonical works from the 1800s up to the Second World War.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST215

### **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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [EAST216 OR FG55216]  
FALL 2009 INSTRUCTOR: KAWASHIMA, TERRY SECT: 01

### **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, 5th-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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST226

### **ALIT227 Rewriting Japanese Film History: Localized Pleasure, National Identity, and Global Capitalism**

What does Japanese modernity look like when seen through the lens of a movie camera? How accurate are those images? This course explores the history of Japanese moving images, from its early days to the present. Primary goals are to study the interaction between national and international dimensions of films, filmmakers, and technological changes. Rather than seeing film as transparent representations of Japanese culture or its religious traditions, the class will focus on how filmic form and narrative strategies construct Japan as an entity. Combining formal aesthetic analysis with larger historical inquiries into industrialization, urbanization, colonialism, racism, and nationalism, we will uncover the surprisingly close linkages between the two.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST227

### **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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST228

### **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 area developed, 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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST230

### **ALIT231 Romantic Love in China—from the Imperial Past to the Maoist Era**

This course provides a comprehensive examination of the Chinese literary representation of romance across a wide spectrum of genres from the medieval period to the mid-20th century: lyrical and narrative poetry, tales in Classical Chinese, short vernacular stories, the novel, and plays. By studying canonical works in translation, the course will call attention to the sociopolitical, aesthetic, and affective dimensions of the dynamic relationship between the romantic discourse and the orthodox tradition. Questions addressed also include: How do literary genres as social constructions shape the way romance is represented? In what ways does the romantic discourse complicate the boundaries between the private and the public, the spontaneous and the premeditated, the institutionalized and subversive? The course also examines the metamorphosis of the romantic theme with the advent of Chinese modernity, when the literary landscape was dominated by a body of literature that called for enlightenment and revolution.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST231

### **ALIT232 Women Writers of Traditional and Modern China**

This course is designed to introduce undergraduate students to Chinese women writers, with special attention to the develop-

ment of female subjectivity. Discussions will address such questions as: How does the marginal status of women's literature in traditional China affect their choice of literary forms and subjects? As China's male literature came to develop its own tradition of writing in the voice of women, how did female writers find their own voice? From the beheaded feminist Qiu Jin to Ding Ling, the begrudging follower of Chairman Mao (Zedong); from the expatriate noncommittal writer Aileen Chang, to Wei Hui, representative of the new generation of young, pretty women who "write with their own bodies," the course also explores how female writers came to terms with their own gender and identity when China stepped from its imperial past to the present.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [EAST232 OR FG55233]

### ALIT233 Gender Politics in Modern Chinese Literature and Culture

Gender relations and the representation of women and sexuality in 20th-century Chinese literature and culture will be the focus of this course. Some specific topics include how eroticism, cross-dressing, and homosexuality intersect with Confucian ideology and the social structure; how the utopian desire for modernity and imagined communities is projected onto the images of the new women and the Westernized modern girl; and how women writers intervene within the constraints of political and social contexts and actively participate in cultural production and consumption. We will take an interdisciplinary, multimedia approach to gender relations in modern fiction and other cultural genres (film, popular music, and advertisement) and critically engage such topics as the complicated relationships between women's issues and national discourse, identity and performance, the construction of female subjectivity and male fantasy, and between gender and genre.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [EAST233 OR FG55232]

### ALIT234 Modern Japanese Fiction: Persistence of the Nation, Empire, and Self-Identity

The course will examine a wide range of Japanese fiction whose plots revolve around the cultural dilemma of modern Japanese subjects. Our main focus will be on the crucial relationship between the production of literature and the experience of historical struggles in the making of modern Japan. At first, we will look at how the concept of the novel, originally imported as an accoutrement of Western influences, grew into a distinctive literary form. Then, we will consider how a unification of spoken and written language, known as *genbun itchi*, served to effectuate a transparency of literary expression. After grasping the magnitude of the *genbun itchi* as cognate with nascent nationalist consciousness, we will look into various trajectories of literary trends, fetishization of the colonial "other," the rise of proletarian literature, aestheticization of rural impoverished Japan, narrativization of wartime and postwar memories. The authors covered in the class will include Natsume Soseki, Mori Ogai, Tanizaki Jun'ichiro, Shiga Naoya, and Kawabata Yasunari. Aside from reading primary texts by these canonical authors, we will regularly scrutinize recent theoretical approaches in Japanese literary studies. Through textual and contextual readings, the class will emphasize the interlocking structure of industrial modernity, imperialist nationalism, and colonial encounters between the West and the East.

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

### ALIT252 Korean American Literature and Diaspora

IDENTICAL WITH: AMST212

### ALIT253 Intermediate Korean I

IDENTICAL WITH: LANG253

### ALIT254 Intermediate Korean II

IDENTICAL WITH: LANG254

### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST257

### ALIT342 Colonial Identities in "Japanese" Literature

IDENTICAL WITH: CHUM342

### ALIT401/402 Individual Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### ALIT409/410 Senior Thesis Tutorial

GRADING: OPT CREDIT: 1 PREREQ: NONE

### ALIT411/412 Group Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### ALIT465/466 Education in the Field

GRADING: OPT CREDIT: 1 PREREQ: NONE

### ALIT467/468 Independent Study, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

## 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/ CREDIT: 1 PREREQ: NONE IDENTICAL WITH: EAST105  
FALL 2009 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: 1.5 PREREQ: NONE IDENTICAL WITH: EAST101  
FALL 2009 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: 1.5 IDENTICAL WITH: EAST102  
SPRING 2010 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 be-



tween oral sessions and written texts. Emphasis will be placed increasingly on expressive speaking and writing.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: EAST203  
FALL 2009 SECT: 01

### CHIN206 Intermediate Chinese

This course continues all-round 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. AREA: HA IDENTICAL WITH: EAST204  
SPRING 2010 SECT: 01

### 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. AREA: HA IDENTICAL WITH: EAST213  
FALL 2009 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. AREA: HA IDENTICAL WITH: EAST214  
SPRING 2010 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. AREA: HA IDENTICAL WITH: EAST245  
FALL 2009 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. AREA: HA IDENTICAL WITH: EAST245  
SPRING 2010 SECT: 01

### CHIN401/402 Individual Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### CHIN409/410 Senior Thesis Tutorial

GRADING: OPT CREDIT: 1 PREREQ: NONE

### CHIN411/412 Group Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### CHIN465/466 Education in the Field

GRADING: OPT CREDIT: 1 PREREQ: NONE

### CHIN467/468 Independent Study, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

## JAPANESE

### JAPN103 Elementary Japanese

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: 1.5 PREREQ: NONE IDENTICAL WITH: EAST103  
FALL 2009 INSTRUCTOR: TAKAHASHI, ETSUKO SECT: 01

### JAPN104 Elementary Japanese

Continuation of JAPN103, an introduction to modern Japanese, both spoken and written. Class meets daily, five hours a week, and weekly TA sessions.

GRADING: A-F CREDIT: 1.5 IDENTICAL WITH: EAST104  
SPRING 2010 SECT: 01

### JAPN106 Issues on Japanese Language: Theory and Practice

This course will discuss various aspects of the Japanese language—syntax, phonology, semantics, orthography, and discourse. It will also examine language learning processes and mechanisms from the perspectives of second language acquisition and foreign language education.

GRADING: A-F CREDIT: 1 PREREQ: NONE

### JAPN205 Intermediate Japanese

This course offers continued practice in speaking, listening, reading, and writing. Four hours of class per week plus required language laboratory and Kanji workshop.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: EAST205  
FALL 2009 SECT: 01

### JAPN206 Intermediate Japanese

Speaking, writing, and listening. Reading in selected prose. Four hours of class per week plus required language laboratory and Kanji workshop.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: EAST206  
SPRING 2010 INSTRUCTOR: NAKAMURA, MIRI SECT: 01

### JAPN217 Third-Year Japanese

This course offers continued practice in speaking, listening, writing, and reading. Three hours of class per week.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: EAST217  
FALL 2009 INSTRUCTOR: TAKAHASHI, ETSUKO SECT: 01

### JAPN218 Third-Year Japanese

This course introduces selected readings from a range of texts. Oral exercises, discussion, and essays in Japanese.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: EAST218  
SPRING 2010 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: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: EAST219  
FALL 2009 INSTRUCTOR: KAWASHIMA, TERRY 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: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST222

SPRING 2010 INSTRUCTOR: KAWASHIMA, TERRY SECT: 01

### JAPN221 Advanced-Level Japanese

This course caters to students who have completed JAPN219/220 or the equivalent. It is designed to help students further develop their overall proficiency skills in speaking, listening, reading, and writing in Japanese as well as deepen their knowledge of Japanese linguistic structures. The materials for this course encompass a variety of diverse media: newspapers and magazine articles, short stories, and Japanese television programs. The students will read and analyze these materials and study how to effectively and appropriately express themselves through written papers and oral presentations.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST221

### JAPN401/402 Individual Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### JAPN409/410 Senior Thesis Tutorial

GRADING: OPT CREDIT: 1 PREREQ: NONE

### JAPN411/412 Group Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### JAPN465/466 Education in the Field

GRADING: OPT CREDIT: 1 PREREQ: NONE

### JAPN467/468 Independent Study, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

# Astronomy

**PROFESSOR:** William Herbst

**ASSOCIATE PROFESSOR:** Edward C. Moran, *Chair*

**ASSISTANT PROFESSOR:** Seth Redfield

**DEPARTMENTAL ADVISING  
EXPERTS 2009–2010:** William Herbst; Edward Moran

**Introductory and general education courses.** The Astronomy Department 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**, **222**, **231**, and **232**. **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 0.25-credit courses **ASTR430** and **ASTR431**. These research-discussion courses provide a broad exposure and introduction to topics of current astronomical interest. 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 Department of Astronomy 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 interests of the department are observational studies of young stars and protoplanetary disks, surveys for extragalactic emission-line objects, x-ray emission from galaxies and the x-ray background, and multiwavelength studies of actively star-forming galaxies and AGN.

### 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**, **522**, **531**, and **532** (or their equivalents). 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.

**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, although if circumstances warrant, it can be postponed until after the second year. If performance in this examination is not satisfactory, the student will either be asked not to continue or to repeat the examination. Students in the five-year MA program should take the qualifying exam at the end of their senior year or early in the fall semester.

**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 the observatory staff and to the community.

### ASTR103 The Planets

IDENTICAL WITH: E&E151

#### ASTR105 Descriptive Astronomy

This course is about the world we live in, but described on an immense scale: from planets to stars, galaxies and the universe as a whole. It is hoped that by its conclusion, students will have a sense of where we are in the universe and how we got here. Thus, the early part of the course will involve basic concepts and physical principles that are used to understand astronomical observations. We will then examine what we know about the universe at progressively larger scales: beginning with the solar system, then stars in our galaxy, and, finally, galaxies and the expansion of the universe.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

#### ASTR107 The Universe

This course focuses on the modern scientific conception of the universe, including its composition, size, age, and evolution. We begin with the history of astronomy, tracing the development of thought that led ultimately to the big bang theory. This is followed by a closer look at the primary constituent of the universe—galaxies. We end with consideration of the origin and ultimate fate of the universe.

GRADING: A-F CREDIT: 1.25 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: HERBST, WILLIAM SECT: 01-02

#### ASTR155 Introductory Astronomy

The fundamentals of planetary, stellar, galactic, and extragalactic astronomy will be covered. This course serves as an introduction to the subject for potential majors and as a survey for nonmajors who have a good high school preparation in math and science. We will cover selected topics within the solar system, galaxy, local universe, and cosmology, including the big bang theory of the origin of the universe and the discovery of planets around other stars.

GRADING: OPT CREDIT: 1.25 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: REDFIELD, SETH 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: 1.5 GEN. ED. AREA: NSM  
SPRING 2010 INSTRUCTOR: MORAN, EDWARD C. SECT: 01

#### ASTR221 Galactic Astronomy

The fundamentals of astrophysics are applied to the galaxy. Topics include stellar populations and galactic structure, formation, and evolution.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: ASTR521

#### ASTR222 Modern Observational Techniques

This course reviews the practices of modern observational astronomy, focusing primarily on techniques employed in the optical and x-ray bands. Topics will include a description of the use of digital detectors for imaging, photometry, and spectroscopy in a wide variety of applications. Data acquisition, image processing, and data analysis methods will be discussed. In particular, students will gain hands-on experience with the analysis of data obtained from both ground- and satellite-based observatories. An introduction to the relevant error analysis methods will be included.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: ASTR522  
FALL 2009 INSTRUCTOR: MORAN, EDWARD C. SECT: 01

#### ASTR231 Stellar Structure and Evolution

Most of the visible matter in the galaxy is in the form of stars. It is important, therefore, to understand their structure and their 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  
SPRING 2010 INSTRUCTOR: REDFIELD, SETH SECT: 01

#### ASTR232 Extragalactic Astronomy and Cosmology

This course will focus on a detailed study of galaxies and the universe. Two major themes will be developed. First, the properties of galaxies as ensembles of stars will be explored. Topics will include morphological types, physical properties, photometric and spectroscopic characteristics, stellar content and star-formation histories, chemical abundances and elemental enrichment, the interstellar medium, dynamics and masses, and activity such as starbursts and active galactic nuclei. The second theme will consider galaxies as signposts of the universe and will illustrate how they can be used to explore the properties of the universe as a whole. This portion of the class will include discussions of distance determinations, Hubble's Law, the large-scale distribution of matter and clustering, and galaxies at high redshift. The course will conclude with an overview of cosmology, focusing on a synthesis of observation and current theory to develop a picture of the creation and subsequent evolution of the universe. Key items to be covered will include the standard big bang model, microwave background radiation, primordial nucleosynthesis, and prospects for the future of our universe. Throughout the course, emphasis will be placed on recent key discoveries in the field.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: ASTR532

#### 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/ CREDIT: .25  
FALL 2009 INSTRUCTOR: REDFIELD, SETH SECT: 01

**ASTR431 Research Discussion in Astronomy**

Current research topics in astronomy will be presented and discussed by astronomy staff and students.

GRADING: CR/ CREDIT: .25 GEN. ED. AREA: NSM  
SPRING 2010 INSTRUCTOR: REDFIELD, SETH SECT: 01

**ASTR500 Graduate Pedagogy**

IDENTICAL WITH: BIOL500

**ASTR521 Galactic Astronomy**

IDENTICAL WITH: ASTR221

**ASTR522 Modern Observational Techniques**

IDENTICAL WITH: ASTR222

**ASTR531 Stellar Structure and Evolution**

IDENTICAL WITH: ASTR231

**ASTR532 Extragalactic Astronomy and Cosmology**

IDENTICAL WITH: ASTR232

**ASTR409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ASTR411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## Biology

**PROFESSORS:** David Bodznick; Barry Chernoff, *Earth and Environmental Sciences*; Frederick Cohan; J. James Donady; Laura B. Grabel; John Kirn; Janice Naegele; Sonia Sultan, *Chair*; Michael Weir

**ASSOCIATE PROFESSORS:** Ann Burke; Stephen Devoto

**ASSISTANT PROFESSORS:** Gloster B. Aaron Jr.; Michael S. Singer

**ADJUNCT ASSOCIATE PROFESSOR:** Laurel Appel, *McNair Program Director*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** All department faculty

These are thrilling times to be a biologist. Advances in molecular biology, computer science, and bioinformatics have changed our conception of what is possible for us to find out in all fields of biology, from evolutionary ecology to development, cell biology, and neuroscience, as well as the applied biomedical sciences. For example, the recent publication of the human genome created an unprecedented optimism about how deeply we can know our history, and ourselves, and how well we can control our own destiny. Concerns ranging from healthcare to climate change are motivating students to learn about areas that lie at the intersections between biology and other fields of study. Increasingly, the challenges we confront are those of a global society where the world's people are brought closer due to rapidly spreading epidemics and worldwide environmental issues. For these reasons, many biology majors take courses in genetics and molecular biology to learn about gene structure and how to manipulate genes for treating genetic diseases. Additional courses in ecology, immunology, neuroscience, environmental studies, and science and society address issues including the ethics of embryonic stem cell research, reproductive technologies, the AIDS epidemic, and global warming. As humans live longer and remain physically active throughout their lives, citizens with strong training in the biological sciences are needed to meet an increasing demand for qualified researchers and physicians for treating Alzheimer's disease, diabetes, and Parkinson's disease. We are in the midst of an electrifying revolution in the field of biology, and we welcome students of all backgrounds and interests to join us.

The biology majors program consists of the introductory courses **BIOL181–182** (or **195/182** or **181–196**) and their labs, **BIOL191–192**, as well as a minimum of six upper-level biology courses in the **200**, **300** and **500** series (**500** level being graduate courses). It should be noted that most medical and other health-related graduate schools require two years of college-level chemistry. A strong chemistry background is especially recommended for students planning to enter graduate or medical school.

It is advisable to begin the major in the freshman year to take maximum advantage of the upper-level courses and research opportunities of the Biology Department in later years. A prospective biology major begins with a series of two core introductory courses. Students should begin the core series with **BIOL181** (or **195**) and its associated laboratory course (**BIOL191**), which are offered in the fall semester. Also offered are two additional sections of **BIOL181 (02,03)**. These small-enrollment sections are a good choice for students preferring greater emphasis on continuous assessment and problem-based learning. Given the small enrollment, this section is also a good choice for students with less extensive previous backgrounds in biology. The informational role of DNA and proteins in molecular cellular biology will be a central theme throughout the course. Section 2 will address similar topics to Section 1. Students should enroll separately in for the lab course, **MB&B/BIOL191**. These courses do not have prerequisites or co-requisites, but it is useful to have had some chemistry background or to take chemistry concurrently. In the second semester, the prospective major should take **BIOL182** (or **196**, the Honors section) and its laboratory course, **BIOL192**. To complete a biology major, students must take six upper-level credits in the **200**, **300**, and **500** series, including one course from: **BIOL210**, **212**, or **218**, and one course from **BIOL213**, **214**, or **216**. Required courses outside the Biology Department include five semesters from at least two different departments: two semesters of general chemistry (**141** or **142** or **143** or **144**); physics (**PHYS111** or **112** or **113** or **116**), organic chemistry (**CHEM251** or **252**), math (**117** or higher), statistics (**MATH132** or **BIOL320/520** or **PSYC201**) or computer science (**COMP211** or higher). Courses in the **BIOL400** series (such as research tutorials) contribute toward graduation but do not count toward the major.

One course of each column (1 and 2) below is required, plus four additional courses from any of the four subcategories.

### COLUMN 1

- **MB&B 208** Molecular Biology
- **BIOL210** Genomics: Modern Genetic, Bioinformatics, and the Human Genome Project
- **BIOL212** Principles and Mechanisms of Cell Biology
- **BIOL218** Developmental Biology

### COLUMN 2

- **NS&B213** Behavioral Neurobiology
- **BIOL214** Evolution

**Please note:** Students planning to go on to medical, dental, or other health professions should note that a year each of introductory biology, physics, and math (such as calculus or statistics) and two years of chemistry (general and organic) are required for admission, including any laboratory components.

Electives may usually be chosen from among the following courses at the **200**, **300**, or **500** level.

Below are planned offerings for 2009–2010 and 2010–2011. Courses that we do not expect to offer in the next two years are marked with an asterisk(\*). See WesMaps for updates. The courses are grouped thematically for your convenience only.

**A. CELL and DEVELOPMENT BIOLOGY**

- **BIOL212** Principles and Mechanisms of Cell Biology
- **BIOL218** Developmental Biology
- **BIOL245** Cellular Neurophysiology
- **BIOL325** Stem Cells: Basic Biology to Clinical Applications
- **BIOL340/540** Issues in Development and Evolution
- **BIOL343/543** Muscle and Nerve Development
- **BIOL/NS&B345** Developmental Neurobiology
- **MB&B232** Immunology

**B. EVOLUTION, ECOLOGY, and CONSERVATION BIOLOGY**

- **BIOL214** Evolution
- **BIOL216\*** Ecology
- **BIOL220** Conservation Biology
- **BIOL235** Comparative Vertebrate Anatomy
- **BIOL254\*** Comparative Animal Behavior
- **BIOL286\*** Evolution in Human-Altered Environments
- **BIOL290** Plant Form and Diversity
- **BIOL306\*** Tropical Ecology and the Environment
- **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

**C. GENETICS, GENOMICS, and BIOINFORMATICS**

- **BIOL210** Genomics: Modern Genetics, Bioinformatics, and the Human Genome Project
- **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
- **BIOL245** Cellular Neurophysiology
- **BIOL247** Laboratory in Neurophysiology
- **BIOL/NS&B250** Laboratory in Cell and Molecular Neurobiology
- **BIOL254\*** Comparative Animal Behavior
- **BIOL/NS&B345** Developmental Neurobiology
- **BIOL/NS&B351** Neurobiology of Learning and Memory
- **BIOL290** Plant Form and Diversity
- **BIOL324/524** Neuropharmacology
- **BIOL/NS&B347** Mammalian Cortical Circuits

Courses in the **400** series contribute toward graduation but do not count toward the 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. Some courses that fall into this category are **MB&B344** (Gene Expression: The Translation Step), and **ANTH349** (The Human Skeleton). These allowable outside credits might alternatively be filled by an appropriate biology course from another institution. Prior permission must be obtained from the departmental liaison (2009–2010 Jim Donady) to ensure appropriate creditability of specific courses from other institutions.

Courses from other departments that are listed under the four categories may be directly credited to the biology major without counting toward the two-course limit for courses taken outside the department. This also applies to approved courses such as **MB&B208** (Molecular Biology) and **MB&B383** (Biochemistry) that do not fall into any of our four categories.

Several faculty members in the Biology and Psychology departments also participate in the Neuroscience and Behavior Program, which at the undergraduate level constitutes a separate major. Information about that program can be found at [www.wesleyan.edu/nsb](http://www.wesleyan.edu/nsb). The biology major can be complemented with one of two certificate programs:

- **Environmental Studies Certificate Program**—an interdisciplinary program that covers the areas of natural science, public policy, and economics. See: [www.wesleyan.edu/escp](http://www.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. See: [igs.wesleyan.edu](http://igs.wesleyan.edu).

The 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. Research opportunities are also available for undergraduates, and, frequently, these involve close interaction with graduate students. Graduate-level courses are numbered **500** and above.

The seminar series features distinguished scientists from other institutions who present lectures on their current research work. These seminars are usually held on Thursdays at noon in 107 Shanklin or 121 Science Center and are open to all members of the university community. One objective of these seminars is to relate material studied in courses, tutorials, and research to current scientific concerns.

**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.

## GRADUATE PROGRAM

The Biology Department offers graduate work leading primarily to the degree of doctor of philosophy. A master of arts degree may be awarded under certain conditions. Although the primary emphasis is on an intensive research experience culminating in a thesis, the student will also be expected to acquire, through an individual program of courses, seminars, and readings, a broad knowledge of related biological fields. The low student-faculty ratio in the department ensures close contact between faculty and students. Research seminars are offered by students, faculty, and invited outside speakers; 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, tutoring, and 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 this work.

**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. A program of study for the first two years will be worked out by the student and a faculty committee 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. Before taking the qualifying examination, all students must have at least one course above the introductory level (at Wesleyan or elsewhere) emphasizing a modern approach to each of the following areas: genetics; evolution, population biology; physiology, neurobiology, behavior; cell biology, developmental biology; biochemistry; molecular biology. The adequacy of the courses that have been taken at other institutions will be evaluated by the faculty committee through its meeting with the student. Students with focus in bioinformatics may substitute upper-level courses (**200**, **300**, or **500**) in two areas of computer science. 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 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 two 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 schedule.

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.

All students should be familiar with the use and capabilities of the University's computer facilities. Knowledge of a computer programming language or a foreign language will be recommended to those students for whom it is likely to be of benefit.

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 scientific competence and originality. Normally, the candidate will choose a thesis topic, after consultation with appropriate faculty, during the second year of graduate work.

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.

**BIOL103 Human Biology**

This course deals with the functional organization of the human body and the origin and impact of humans in a global context. Different integrated systems such as the digestive, neuromuscular, reproductive, and immunological systems will be studied from the anatomical level to the molecular level, and health issues related to each system will be identified. Certain health issues such as cancer, AIDS, and Alzheimer's disease will be considered in greater detail. The course will explore issues at the interface of biological research, personal ethics, and public policy, issues such as use of genetically modified agricultural products, potential of gene therapy, new reproductive technologies including cloning, and government support of stem cell research.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

**BIOL104 Animal Architecture**

Animals have structures that are optimally suited for their functions. Many human-made objects also have structures optimally suited for their functions. This course will examine the similarities and differences between the processes that shape the form and function of animals and the form and function of human-made structures. Examples from art and architecture will be compared to examples from biology. The course will consist of lectures and discussion. There will be two exams, a writing assignment, and a creative art project.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

**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" as well as the (female) marmoset monkey who can give birth to chimeras (an offspring with more than two parents). As an organism pursues sex, what are the mating strategies? Are all genes selfish (individual selection vs. group selection)? And, 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, and whether differences in the male and female brain dictate male and female behavioral profiles.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 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, poli-

tics, and economics. However, these issues are not the primary focus of the course.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
SPRING 2010 INSTRUCTOR: DONADY, J. JAMES SECT: 01

**BIOL109 Feet to the Fire: The Art and Science of Climate Change**

This intensive, interdisciplinary course melds scientific and choreographic inquiry in pursuit of one of the most important topics facing society: climate change due to global warming. This course will include both classroom and laboratory sessions. Our laboratory will be Middletown's landfill. The landfill, less than two miles from campus, dominates the landscape and flood plain of the north end of Middletown. It is a perfect laboratory within which to explore the effects of climate change on both wilderness and urban landscapes using the lenses of science and choreography. For example, the contents of the landfill afford the opportunity to explore the climatic consequences of consumerism, energy use, CO<sub>2</sub> and methane production. With an emphasis on the body and its relationship with its environment, participants will have an opportunity to consider the multiple layers of histories, time, and memory layered within the landfill and the continuing impact of this changing environment on the body. Students will learn modern scientific and kinesthetic tools for assessing environmental conditions and ecological responses changing in time and space. The methods of scientific deduction and choreographic composition will be applied to metaphor and meaning of climate change. The experience is intended to reciprocally illuminate artistic and scientific practices in pursuit of common goals, renewed pathways of inquiry, perception, and ideas. The course will meet for 2–3 hours once per week from the beginning of the semester until spring break and then will meet all day long each weekday of spring break. After spring break, we will meet as a class and then individually, with teams of students in preparation for a symposium on our joint science and art projects.

GRADING: A-F CREDIT: 1.5 GEN. ED. AREA: NSM PREREQ: NONE  
IDENTICAL WITH: [DANC109 OR E&ES109]

**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 the view of evolution of life scientists. This course is designed to combine the information from life and earth sciences to provide basic knowledge about animal 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. AREA: NSM PREREQ: NONE  
IDENTICAL WITH: E&ES111



**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. AREA: NSM PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: SINGER, MICHAEL SECT: 01

**BIOL116 Aging and the Elderly**

In this course, we will address the biological processes and mechanisms associated with normal aging. We will also focus on diseases that affect the elderly in particular, such as arthritis, atherosclerosis, cancer, dementia, diabetes, and osteoporosis. Further, we will deal with issues concerning the quality of life of the elderly. Students will interact with the elderly by serving as volunteers at area senior centers and nursing homes and will report on their direct-learning experiences.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: 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. AREA: NSM PREREQ: NONE  
 IDENTICAL WITH: [FGS5118 OR PHIL118]

**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. AREA: NSM PREREQ: NONE  
 FALL 2009 INSTRUCTOR: WOLFE, JASON S. SECT: 01

**BIOL128 Health and Disease in Human Population—An Introduction to Epidemiology**

Throughout human history diseases have affected social and political development. At the height of Athenian culture and power, the plague unraveled Athens' civic and moral fiber. Napoleon's Russian campaign was thwarted more by typhus than by battle. Today, AIDS is devastating the southern part of the African continent. Our understanding of how diseases impact civilizations and of how exposures such as smoking, cholesterol, mammography, and immunizations affect us individually is derived through epidemiology, the study of the causes, transmission, incidence, and prevalence of health and disease in human populations. Epidemiology is also one of the keystones to developing disease-prevention strategies and for health and disease policy, enabling policymakers to understand the potential impact their recommendations may have on populations. Perhaps more important, for curious individuals, a knowledge of epidemiology helps us understand how to assess risk of health hazards as expressed in the media, scientific publications, policy studies, and political debates. How do we know the risk of catching HIV from a single sexual encounter? With all the talk of smallpox as a bioweapon, what is the risk of an adverse reaction to smallpox vaccination? We begin with basic concepts of health and disease

definition and distribution. We then discuss disease rates, causation, research, and screening methods (cross-sectional, cohort, case-control, and experimental designs), measurement error and bias, and how to critically read the health/medical literature. Throughout these discussions, we use case studies in infectious, chronic, molecular/genetic, occupational, and social epidemiology. The social impact of epidemiology is illustrated through the discussion of contemporary health policy issues. Prospective students should be aware that while statistics per se is not an emphasis in this course, they are expected to understand and perform arithmetic calculations.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
 IDENTICAL WITH: SIS228

**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 POI. Learning and experience will come from civic engagement at Connecticut 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. AREA: NSM PREREQ: NONE  
 FALL 2009 | SPRING 2010 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. AREA: NSM PREREQ: NONE  
 FALL 2009 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. AREA: NSM PREREQ: NONE

### **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. AREA: NSM PREREQ: NONE

IDENTICAL WITH: FG55148

FALL 2009 INSTRUCTOR: GRABEL, LAURA B. SECT: 01

### **BIOL150 Introduction to Genes and Genomes**

This introductory-level course will examine genes and genomes from both biological and informatic perspectives. No biology background will be assumed. We will start with the fundamentals of genetics, from the historical development of the concept of the gene as a unit of function and transmission, to the identification of DNA as the hereditary molecule, to the molecular analysis of genes and gene function. We will then proceed to a bioinformatic perspective, considering not only how huge amounts of data, such as DNA and protein sequences, gene and chromosome maps, and protein structures and expression profiles, are being generated, but how they are being stored, organized, made available, analyzed, and integrated. Some discussion of ELSI, the ethical, legal, and social issues surrounding the Genome Project, will be included.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

### **BIOL170 Introductory Biology**

This course for first-year students focuses on themes of human concern and practical relevance. The theme of the course is cell biology and genetics. It is designed specifically as an alternative to **BIOL181** for students who can benefit from additional preparation before enrolling in the relatively demanding core introductory series (**BIOL/MB&B181** and **182** and corresponding laboratories **191** and **192**). The course has no required laboratory. The course is especially suitable for prospective majors who intend to enroll in the core series in their sophomore year, as well as for general students seeking a solid introductory course that emphasizes current concepts in cell and molecular biology.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

IDENTICAL WITH: MB&B170

### **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: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

SPRING 2010 INSTRUCTOR: COHAN, FREDERICK M. SECT: 01

### **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. AREA: NSM

IDENTICAL WITH: MB&B182

SPRING 2010 INSTRUCTOR: KIRN, JOHN SECT: 01

INSTRUCTOR: SULTAN, SONIA 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: OPT CREDIT: .5 GEN. ED. AREA: NSM

IDENTICAL WITH: MB&B192

SPRING 2010 INSTRUCTOR: KIRN, JOHN SECT: 01-04

INSTRUCTOR: SULTAN, SONIA SECT: 01-04

### **BIOL195 Honors Introductory Cell Biology and Molecular Genetics**

IDENTICAL WITH: MB&B195

### **BIOL196 Honors Principles of Biology II**

This course is an optional supplement to the introductory course in physiology, development, evolution, and ecology (**BIOL/MB&B182**). It is designed for students with a substantial background in biology who seek to engage with current research in an intensive seminar setting. It is modeled on the very successful Honors course that accompanies **BIOL/MB&B181**. Students will read recent journal articles that probe in greater depth some of the subjects covered in **BIOL/MB&B182**. There will be two sections, each limited to 20 students. Course meetings will consist of lecture, small-group discussions of the readings and students' issues with the readings, and then a full-class discussion moderated by the professor.

GRADING: A-F CREDIT: 1.25 GEN. ED. AREA: NSM PREREQ: NONE

IDENTICAL WITH: MB&B196

SPRING 2010 INSTRUCTOR: SULTAN, SONIA SECT: 01

INSTRUCTOR: KIRN, JOHN SECT: 01

### **BIOL197 Introduction to Environmental Studies**

IDENTICAL WITH: E&E5197

**BIOL210 Genomics: Modern Genetics, Bioinformatics, and the Human Genome Project**

Genetics has provided a foundation for modern biology. We will explore the classical genetics and go on to consider how genomics has transformed this field. This course is intended to introduce students to the fields of genetics and genomics, which encompass modern molecular genetics, bioinformatics, and the structure, function, and evolution of genomes. We will discuss important new areas of research that have emerged from the genome projects, such as epigenetics, polymorphisms, transgenics, systems biology, stem cell research, and disease mapping. We will also discuss bioethical issues that now face us in this new postgenome era.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM  
IDENTICAL WITH: MB&B210

**BIOL212 Principles and Mechanisms of Cell Biology**

IDENTICAL WITH: MB&B212

**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  
SPRING 2010 INSTRUCTOR: BURKE, ANN CAMPBELL SECT: 01

**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 patterns of biodiversity, ecological succession, population outbreaks, species invasions, nutrient and energy cycling, variation in productivity and ecosystem services, and the global distribution of biomes.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM IDENTICAL WITH: ENV5216

**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.

GRADING: A-F CREDIT: 1  
FALL 2009 INSTRUCTOR: DEVOTO, STEPHEN H. 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. AREA: NSM  
IDENTICAL WITH: ENV5220  
FALL 2009 INSTRUCTOR: SINGER, MICHAEL SECT: 01

**BIOL222 Issues in the Health Sciences**

The course is intended to present current issues from the biomedical professions that pose difficult questions and problems for the scientist or practitioner. Lectures and guest speakers on Monday and Wednesday will focus the class discussions on Friday.

GRADING: A-F CREDIT: 1  
FALL 2009 INSTRUCTOR: DONADY, J. JAMES SECT: 01-02

**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). Lectures will be offered by CVH staff. The class will be subdivided into four working groups of four students each. A mix of biology and other science majors is desired for each working group.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
SPRING 2010 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. AREA: NSM  
IDENTICAL WITH: NS&B224

FALL 2009 INSTRUCTOR: KIRN, JOHN SECT: 01-02

**BIOL227 Microscopic Cell Anatomy and Physiology**

IDENTICAL WITH: MB&B227

**BIOL229 Geobiology Laboratory**

IDENTICAL WITH: E&ES229

**BIOL231 Microbiology**

IDENTICAL WITH: MB&B231

**BIOL232 Immunology**

IDENTICAL WITH: MB&B232

**BIOL233 Geobiology**

IDENTICAL WITH: E&ES233

**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. AREA: NSM  
FALL 2009 INSTRUCTOR: BURKE, ANN CAMPBELL SECT: 01

**BIOL239 Functional Anatomy of the Human Brain**

A mass of tissue the consistency of firm jello 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. AREA: NSM IDENTICAL WITH: NS&B239

### BIOL245 Cellular Neurophysiology

This course will deal 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  
SPRING 2010 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, and patch clamp recording techniques.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM IDENTICAL WITH: NS&B247  
FALL 2009 INSTRUCTOR: BODZNICK, DAVID SECT: 01

### BIOL250 Laboratory in Cell and Molecular Neurobiology

The goals of the course are to introduce laboratory techniques within a framework of solving research problems. This is to enhance the understanding of neuroscience, as well as provide laboratory skills. Review questions will be included for the end of each laboratory session, original research papers will be read and discussed, and students will be given the opportunity to design experiments through an independent research project. Both quantitative and qualitative approaches will be used to analyze experimental data obtained by the student. This is so that the student will not only gain experience in specific laboratory techniques, but will also gain a feel for the research process itself by active participation in research. In addition to techniques practiced in the course, additional techniques employed in research will be presented through lecture. Techniques will include plasmid engineering and analysis, cell culture growth and transfection, Western blotting, immunoprecipitations, cryostat sectioning, immunohistochemistry, and confocal fluorescence microscopy. Class discussion and review questions will be devoted to designing experiments and formulating testable hypotheses. Grades are based on laboratory notebooks (with review questions), a midterm written exam and lab practicum, and a term paper based on the independent research project.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
IDENTICAL WITH: NS&B250

### 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. AREA: NSM  
IDENTICAL WITH: NS&B254

### BIOL265 Bioinformatics Programming

This course is an introduction to bioinformatics and programming for students with interest in the life sciences. The course 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 using a language (Python) and examples (sequence matching and manipulation, database access, output parsing, dynamic programming, etc.) frequently encountered in the field of bioinformatics. The course has the same programming experience as **COMP112**; this course has an additional weekly presentation and discussion of concepts in bioinformatics.

GRADING: A-F CREDIT: 1.25  
IDENTICAL WITH: [MB&B265 OR CHEM265 OR COMP265]

### BIOL286 Evolution in Human Altered Environments

Human activities have altered natural environments and, indeed, have created entirely novel ecosystems such as cities and high-input farms. This course considers how these human alterations to the environment affect the evolution and coevolution of diverse organisms. Starting with an overview of basic ecological and evolutionary principles, we will consider a number of compelling contemporary scenarios: evolutionary response to environmental contaminants, exploitation of natural populations, and global climate change; evolution in urban and agricultural ecosystems; and the evolutionary impact of alien, invasive, and genetically modified species.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM

### 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. AREA: NSM

### BIOL306 Tropical Ecology and the Environment

An intensive course about tropical ecology and neotropical environments taught in South America, this course will build knowledge of and appreciation for the diversity of tropical organisms and physical environments as well as their interactions. Students will obtain firsthand experience with the tropics and with doing experiments in the field. Each day there will be a combination of lectures and field exercises. The students will gather and analyze data about biological, physical, and environmental issues that are covered in the lectures. The habitats that we explore will be both terrestrial and shallow freshwater. Furthermore, we will travel to Kaiture Falls and other habitats to gain experience with the spectacular environmental and biological features that Guyana offers. Time scheduling: The course will be intensive and will be taught principally during 14 days of the spring break.

GRADING: A-F CREDIT: 1.5 GEN. ED. AREA: NSM PREREQ: NONE  
IDENTICAL WITH: E&E5306

### 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. The course will include a number of laboratories (during class time) as well as four field trips that will be held on selected Saturdays (8 a.m.–12 p.m.).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM  
IDENTICAL WITH: E&ES312  
FALL 2009 INSTRUCTOR: CHERNOFF, BARRY SECT: 01

### 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

### BIOL318 Nature and 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

### BIOL320 Quantitative Methods for the Biological and Environmental Sciences

This course offers theoretical and applied approaches 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 spend time learning about the philosophy of 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 a brief look at one multivariable method.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
IDENTICAL WITH: [BIOL520 OR E&ES320 OR E&ES520]

### BIOL323 Advanced Lab in Molecular Developmental Biology

Modern developmental biology research combines the knowledge and techniques of two centuries of embryology with the molecular and cell biology techniques of the past two decades. Students will learn molecular biology and microscopy techniques including PCR, microinjection, and fluorescent microscopy. Substantial class time will be spent discussing experimental design and hypothesis testing.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM

### 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. AREA: NSM  
IDENTICAL WITH: [NS&B324 OR BIOL524 OR NS&B524]  
FALL 2009 INSTRUCTOR: LIN, STANLEY LI SECT: 01

### 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. AREA: NSM  
SPRING 2010 INSTRUCTOR: GRABEL, LAURA B. SECT: 01

### 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]  
FALL 2009 INSTRUCTOR: COHAN, FREDERICK M. SECT: 01  
INSTRUCTOR: KRIZANC, DANIEL SECT: 01

### BIOL333 Gene Regulation

IDENTICAL WITH: MB&B533

### BIOL336 Landscape Ecology

IDENTICAL WITH: E&ES336

### 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



**BIOL340 Issues in Development and Evolution**

This advanced course 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: OPT CREDIT: 1 IDENTICAL WITH: BIOL540

**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 related neuromuscular disorders.

GRADING: OPT CREDIT: 1

IDENTICAL WITH: [NS&B543 OR BIOL543 OR NS&B343]

SPRING 2010 INSTRUCTOR: DEVOTO, STEPHEN H. SECT: 01

**BIOL344 Biological Structures**

This course studies the theory, methods, and interpretation of cellular structure, using various techniques including, but not limited to, transmission and scanning electron microscopy, fluorescent immunocytochemistry, and confocal microscopy. Course will consist of lectures, discussion, seminars, and laboratory projects.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM IDENTICAL WITH: BIOL544

**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]

SPRING 2010 INSTRUCTOR: NAEGELE, JANICE R SECT: 01

**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. AREA: NSM

IDENTICAL WITH: [BIOL546 OR E&ES346 OR E&ES546]

FALL 2009 INSTRUCTOR: POULOS, HELEN MILLS SECT: 01

**BIOL347 Mammalian Cortical Circuits**

While scientists are still very unsure of how the mammalian cortex enables conscious perception and thought, there has

been a tremendous explosion of knowledge recently concerning the wide heterogeneity of neuronal classes and the specific kinds of connections between these classes. Detailed wiring diagrams of local cortical circuits are emerging, colored with dynamic connections that have created a wellspring of ideas motivated toward understanding the cortex with reverse-engineering strategies. This course will focus on cortical circuit studies in neocortex, with an emphasis on somatosensory cortex. Students will come to know, for example, many different varieties of inhibitory interneurons in terms of their firing properties, synaptic plasticities, the connections they make with other neurons, and what roles they might play in governing cortical dynamics.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM

IDENTICAL WITH: NS&B347

**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]

**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. AREA: NSM IDENTICAL WITH: NS&B351

**BIOL500 Graduate Pedagogy**

The elements of good teaching will be discussed and demonstrated through lectures, practice teaching sessions, and discussions of problems encountered in the actual teaching environment. The staff consists of faculty and experienced graduate students. An integral part of the course is a required one-day workshop *before* the first day of formal classes.

GRADING: CR/ CREDIT: .5 PREREQ: NONE

IDENTICAL WITH: [ASTR500 OR CHEM500 OR E&ES500 OR MATH500 OR MB&B500 OR MUSC500 OR PHYS500 OR PSYC500]

FALL 2009 SECT: 01

**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: A-F CREDIT: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: DEVOTO, STEPHEN H. SECT: 01  
 INSTRUCTOR: WEIR, MICHAEL P. SECT: 01  
 INSTRUCTOR: GRABEL, LAURA B. 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: .25 PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: DONADY, J. JAMES SECT: 01  
 INSTRUCTOR: GRABEL, LAURA B. SECT: 01  
 INSTRUCTOR: DEVOTO, STEPHEN H. 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, 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: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: SINGER, MICHAEL SECT: 01  
 INSTRUCTOR: SULTAN, SONIA SECT: 01  
 INSTRUCTOR: COHAN, FREDERICK M. SECT: 01  
 INSTRUCTOR: BURKE, ANN CAMPBELL SECT: 01  
 INSTRUCTOR: CHERNOFF, BARRY 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: .25 PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: BURKE, ANN CAMPBELL SECT: 01  
 INSTRUCTOR: SINGER, MICHAEL SECT: 01  
 INSTRUCTOR: COHAN, FREDERICK M. SECT: 01  
 INSTRUCTOR: SULTAN, SONIA SECT: 01

**BIOL509 Neuroscience Journal Club I**

Presentation and discussion of current research articles in the field of neuroscience.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: NAEGELE, JANICE R SECT: 01  
 INSTRUCTOR: KIRN, JOHN SECT: 01  
 INSTRUCTOR: AARON, GLOSTER B. SECT: 01  
 INSTRUCTOR: BODZNICK, DAVID SECT: 01

**BIOL510 Neurosciences Journal Club II**

Presentation and discussion of current research articles in the field of neuroscience.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: KIRN, JOHN SECT: 01  
 INSTRUCTOR: BODZNICK, DAVID SECT: 01  
 INSTRUCTOR: AARON, GLOSTER B. SECT: 01  
 INSTRUCTOR: NAEGELE, JANICE R SECT: 01

**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: MB&B533

**BIOL536 Landscape Ecology**

IDENTICAL WITH: E&ES336

**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

**BIOL544 Biological Structures**

IDENTICAL WITH: BIOL344

**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/ CREDIT: .5 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: SULTAN, SONIA SECT: 01

**BIOL401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**BIOL409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**BIOL411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**BIOL465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**BIOL467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## Center for the Humanities

**DIRECTOR 2009–2010:** Jill Morawski, *BA Mount Holyoke College, PhD Carleton University*

**ANDREW W. MELLON  
POSTDOCTORAL FELLOWS:** Joshua Chambers-Letson, *LBA, Eugene Lang College, MA, PhD New York University (Performance Studies)*; Yves Winter, *BS London School of Economics, MA University of Paris X-Nanterre, MA, PhD University of California, Berkeley (Rhetoric)*

### RESEARCH FELLOWS

**FACULTY FELLOWS:** Sally Bachner (*Spring*); Erica Chenoweth (*Fall*); Donald Moon (*Spring*); Miri Nakamura (*Fall*); Claire Potter (*Spring*); Jeff Rider (*Spring*); Peter Rutland (*Spring*); Ronald Schatz (*Fall*); Kirk Swinehart (*Fall*)

**STUDENT FELLOWS:** Samuel Egendorf (*Spring*), *Drew Flanagan (Spring), Noah Gapsis (Fall)*; Margaret McFee (*Fall*); Ian Pylvainen (*Spring*); Eric Spierer (*Spring*); Yun Wang (*Fall*)

### CHUM259 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 category of the human is constructed through that which is opposed to or excluded from it (including the categories of the divine, the bestial, the supernatural, the monstrous, the alien, etc.). How do representations of the more-than-human (gods, kings, heroes), the inhuman (ghosts, fairies, monsters, witches, villains), and the less-than-human (slaves, strangers, victims, children, animals) participate in the definition of the human and in the construction of dramatic character? These questions will be approached historically (through a consideration of the ways in which the human, inhuman, subhuman, and superhuman were defined in Shakespeare’s time), theoretically (through a consideration of recent critical debates surrounding these issues), and formally (through a consideration of 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 dramatic 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 roles do animals play in Shakespeare as social metaphors or utilitarian instruments? How do such attributes as status, gender, race, and nationality affect a character’s inclusion in the category of the human?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ENGL259

### CHUM303 The Evolution of War

While most societies condemn physical violence between individuals, they condone and encourage collectively organized violence in the form of warfare. War is obscene, yet all modern societies have engaged in warfare. This course will examine war as a social, political, and historical phenomenon. We will look at the way in which wars have led to the consolidation of politi-

cal power and the acceleration of social change, at the relationship between military service and the concept of citizenship. The course also examines the crucial role played by technology in the interaction between war and society. Films and novels will be examined to test to what extent these literary works accurately reflect, or obscure, the political, social, and technological logic driving the evolution of war. Our examples will include warfare in premodern society, the gunpowder revolution in early modern Europe and Japan, the American Civil War, colonial wars, World War I, World War II, Vietnam, and Iraq.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: GOVT303  
SPRING 2010 INSTRUCTOR: RUTLAND, PETER SECT: 01

### CHUM306 Reading and Writing About Military Conflict

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 have 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 King Philip’s War and the American Revolution, in the same way that you might study, say, World War I or Vietnam?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: HIST306  
FALL 2009 INSTRUCTOR: SWINEHART, KIRK DAVIS SECT: 01

### CHUM308 Digital Performance: The Virtual Representation of Body, Space, and Time

The course examines the history of digital performance and its elements—body, space, and time—and how these elements have been transformed from the traditional theatrical performance into a digital performance focusing on the historical perspective of what we understand to be human. We will follow the development of the theatrical elements from the avant-garde to today’s conception of virtual bodies, the digital theater, virtual reality, and online performances, as well as the development of media time and fragmented memory. We will also focus on the historical changes in audiences’ cultural roles: passive, participative, and interactive. The class format will include lectures and studio sessions, where students will engage

in practical research on digital performance, focused on one of the elements of study (body, space, and time). Readings will include Walter Benjamin and Steve Dixon from philosophy and performance studies, respectively. We will look at current practitioners of digital performance, such as Chameleon group, Marceli-Antunez Roca, the fura del Baus, and Stelarc.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: THEA308

### CHUM315 Performing the War Within: Race, Nation, and War

This seminar will begin with the political distinction between “friends” and “enemies” and Foucault’s assertion that for the state to perform power, it must create internal divisions against that “society must be defended.” We will consider how the state performs power and what kinds of performances national minorities are forced to enact as a response to the internal war waged against them. The course will address how the state produces ideal national subjects and how ethnic and other minorities are compelled to perform as the exception to the norm. We will address the deployment of war within a culture in an ideological sense (such as the war on drugs, war on crime, or the culture wars) to produce internal minorities and the enemy within. Additionally, we will ask how the occurrence of geopolitical warfare affects divisions within a society. Performance will be broadly construed to include ritual, protest, artistic and aesthetic performances (visual art, film, popular music, drama, graphic novels, and literature), and legal performances. Some of our examples will include everyday life in the Japanese American concentration camps of World War II, propaganda of the Third Reich, documents from the S-21 prison during the Khmer Rouge regime in Cambodia, the political battles during the Culture Wars of the 1980s and 1990s, the plays of Catherine Filloux, the music of Cambodian American band Dengue Fever and British rapper M.I.A., and legal cases and artistic responses to the war on terror.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [THEA317 OR AMST350]

FALL 2009 SECT: 01

### CHUM323 War in the 21st Century

This course addresses fundamental questions about the causes, character, and consequences of war in the 21st century. A major theme is evolution of warfare, which is explored through case studies of major wars and terrorist campaigns since World War II. The course incorporates empirical and normative theories about how war occurs, and whether it can be morally justified.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: S55 PREREQ: NONE  
IDENTICAL WITH: GOVT323

FALL 2009 INSTRUCTOR: CHENOWETH, ERICA SECT: 01

### CHUM333 The American Inner-Self Industry

A few years ago, I received a Quotable Card (quotablecards.com) birthday greeting blazoned with Ralph Waldo Emerson’s “What lies behind us and what lies before us are small matters compared to *what lies within us*.” Bearing in mind Terry Eagleton’s warning that what we are led to think of as “inner space” is actually where we are least free, I googled terms related to this .com profundity with intriguing results: inner self (42,600,000 hits), inner self business (5,230,000 hits), inner self industry (1,400,000 hits), the soul business (70,900,000 hits), the soul industry (7,510,000 hits), and soulmaking (906 hits). Our seminar will begin with Ben Franklin—whose jingles still supercharge ads (Gold’s Gym: “No pains, no gains”)—precisely because this architect of capitalist incentive has no use or time for notions of the inner self. The other literary

darling of advertisers is Emerson (his “Insist on yourself; never imitate” becomes Hugo cologne’s “Innovate, don’t imitate”). Are Franklin and Emerson in cahoots? From the Puritans through Jonathan Edwards to the antebellum romantics and the modern age of psychology, tropes of the inner self have proven indispensable to the reproduction of capitalist incentive, even as these figurations are used to rebel against “soulless” mechanization and standardization. Why and how does Franklinian-Emersonian capitalism require an inner-self industry? We will study religious tropes of “the soul,” move on to the literary secularization of what Keats termed “soulmaking,” and then consider psychological discourses that supplanted the metaphor of soul [always probing: why?]. To develop interdisciplinary historical and theoretical perspectives, we will read Franklin, Edwards, Emerson, Hawthorne, Melville, Twain, and O’Neill and integrate and rethink the history and anthropology of emotional life, of interiority, and of incentive.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ENGL335 OR AMST333]

### CHUM334 Violence and American Identity

This is an interdisciplinary seminar that examines a foundational theme in modern American studies: a national culture shaped by violent encounters on the frontier. Over the course of the semester, students are asked to re-imagine this idea (and the field of American studies itself) as situated in transnational, colonial, and postcolonial cultural contexts. Beginning with selections from a classic American studies text, Richard Slotkin’s *Regeneration Through Violence*, and ending with a reflection on post-colonial violence and the nature of global citizenship, the course centers three historical moments that are critical to the American studies as a hemispheric, and a transnational, field of study: pre-19th-century imperial encounters on the Anglo-French-Hispano-American frontier; the reconfiguration of American national responsibilities in a decolonizing world after World War II; and the effects of the Vietnam War on American identity after 1968.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: S55 PREREQ: NONE  
IDENTICAL WITH: [HIST368 OR AMST337]

SPRING 2010 INSTRUCTOR: POTTER, CLAIRE B. SECT: 01

### CHUM338 Anthrops and the Archive

To explore this year’s Center for the Humanities theme, “Figuring the Human,” this course will address various theories of the archive and the way the idea of the “human” comes to figure within them. We will explore how subjectivity emerges in relation to the knowledge body that is the archive—both as the subject doing the archiving and as the subject that comes to be archived. By examining such critical works as Walter Benjamin’s *The Arcades Project* and the “Theses on the Philosophy of History,” Michel Foucault’s *Archaeology of Knowledge* and *The Order of Things*, and Jacques Derrida’s *Archive Fever*, among others, we will begin to uncover the various methodologies of knowledge production and the way that these form the way we think of and define ourselves. In addition to short response papers, the course will be structured around a longer, more sustained research project of the students’ own choosing. While exploring the theory of archives, students will be asked to perform their own archival research in the Wesleyan University archives and special collections. They will be encouraged to incorporate all aspects of their research in the archives into their final projects (archival prohibitions, the rules of archival handling, logics of organization, etc.). We will also concentrate on each student’s development of his or



her own voice in relation to the critical voice that is encouraged within traditional archival research.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
IDENTICAL WITH: [HIST299 OR COL338 OR FG55338 OR ANTH310 OR AMST338]

### CHUM339 The End of the Cold War, 1981–1991

In the late 1970s and early 1980s, the relative stability that 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. “A strong sense of foreboding holds sway in Washington today,” a former member of the National Security Council observed in early 1981. By mid-1982, well-informed figures in both Washington and Moscow feared nuclear war. Hostility between the two governments only intensified over the succeeding months.

Yet by mid-1988 the Cold War ended and a new mode of cooperation between the Soviet and U.S. leaders emerged. How and why did this profound transformation occur? This seminar will concentrate on this question. It will call into question both the liberal and the conservative explanations for these developments that have reigned in the United States over the past two decades.

Students will read secondary works, memoirs of negotiators, and primary documents from both sides. In the concluding weeks, each student will do a research essay.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: HIST375  
FALL 2009 INSTRUCTOR: SCHATZ, RONALD W. SECT: 01

### CHUM341 Global Justice, International Pluralism, and War

Responding to the massive inequalities in the world, and in particular to the existence of extreme poverty, there has been a growing chorus of demands to apply principles of social justice at the global level. At the same time, the emergence of a global discourse of human rights has led to calls for a redefinition of traditional notions of sovereignty and to the idea that international institutions and even individual states have a responsibility to protect people from severe violations of their rights throughout the world. Realizing these ideals, however, may require intervention in the domestic affairs of individual countries. And in a world where only a few states have the ability to intervene, we face the ironic situation in which the demand for justice can become, or at least be seen as, a cloak for a new (or not so new) kinds of colonial domination. Even more ironically, intervention to protect human rights becomes another occasion for war, one in which observing the restraints required by the laws of war, themselves rooted in conceptions of human rights, becomes problematic. This course will explore the conundrums that arise when we take seriously the claims of global justice in a world of at least nominally independent states, one in which the possibility of war cannot be ruled out.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: GOVT341  
SPRING 2010 INSTRUCTOR: MOON, J. DONALD SECT: 01

### CHUM342 Colonial Identities in “Japanese” Literature

World War II is often treated as the culmination of a century’s worth of colonial discontent, as a war fought as much over national identities as over territory and national boundaries. To closely examine this war over national identities, this class focuses on the representations of colonial identities in the largest non-Western empire in the modern period, Japan. What was the relationship between the Japanese empire and its colonial subjects? How was its nationalism different from those of its European counterparts? Canonical/realist literature from the

colonial period never directly addressed political issues, concealing the existence of militarism and colonialism from their literary landscapes. In that sense, they were complicit with the imperial regime and its goal of depicting Japan as a homogeneous state where every citizen, including the colonized, were all equal subjects under the emperor. This class aims to deconstruct this image of Japan as a homogeneous country by looking at noncanonical texts that actually focus on the figures of colonized others and minorities and also contemporary texts that address Japan’s wartime past. We will begin by analyzing colonial literature from the modern period, literature written about Japan’s colonial identities by Japanese, Chinese, and Korean writers. Students will also be introduced to the history of colonialism in East Asia as the class progresses. Then we will examine works by popular contemporary writers who have addressed Japan’s wartime atrocities and colonial past in their literary works.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [EAST342 OR ALIT342]  
FALL 2009 INSTRUCTOR: NAKAMURA, MIRI SECT: 01

### CHUM344 Reading the Vietnam War

This course is an exploration of the range of writing that was produced in the United States in response to the Vietnam War, or what the Vietnamese call the “American War.” We will focus primarily on writing produced in the years during and immediately after the war, but will also read some later responses. Such reading aims to provide insight into the political, cultural, and aesthetic issues that arose from or became implicated in the conflict. Major topics of consideration that will emerge from the readings will be U.S. imperialism, media representation, the meaning of student radicalism and militancy, the emergence of PTSD as a clinical and cultural category, feminist discourse, and the critique of masculinity. Some broad questions we will be asking include: How did the nature of the war in Vietnam shape American perceptions about the meaning of war and the legitimacy of violence? How did the war come to inflect already current discourses surrounding gender, trauma, and imperialism?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ENGL341 OR AMST344]  
SPRING 2010 INSTRUCTOR: BACHNER, SALLY SECT: 01

### CHUM345 Warfare in the Middle Ages: The Example of Flanders in 1127–1128

Charles the Good, count of Flanders, was assassinated on March 2, 1127. This led to 18 months of civil war in the most prosperous and strategic part of Europe, accompanied by every form of warfare imaginable, sieges of both urban centers and rural castles; pitched battles between armies; raids and looting, as well spectacular executions of the assassins, religious processions, excommunications, the evisceration of witches, and so on. The people and events of these 18 months are uniquely well documented in the work of two remarkable contemporary historians, both of whom were well acquainted with Charles and many of the other actors in this drama; were eyewitnesses to many of the events they relate; and were exceptionally well-positioned to gather information about others. Galbert of Bruges, a functionary in the count’s central administration, wrote a journal, the only one we have from Europe in the 12th century, recounting the events of 1127–28, while Walter, archdeacon of Thérouanne, wrote a more traditional biography of Charles sometime between July and September 1127. We will study these events through these chronicles, that contain detailed eyewitness accounts of warfare and the



economic, social, and psychological effects of civil war in the High Middle Ages.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

IDENTICAL WITH: MDST345

SPRING 2010 INSTRUCTOR: RIDER, JEFF SECT: 01

**CHUM472 Zombies as Other from Haiti to Hollywood**

The Afro-Creole religion of the Haitian majority is a complex system of inherited roles and rituals that Afro-Creole people remembered and created during and after plantation slavery. Called “serving the spirits,” or “Vodou,” this religion and cultural system continues as a spiritual method and family obligation in Haiti and its diaspora and draws constantly on new symbols and ideas. A small part of Vodou mythology involves the zonbi: a part of the soul captured and forced to work. Vodou—and especially the zonbi—has also captured the imagination of Hollywood and television, and the entertainment industry has produced numerous films and television episodes, and now computer games, with “Zombie” themes. This course explores the anthropology of the zonbi as a religious practice and relates it to the cultural studies of North American representations of Zombies. We will ask: What constitutes the thought and practice of Haitian zonbi? How is the Zombie represented in American media? How can we analyze the patterns and tropes that operate in images of Zombies? We will explore questions of religious ritual, political resistance, secrecy and spectacle, authenticity and commodification, racism, media studies, and the ethics of representation.

GRADING: A-F CREDIT: 1 PREREQ: NONE

IDENTICAL WITH: [RELI472 OR LAST336 OR AFAM337 OR AMST317]

## Chemistry

**PROFESSORS:** David Beveridge; Philip Bolton; Joseph W. Bruno, *Vice President for Academic Affairs and Provost*; Albert J. Fry; Joseph L. Knee, *Chair*; Stewart E. Novick; George Petersson; Rex Pratt; Wallace C. Pringle Jr.; Irina Russu

**ASSOCIATE PROFESSORS:** Michael Calter; T. David Westmoreland

**ASSISTANT PROFESSOR:** Brian Northrop; Erika A. Taylor

**ADJUNCT ASSOCIATE PROFESSOR:** Ganesan Ravishanker, *Associate Vice President for Information Technology Services*

**DEPARTMENTAL ADVISING**

**EXPERTS 2009–2010:** Albert Fry, *Organic*; George Petersson, *Physical*; Rex Pratt, *Biochemistry*; Wallace Pringle, *Analytical*; T. David Westmoreland, *Inorganic*

### UNDERGRADUATE PROGRAM

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 air pollution, 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 role of metallic elements in organic chemistry and biochemistry. These are all areas of research by Wesleyan faculty and their undergraduate and graduate coworkers.

The Chemistry Department at Wesleyan University meets the needs of nonscience majors, chemistry majors, and other science majors with the following programs:

1. Nonscientists are encouraged to consider **CHEM114**, **117**, **119**, **120**, **148**, **160**, 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. **CHEM117** covers basic aspects of human chemistry and molecular biology. **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. 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.
2. 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 **144** 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**. The two courses, Introductory Chemistry and Organic Chemistry, plus the laboratory sequence, **CHEM152**, **257**, **258**, are required for admission to medical, dental, and veterinary schools.
3. 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 re-

search with a faculty member, including during one or more summers. Financial support for summer research is generally available.

Calculus (**MATH117, 122**; or **MATH121, 122**; or Advanced Placement credit) is 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 **337/338**) and two semesters of undergraduate research, **CHEM409/410** or **421/422**. 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. (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 **195**) 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. The major is completed with Biochemistry (**CHEM383**) and Physical Chemistry for the Life Sciences (**CHEM381**). The two-semester physical chemistry sequence, **CHEM337/338**, can be substituted for **CHEM381** and one of the three electives. Students who have been exempted from **CHEM144** must take **CHEM361**, Advanced Inorganic Chemistry to gain familiarity with inorganic chemistry. The three electives normally 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** 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 are **MATH121**; **MATH122**, Calculus I and II, and one year of physics. One of the electives may be replaced by two semesters of research (**CHEM409/410** or **421/422**). 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.

**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 13 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 annual 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. Recent topics have been chemical insights into viruses, fullerenes: progenitors and sequels, molecular frontiers of AIDS research, extra-terrestrial 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, and challenges to chemistry from other science.

**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.)

- *Course requirements are intended to achieve two basic goals.* (1) 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. (2) Continued scholarly growth. Graduate students are expected to take one course or its equivalent every semester. This may be a regular advanced course in chemistry or a related discipline, a seminar, or a tutorial designed to meet the special needs of an individual student.
- *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.
- *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.
- *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.* The candidate will have the opportunity to present his or her work in a talk at the departmental colloquium.

## 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:* During the first two years, students will be examined on their general knowledge of chemical physics, including the current literature. In the second year, an oral exam will be given, based in part on an original research proposal. At this point, a formal decision will be made concerning whether to admit the student to candidacy for the PhD.
- *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 with the Department of Molecular Biology and Biochemistry (MB&B) and the Department of 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 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 [www.wesleyan.edu/chem](http://www.wesleyan.edu/chem).

### CHEM114 Chemistry in a Modern Society

This course is a qualitative analysis of the importance of chemistry in a modern society. Who are the most creative and successful chemists of the past century and what did they do? How do chemists discover new drugs? What will we do without oil? How do chemists discover and develop renewable energy? What is the quality of Middletown water and air? Will global warming cause species extinction? Does the ozone hole cause cancer? No prior chemistry is required or needed.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: 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 on 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. This course will contain a significant cooperative/collaborative learning component. In general, Mondays and Fridays will be lecture classes and Wednesdays will be cooperative/collaborative days. The cooperative/collaborative sessions will be based on working in groups. Each group, with each group consisting of three or four students, will, as a group, prepare written answers to a few questions that will be equivalent, in content and

difficulty, to those in the then-current homework assignments. One of the primary aims of cooperative/collaborative learning is for the students to be able to talk about the material and to be able to explain the material to their cohorts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

### CHEM118 DNA

This course provides an interdisciplinary view of the DNA molecule and its impact upon medicine, law, philosophy, agriculture, ethics, politics, and society at large. The course has two parts. In the first part, we will learn the chemistry and physics of 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. AREA: NSM PREREQ: NONE

### 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. AREA: NSM PREREQ: NONE

### CHEM132 Seminars in Physical Science

This course is a refined version of a Random Walk Through Science last taught in the spring of 1999. 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. Topics in biology, molecular biology, or medicine will not be acceptable seminar topics. There are two reasons for this: (a) students are usually already familiar



and comfortable with these topics and I wish to push them into exploring science that would be a challenge for them, and (b) biological science is outside the instructor's expertise. Class attendance is required. The audience of students will fill out a written critique of each talk during the last 15 minutes of each class. After the instructor has gone over these forms, they will be passed on to the seminar speaker for that day. 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 do stars shine?; what are 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 are prime numbers used in cryptography?; the discovery of C60; the list is almost inexhaustible.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: NOVICK, STEWART E. SECT: 01

### CHEM141 Introductory Chemistry I

This course emphasizes rigorous descriptive reasoning. While intended for students with little or no previous background in chemistry, 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. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: WESTMORELAND, T. DAVID 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. AREA: NSM  
SPRING 2010 INSTRUCTOR: KNEE, JOSEPH L. SECT: 01-06

### 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. AREA: NSM  
SPRING 2010 INSTRUCTOR: KNEE, JOSEPH L. SECT: 01-06

### CHEM143 Principles of Chemistry I

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. This course will cover the properties of gases, solids, liquids, and solutions; 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. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: NOVICK, STEWART E. SECT: 01

### 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. AREA: NSM  
SPRING 2010 INSTRUCTOR: WESTMORELAND, T. DAVID SECT: 01-07

### CHEM145 Principles of Chemistry I—Special Topics

Chemistry 145 is a special section of Chemistry 143. 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. This course is 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. This course will cover the properties of gases, solids, liquids, and solutions; 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. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: NOVICK, STEWART E. SECT: 01  
INSTRUCTOR: NORTHROP, BRIAN HALE SECT: 01

### CHEM148 Science and Art

This course is an interdisciplinary lecture/laboratory course in which diverse science topics are explored through the lens of the visual arts. Topics to be considered will include the physics of light; the neurobiology of color vision; the chemistry of pigments, binders, lakes, and paints; the mathematics of composition and design; the psychology of perception; along with an overview of conservation science. In the laboratory component, students will perform a series of key experiments exploring basic knowledge in each of the various topic areas. Potential science majors and art majors will be given priority in forming the class. Having a secondary school chemistry course is advised.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: 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. AREA: NSM  
FALL 2009 INSTRUCTOR: BOLTON, PHILIP H. SECT: 01-04  
SPRING 2010 INSTRUCTOR: BOLTON, PHILIP H. SECT: 01-05

### CHEM160 Science and Modernism

An extraordinary set of breakthroughs in the sciences and mathematics (statistical mechanics, relativity theory, light and color, quantum mechanics, and non-Euclidean geometry) emerged in the same late 19th-, early 20th-century time frame as major new advances in the visual arts (postimpressionism, fauvism, cubism, futurism, and dynamism), as well as experimental fiction, music, and dance. Fundamental ideas at the core of modern science, particularly in the treatment of time, space, and motion, are remarkably similar to those in modernist works. This course considers the collected works as cultural artifacts and investigates critically the extent to which hypotheses about parallelisms, interconnections, cultural influences, causalities, and field effects hold up. Topics such as positivism vs. atomism, the reliance on understanding scientific color theory by modernist artists, and the more controversial but provocative similarities between relativity theory, non-Euclidean geometry, and cubism are included. The social, cultural, and political matrix within which modern science and modernism came about provides numerous chances to discuss conflicted

issues in terms of what is known about the lived experience of creative individuals compared and contrasted with the more academic social, political, and cultural optic. The scientific contributions of Boltzmann, Poincaré, Chevreul, Blanc, Rood, Einstein, de Broglie, and Schrodinger are considered alongside selected works of Cézanne, van Gogh, Seurat, Picasso, Apollinaire, Jarry, Satie, Stravinsky, Joyce, and Proust.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
IDENTICAL WITH: MB&B160  
SPRING 2010 INSTRUCTOR: BEVERIDGE, DAVID L. SECT: 01

### 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. The course will encourage collaborative learning as students work on teams to solve crimes and reporting findings. Student performance will be evaluated through short weekly lab assignments, discussion participation, and a final team project involving the analysis of a crime scene.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
SPRING 2010 INSTRUCTOR: BOLTON, PHILIP H. SECT: 01

### CHEM199 Introduction to Nanotechnologies

TBA

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

### 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. AREA: NSM  
FALL 2009 INSTRUCTOR: CALTER, MICHAEL A. SECT: 01-06

### 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. AREA: NSM  
SPRING 2010 INSTRUCTOR: FRY, ALBERT J. 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. AREA: NSM  
FALL 2009 INSTRUCTOR: PRINGLE, WALLACE C. SECT: 01-04

### CHEM258 Organic Chemistry Laboratory

This course presents laboratory techniques of organic chemistry.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: NSM  
SPRING 2010 INSTRUCTOR: TAYLOR, ERIKA A. SECT: 01-05

### CHEM265 Bioinformatics Programming

IDENTICAL WITH: BIOL265

### CHEM301 Foundations of 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 biorheology; 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. The level of this course is keyed to graduate and undergraduate students interested in participating in the Molecular Biophysics Program at Wesleyan. Suitable also as an elective for biological chemistry majors and any interested graduate students from NSM departments. Prerequisite: A basic working knowledge of differential and integral calculus.

GRADING: A-F CREDIT: 1  
IDENTICAL WITH: [MB&B301 OR CHEM509 OR MB&B509]  
FALL 2009 INSTRUCTOR: BEVERIDGE, DAVID L. SECT: 01

### CHEM303 Receptors, Channels, and Pumps: Advanced Topic in Membrane Protein Structure and Function

IDENTICAL WITH: MB&B303

### 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/ CREDIT: .5 PREREQ: NONE  
IDENTICAL WITH: [MB&B307 OR CHEM507 OR MB&B507]  
FALL 2009 INSTRUCTOR: HINGORANI, MANJU; SECT: 01  
INSTRUCTOR: BEVERIDGE, DAVID L. 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/ CREDIT: .5 PREREQ: NONE  
IDENTICAL WITH: [MB&B308 OR CHEM508 OR MB&B508]  
SPRING 2010 INSTRUCTOR: BEVERIDGE, DAVID L. SECT: 01  
INSTRUCTOR: MUKERJI, ISHITA SECT: 01

### CHEM314 Environmental Chemistry

This course for is designed for students with college-level general and organic chemistry background. Examples of subject topics to be covered include thermodynamics of energy production, solar fusion and fission power, chemical kinetics and transport models for air pollution (photochemical smog and ozone depletion), acid rain, health effects of air pollution and water pollution, and analytical methods such as trace detection and standardization. Analysis and criticism of environmental literature are included.

GRADING: A-F CREDIT: 1  
SPRING 2010 INSTRUCTOR: PRINGLE, WALLACE C. SECT: 01

### CHEM320 Scientific Research Ethics

Ethical questions encountered in conducting scientific research are becoming topics of increasing scrutiny by both scientists and nonscientists. The focus of the course will be an examination of ethical issues that arise in the conduct of scientific

research through case studies and readings from the scientific literature.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE

### 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. AREA: NSM

IDENTICAL WITH: MB&B321

FALL 2009 INSTRUCTOR: TAYLOR, ERIKA A. SECT: 01

### 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

FALL 2009 INSTRUCTOR: RUSSU, IRINA M. SECT: 01

### CHEM337 Physical Chemistry I: Quantum Mechanics and Spectroscopy

This introduction to physical chemistry covers wave mechanics, operator methods, perturbation theory, angular momentum and vibrations, atomic and molecular structure, symmetry, and spectroscopy.

GRADING: A-F CREDIT: 1

FALL 2009 INSTRUCTOR: KNEE, JOSEPH L. 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. This is a basic undergraduate physical chemistry course. Although this course is usually taken by chemistry majors in the semester following CHEM337, it may be elected without CHEM337 by MB&B majors and others.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: CHEM538

SPRING 2010 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. It is a survey course for first-year chemistry graduate students, required for the PhD.

GRADING: A-F CREDIT: 1

### 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. AREA: NSM

### 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 dependent upon class interest will be covered.

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

### 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. AREA: NSM

IDENTICAL WITH: MB&B357

### 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

### 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

SPRING 2010 INSTRUCTOR: CALTER, MICHAEL A. SECT: 01

### 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

### CHEM363 Organometallic Chemistry

This course examines the synthesis, bonding properties, and catalytic and stoichiometric reactions of transition metal or-

ganometallics (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. A lecture/discussion period will be devoted to the underlying scientific principles every week.

GRADING: A-F CREDIT: 1

FALL 2009 INSTRUCTOR: ROBERTS, ANDREA 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. There will be a lecture/discussion period devoted to the underlying scientific principles every week.

GRADING: A-F CREDIT: 1

SPRING 2010 INSTRUCTOR: ROBERTS, ANDREA SECT: 01-03

### **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. AREA: NSM PREREQ: NONE

IDENTICAL WITH: MB&B382

SPRING 2010 INSTRUCTOR: BOLTON, PHILIP H. SECT: 01

#### **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, general principles of the biosynthesis of cellular components.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: MB&B383

FALL 2009 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

FALL 2009 INSTRUCTOR: PRATT, REX F. SECT: 01

### **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

### **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

SPRING 2010 INSTRUCTOR: PRATT, REX F. SECT: 01

### **CHEM388 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

### **CHEM395 Structural Biology Laboratory**

IDENTICAL WITH: MB&B395

### **CHEM399 Introduction to Nanotechnology and Microfabrication**

There is a general agreement that nanotechnology will profoundly impact a wide range of areas in technology, manufacturing, environment, and many other aspects of our lives. Imagine getting an injection of "smart" nano-sized drug that can seek out cancer cells and destroy them without harming any of the surrounding tissue. Imagine materials with 100 times the strength of the steel with only a small fraction of its weight. Imagine shrinking all the information housed at the Library of Congress into a device the size of a sugar cube. Nanotechnology is about to explode in this century. Are we ready to benefit from this exciting technology? The purpose



of this course is to introduce students to major breakthroughs and practical applications in the field of nanotechnology. A nanometer (nm) is one billionth of a meter. Nano-sized material, that is, objects on the length scale of 1 to 100 nm, often exhibit amazing properties unexpected from its macro counterpart. For example, bulk gold has a golden color, but gold nano-particles with diameters ~15 nm are red, and ~40 nm gold nano-particles are purple. The dramatic size effects is an active part of research in the field of nanoscience and nanotechnology. Characterization methods specific to the nanoscale will be introduced, including scanning probe microscopies. The course will touch upon topics such as nanomaterials and amazing changes of their properties, nanoworld "eyes" and "hands," working principles of STM and AFM, selected examples of fascinating applications of STM and AFM, micro- and nanofabrications, molecular nanotechnology: nano-electronics, nanocomputing, nano-optics and nanobiosensors. This course is designed primarily for undergraduate students who are majoring in science. Due to the interdisciplinary nature of the material, students from chemistry, physics, E&ES, biology, and MB&B should have the appropriate background to enroll in this course. The lectures will utilize PowerPoint presentations with extensive graphical materials from this booming field. The course will feature active involvement of students in the form of discussion, written reports, and in-class presentations. In addition, designated reading assignments will involve selected sections in the textbook and hand-out articles of journals in nanotechnology.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM

#### **CHEM500 Graduate Pedagogy**

IDENTICAL WITH: BIOL500

#### **CHEM503 Receptors, Channels, and Pumps: Advanced Topic in Membrane Protein Structure and Function**

IDENTICAL WITH: MB&B303

#### **CHEM507 Molecular Biophysics Journal Club I**

IDENTICAL WITH: CHEM307

#### **CHEM508 Molecular Biophysics Journal Club II**

IDENTICAL WITH: CHEM308

#### **CHEM509 Foundations of Molecular Biophysics**

IDENTICAL WITH: CHEM301

#### **CHEM519 Structural Mechanisms of Protein-Nucleic Acid Interactions**

Students have five days after the first day of class to add this course. 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

#### **CHEM521 Chemistry Symposia I**

Weekly seminars by distinguished national and international chemists.

GRADING: CR/ CREDIT: .25 PREREQ: NONE

FALL 2009 INSTRUCTOR: KNEE, JOSEPH L. SECT: 01

#### **CHEM522 Chemistry Symposia II**

Weekly seminars by distinguished national and international chemists.

GRADING: CR/ CREDIT: .25 PREREQ: NONE

SPRING 2010 INSTRUCTOR: KNEE, JOSEPH L. SECT: 01

#### **CHEM538 Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics**

IDENTICAL WITH: CHEM338

#### **CHEM540 Physical Chemistry IV: Advanced Quantum Chemistry**

This course covers many 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 in chemical physics.

GRADING: A-F CREDIT: 1

FALL 2009 INSTRUCTOR: PETERSSON, GEORGE A. SECT: 01

#### **CHEM541 Physical Chemistry IV: Quantum Chemistry**

Second half of the semester, computer lab.

GRADING: A-F CREDIT: .5

FALL 2009 INSTRUCTOR: PETERSSON, GEORGE A. 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/ CREDIT: .25 PREREQ: NONE

IDENTICAL WITH: PHYS587

FALL 2009 INSTRUCTOR: NOVICK, STEWART E. SECT: 01

#### **CHEM548 Seminar in Chemical Physics**

IDENTICAL WITH: PHYS588

#### **CHEM557 Seminar in Organic and Inorganic Chemistry**

Weekly presentations and discussions based on current research. Presenters prepare abstracts for their presentation and relate their research to the literature.

GRADING: CR/ CREDIT: .25 PREREQ: NONE

FALL 2009 INSTRUCTOR: TAYLOR, ERIKA A. SECT: 01

#### **CHEM558 Seminar in Organic and Inorganic Chemistry**

Weekly presentations and discussions based on current research. Presenters prepare abstracts for their presentation and relate their research to the literature.

GRADING: CR/ CREDIT: .25 PREREQ: NONE

SPRING 2010 INSTRUCTOR: TAYLOR, ERIKA A. SECT: 01

#### **CHEM581 Physical Chemistry for the Life Sciences**

IDENTICAL WITH: MB&B381

#### **CHEM587 Seminar in Biological Chemistry**

Weekly presentations and discussions based on current research.

GRADING: CR/ CREDIT: .25 IDENTICAL WITH: MB&B587

FALL 2009 INSTRUCTOR: PRATT, REX F. 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/ CREDIT: .25

IDENTICAL WITH: MB&B588

SPRING 2010 INSTRUCTOR: PRATT, REX F. SECT: 01

#### **CHEM401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

#### **CHEM409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

#### **CHEM411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

#### **CHEM465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

#### **CHEM467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE



## Classical Studies

**PROFESSORS:** Marilyn A. Katz; Christopher Parslow; Michael J. Roberts, *Chair (Spring)*; Andrew Szegedy-Maszak, *Chair (Fall)*

**ASSISTANT PROFESSORS:** Lauren Caldwell; Celina Gray; Eirene Visvardi

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:**

Celina Gray, *Greek Archaeology and Classical Civilization*; Christopher Parslow, *Roman Archaeology*; Michael Roberts, *Latin*; Andrew Szegedy-Maszak, *Classical Civilization and 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:
    - **CCIV201** The Aegean Bronze Age
    - **CCIV214** Survey of Greek Archaeology
    - **CCIV223** Survey of Roman Archaeology and Art
    - **CCIV234** Art and Society in Ancient Pompeii
    - **CCIV321** The Archaeology of the Greek City-State
    - **CCIV328** Roman Urban Life
    - **CCIV329** Roman Villa Life

- 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, 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 the faculty as early as possible and must submit a senior thesis proposal to the department by April 15 of their junior year. Enrollment in the senior thesis tutorial in the fall will be contingent upon the department's approval of the proposal.
- 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 first-hand 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 Greek and/or Latin will have a better chance of admission. Applications for spring term are due in mid-October and for fall term, in mid-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 should 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 and departmental faculty for direction in finding and choosing a summer program.

**CCIV112 Three Great Myths: Prometheus, Persephone, and Dionysus**

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. AREA: HA PREREQ: NONE

**CCIV116 Greek Curiosity**

Aristotle wrote that all human beings naturally desire knowledge. In this class we will study how the ancient Greeks sought to explore, comprehend, explain, and predict their world. From Odysseus, the archetype of the curious Greek, to the systematic inquiries of Aristotle, we will read literature in which Greek intellectual curiosity is on display—including epic poetry, history, tragedy, science, and philosophy. No familiarity with the set authors is expected, only a desire to learn.

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

**CCIV118 Magic in the Ancient World**

Magic was ubiquitous in the ancient Mediterranean, encompassing such wide-ranging practices as love spells, prophecy, and astrology. In this course, we will look at the range of source materials, relying on physical evidence (such as lead curse tablets, sculpture, and architecture), as well as literary production and written legislation, to investigate magical practices in antiquity. Ultimately, we will discuss why magic is a problematic category and consider how these behaviors provide unique insight into the complexities of religious beliefs in the ancient world.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ARCP118

**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. AREA: 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: CALDWELL, LAUREN ELIZABETH 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, 27 BCE–14 CE). 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. I expect, too, to look at modern portrayals of the period in the visual media (e.g., *Quo Vadis, I Claudius*).

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

**CCIV201 The Aegean Bronze Age**

This course is an introduction to the prehistory of the Greece and the Aegean islands, beginning with the later Stone Age (or Neolithic period) and concentrating on the Cycladic, Minoan, and Mycenaean cultures of the Aegean islands and mainland Greece from ca. 3300–1000 BCE (i.e., the Bronze Age). The Bronze Age saw the development of preclassical civilizations in the Aegean and some of the great monuments of the Old World, including the palace of Minos at Knossos on Crete, the shaft graves of Mycenae, and the walls of Troy. It is the background for the archaic and classical periods of Greece, for the Homeric poems (*Iliad* and *Odyssey*), and legends of the Trojan War. We will examine some major debates currently raging concerning the reality of the Trojan War, the relationship of Greece in this period to Egypt and other major civilizations, and the role of the Thera volcano in the demise of Minoan culture (and its connection to the Atlantis legend).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ARHA202 OR ARCP201]

**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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: THEA202

**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. AREA: HA PREREQ: NONE

**CCIV212 Politics and Piety in Early Christianities**

IDENTICAL WITH: RELI215

**CCIV214 Survey of Greek Archaeology**

This survey of Greek material culture from the late Bronze Age to the Roman period focuses on the development of architecture, representative art, and artifacts related to everyday life. Archaeological and ancient literary evidence will be used to explore the relationship between material culture and society.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ARHA203 OR ARCP214]

**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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ARCP216 OR ARHA208]

### CCIV217 Philosophical Classics I: Ancient Western Philosophy

IDENTICAL WITH: PHIL201

#### CCIV220 Greek and Roman Religions

How did an ancient Greek or Roman relate to the world of the divine, and what forms did this relationship take? This course will address questions such as these and will provide an introduction to the polytheistic religions of the Greeks and Romans, with a focus on both public and personal beliefs and practices. On the public side, gods, myths, heroes, sacred places, calendars and festivals, priests and priestesses, divination, and sacrifice will be studied, while elements of personal religion will cover healing and mystery cults, such as Isis and Mithras.

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

#### CCIV221 Law and Order in Ancient Rome

Roman legal texts—imperial edicts, juristic discussions, and courtroom speeches—help us understand the history of Western legal thinking. They also illuminate Roman customs, economic and status divisions, public policy, and attitudes. Lectures will address these issues and introduce the problems with which Roman law was concerned, preparing students to analyze actual cases (on, for example, assault, trespassing, and defamation) from the Roman juristic writings and to read samples of Cicero's forensic speeches. 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: HIST290

#### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ARHA207 OR ARCP223]

FALL 2009 INSTRUCTOR: PARLOW, CHRISTOPHER SECT: 01

#### CCIV224 Marriage and Death in Ancient Greece

Marriage and death; joy and grief. In ancient Greece these were parallel, not opposite. In this course we find out why and how, as we study representations of wedding and funerary ritual in ancient Greek art and literature from the 8th through 4th centuries BCE. The course will include also an introduction to ancient Greek culture, with brief surveys of such topics as sacrificial ritual, vase painting, Greek tragedy, Periclean Athens, Sparta, slavery, oracles, and Greek ideas about the origin of the universe. And we will explore in detail the geography of the ancient Greek Underworld (Hades). Attendance at all lectures is very important for this course; students who miss a significant number of classes will be unlikely to do well.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FGSS225

#### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: HIST282

SPRING 2010 INSTRUCTOR: CALDWELL, LAUREN ELIZABETH SECT: 01

#### CCIV227 The Age of Augustus

This course introduces students to a remarkable period in Western history, the rule of Rome's first emperor, Augustus. We will begin by examining the political and military clashes of the late Republic that ultimately led to Augustus' acquisition of power and then move to explore the ways in which Augustus attempted to orchestrate political, social, and religious change—and the ways in which people responded to his efforts. A wide range of evidence will be treated, including art, architecture, political speeches, letters, biography, historiography, poetry, religious ceremonies, and law.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: HIST233

#### 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: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: HIST204

FALL 2009 INSTRUCTOR: SZEGEDY-MASZAK, ANDREW SECT: 01

#### CCIV232 Roman History

This course follows the history of Rome from its rise as an Italic and Mediterranean power 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: HIST205

#### CCIV234 Art and Society in Ancient Pompeii

Using archaeological, art-historical, and literary sources, we will examine daily life in Pompeii and Herculaneum. Topics to be considered include public monuments, private houses, spectacles, and social, cultural, and political activity.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ARHA225 OR ARCP234]

#### CCIV235 Youth and Adolescence in Ancient Rome

Our society typically associates the term "adolescence" with a stage of life that is free from adult responsibilities and devoted to education. Teenagers occupy a distinct social and cultural category, as marketers of products from movies to clothing know well. In the ancient Mediterranean world, the teenage years took on their own meaning that was shaped by such factors as population structure, gender-role expectations, views of physical maturity, educational norms, and the distribution of wealth in society. In this course, we explore the evidence for youth in the Roman world—including school texts, poetry, medical treatises, legal cases, and mummy portraits—and consider various scholarly approaches to studying adolescence in historical perspective.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE



**CCIV237 From Memory to Spectacle: Defining the Roman**

In 17 BCE the emperor Augustus staged the Secular Games, a centennial celebration of Rome and a showpiece of his new regime. The event combined theater and chariot-racing with religious ritual in honor of the protecting deities of the city. The poet Horace composed a hymn for the occasion, invoking Roman history and legend. In this course we will explore these methods for defining what it meant to be Roman. One looks back to the past, creating an image of Romanitas (the essence of the Roman) through the reshaping of history and legend. In this connection we will read Virgil's *Aeneid* and Horace's *Odes*. The other is acted out in the present through ceremony and spectacle. We will examine select state ceremonies and also the three great spectacles, of the theater, the circus, and the arena, that communicated aspects of what it meant to be Roman throughout the Roman world.

GRADING: OPT CREDIT: 1 PREREQ: NONE

**CCIV239 War in Greco-Roman Society**

This course examines the nature of warfare and its impact on society from the Homeric age to late antiquity. In addition to considering the evidence for such dynamic figures as Alexander the Great, Hannibal, and Julius Caesar, we will also address crucial questions: Who fought and why? What motivated conflict, and what ethical concerns are treated by ancient sources? How do the sources offer insight into how battles were fought? What can we know about the impact of war on noncombatants? A wide variety of evidence will be considered, from literature to papyri to art and archaeological remains, as well as modern scholarship.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: HIST262

**CCIV240 Ancient Historiography**

GRADING: A-F CREDIT: 1 PREREQ: NONE

**CCIV243 Women and Pots**

This course is a seminar in which we study ancient Greek vase-painting and the representation of mortal and immortal women on ancient Greek vases. The seminar will be conducted in three stages: (1) intensive study of ancient pottery-making and -decoration; (2) study of women in groups (weddings, funerals, symposia, domesticity); (3) students' individual projects, focused on various female individuals and types (e.g., Penthesilea, the hetaira, the mother, Amazons, etc.).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FG5211

SPRING 2010 INSTRUCTOR: KATZ, MARILYN A. 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ARCP290 OR ARHA217]

FALL 2009 INSTRUCTOR: GRAY, CELINA L. SECT: 01

**CCIV257 Plato's Republic**

IDENTICAL WITH: PHIL303

**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. AREA: 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; 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [RELI274 OR HIST250 OR MDST275]

SPRING 2010 INSTRUCTOR: ROBERTS, MICHAEL J. SECT: 01

**CCIV277 The Heroic Age of Greece**

This course will study the earliest periods in Greek culture through both archaeology and written texts. Archaeological evidence will be the primary evidence for constructing a picture of the society and culture of the early Greeks; the epic poems of Homer (*Iliad* and *Odyssey*) and Hesiod (*Works And Days*) will be the textual sources. Some of the topics to be discussed include the reality and date of the poet Homer, the origins of Greek art, the historicity of the Trojan War, early Greek religious practices, early Greek relations with non-Greeks and the formation of a Greek identity, and the transition from the Dark Ages to the archaic period of Greece.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ARCP277

**CCIV278 Greek and Roman Epic**

This course consists of a thorough introductory study of the epic genre in Greece and Rome. Students will read a selection of ancient poems belonging both to the well-known heroic strain of epic, for which Homer provides the paradigm, and to the cosmological, or catalog strain, exemplified by Hesiod. We will consider how Homer and Hesiod were traditionally read together and how later epics draw upon both. This complication of the popular idea of epic will allow us to investigate how epics combine cosmology and human narratives to explore the place of human beings in the universe; the relationship between gods and mortals; and the connection between moral, social, or historical order and cosmological order. We



will finish with a brief look at Milton's use of the ancient epic tradition, focusing on his use of both strains of ancient epic.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

### CCIV279 Rome in the Near East

In this seminar we will study the long Roman rule of the region between the Mediterranean and the Euphrates River, from the time of Pompey the Great's annexation in 64 BCE to the Muslim conquest of the seventh century CE. The seminar will fall into two parts. In part one we will read widely in recent narrative histories of the Roman Near East to familiarize ourselves with the region, the various sources historians use in constructing their narrative, and the problems of interpretation that these sources raise. With a broad background obtained, we will move to specific topics. These will include urbanism, land use, trade, local politics, Hellenism and identity, mosaics, religion, and the army. At this stage we will read a number of primary sources and study a range of material evidence, some of which includes texts preserved on stone and papyrus, mosaics, temples, theaters, and arches.

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

### CCIV280 Other Worlds and the Greek Imagination

From Homer's *Odyssey* (8th century BCE) to Heliodorus' *Ethiopian Romance* (3rd century CE), ancient Greek literature is a repository of entertaining and exotic other worlds. In this seminar we will follow both fictional and historical Greek travelers on their journeys to the ends of the world and survey, through their eyes, the bizarre and fascinating customs of foreign lands (real and imaginary). Why do the Persians, according to Herodotus, eat few main courses but many deserts? What does Heracles' mystical journey to the land of the Hyperboreans have to do with the Olympic victory celebrated in Pindar's third *Olympian*? How does Clouduckooland (a community of talking birds) govern itself in Aristophanes' *Birds*? While these narratives and others like them charm us with their pure inventiveness, they also engage serious themes: law, politics, ethnicity, race, and religion, to name a few. Our investigations into the other worlds of the Greek imagination will lead us, ultimately, back to the Greeks themselves, as both created by and reflected in their literary tradition.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: [ARCP283 OR ARHA238]

FALL 2009 INSTRUCTOR: GRAY, CELINA L. SECT: 01

### CCIV295 The Athenian Enlightenment: The Birth of Philosophy in 5th-Century Athens

IDENTICAL WITH: COL295

### CCIV302 Plato's Middle Dialogues

IDENTICAL WITH: PHIL302

### CCIV304 Medieval Archaeology

IDENTICAL WITH: ARHA218

### CCIV321 The Archaeology of the Greek City-State

This seminar will deal with the Greek polis, or city-state, often defined as a town together with its territory, including sec-

ondary settlements. The type is exemplified by Athens, the best-documented and arguably most important polis in antiquity. We will use Athens as our model but will consider other city-states, e.g., Sparta, Thebes, or Syracuse in Sicily, and also another type of Greek community organized around different principles, the so-called "ethnos." The course will draw on a variety of sources, but the emphasis will be on the material culture of everyday life from the 6th to 4th centuries BCE. Questions we will consider: What was life like in a city such as Athens at different times, for different individuals? How did poor people worship, eat, make their livings, entertain themselves? What did they do when they were ill? What were the uses and meanings of art, writing, music in different communities? By contrast, what was life like in the countryside, or in those communities without the political structures that mark the polis? In effect, was there a "Greek way of life"?

GRADING: A-F CREDIT: 1 PREREQ: NONE

IDENTICAL WITH: [ARHA204 OR ARCP321]

### 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 PREREQ: NONE

IDENTICAL WITH: [HIST249 OR ARCP328]

SPRING 2010 INSTRUCTOR: PARSLAW, CHRISTOPHER SECT: 01

### 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: ARCP329

### CCIV393 Reading Theories

IDENTICAL WITH: ENGL295

### CCIV401/402 Individual Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### CCIV409/410 Senior Thesis Tutorial

GRADING: OPT CREDIT: 1 PREREQ: NONE

### CCIV411/412 Group Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### CCIV465/466 Education in the Field

GRADING: OPT CREDIT: 1 PREREQ: NONE

### CCIV467/468 Independent Study, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

## 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: OPT CREDIT: 1.5 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 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: 1.5 GEN. ED. AREA: HA  
SPRING 2010 SECT: 01

### GRK201 Lovers and Other Strangers

A husband returns home unexpectedly and finds his wife in bed with another man. Two men compete for the sexual favors of a young boy and end up in a brawl. A foreign girl tries to pass herself off as a wife and citizen. No, not *Sex And The City*, but events that led to court trials in 5th-century Athens. Two works by the Attic orator Lysias and one by Apollodoros have preserved arguments in these cases, and they constitute the texts for this course. Through reading and careful study of this material, students will both learn about aspects of the seamier side of ancient Greek social life and consolidate and expand their basic knowledge of ancient Greek. Our daily review of grammar and syntax for this semester will focus on case usage (nominative, genitive, dative, accusative); weekly quizzes will test mastery of this material. Students individually or working together will present class reports covering recent scholarship on such topics as the meaning of “*bia*”; crimes constituting hubris; what was “*moicheia*”; was rape a more serious crime than seduction. Note: This course requires knowledge of ancient Greek; it is not a course in translation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: KATZ, MARILYN A. SECT: 01

### GRK202 The Intellectual Revolution

In this course we read selections from Euripides’ *Medea* and from Thucydides’ *History of the Peloponnesian War* in the original Greek at the rate of 40–60 lines per class. Running vocabularies in the text provide assistance in translation, and links to online resources help with morphological (form) analysis. Daily assignments of vocabulary memorization and of grammar and syntax review of verbs and verbal constructions are designed to help students consolidate and expand their knowledge of ancient Greek. Daily discussions of language, themes, and (for Thucydides) historical events introduce students to the analysis and understanding of ancient Greek texts. The aims of the course are threefold: mastery of ancient Greek, development of skills in literary and historical analysis, and introduction to major aspects of ancient Greek history and culture.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA

### 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. AREA: HA

### 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. AREA: HA

### GRK258 The Ideal Greek Novel: A Synthesis of Myth and Fiction

This course examines the nature of fiction in the so-called ideal Greek novel. The emphasis of the course will be on Longus, but Achilles Tatius, Chariton, Xenophon of Ephesus, and Heliodorus will also be considered. The rising sophistication in literary allusion, readership issues, and the internal structure of the novel will be examined. Students will gain familiarity with the language of the novel (vocabulary and syntax) in addition to an understanding of the larger literary aspects of the genre.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: 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 the study of selected works of criticism, we will identify key questions posed by dramatic text, which 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; and 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: SZEGEDY-MASZAK, ANDREW SECT: 01

### 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. AREA: HA  
SPRING 2010 INSTRUCTOR: CALDWELL, LAUREN ELIZABETH SECT: 01

### 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 the social and historical issues he addresses.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

### GRK275 Homeric Epic

This is a Greek reading course in one or both of the Homeric epics, *The Illiad* and *The Odyssey*. Close reading of selections of Homer will inform in-class discussion of key literary questions.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

### 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. AREA: SB5

### GRK401/402 Individual Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### GRK409/410 Senior Thesis Tutorial

GRADING: OPT CREDIT: 1 PREREQ: NONE

**GRK411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**GRK465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**GRK467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**LATIN****LAT101 First-Year Latin: Semester I**

In this introduction to the Latin language, reading ability in the language is emphasized. About two-thirds of the introductory textbook will be covered in the first semester. The remainder of the textbook is completed in the first half of the second semester when we begin reading a Latin novel.

GRADING: A-F CREDIT: 1.5 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: PARLOW, CHRISTOPHER SECT: 01**LAT102 First-Year Latin: Semester II**

This course is a completion of the survey of Latin grammar begun in **LAT101**. Students will also read from a Latin novel that features shipwrecks, pirates, true love, broken hearts, and good examples of most of the Latin constructions learned during the year.

GRADING: A-F CREDIT: 1.5 GEN. ED. AREA: HA  
SPRING 2010 INSTRUCTOR: PARLOW, CHRISTOPHER SECT: 01**LAT201 Reading Latin Prose: Cicero**

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 Cicero's rhetorically most perfect speech, the *Pro Milone*, in which he defends the faction leader Milo on the charge of murdering Cicero's sworn enemy, Clodius. The course will begin slowly, with the aim of gradually acclimatizing students to the rhythms and stylistic and syntactical patterns of Ciceronian oratory. The emphasis will be on understanding and translating the Latin, but we will consider Cicero's strategies of persuasion in the light of a contemporary handbook of rhetoric (read in English).

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: SZEGEDY-MASZAK, ANDREW SECT: 01**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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: CALDWELL, LAUREN ELIZABETH SECT: 01**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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: ROBERTS, MICHAEL J. SECT: 01**LAT242 Roman Elegy**

This course will focus on reading the poetry of the Roman elegists Propertius and Ovid and 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 conditioned its production and reception.

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

**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. AREA: 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. AREA: 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. AREA: HA PREREQ: NONE

**LAT255 Pliny and Trajan**

Selections from Books 1–9 of Pliny's letters will be read to introduce the range of topics found in the letters and the friends and relations who received them. Next, we will read all of

Book 10, which collects the correspondence with the emperor Trajan when Pliny was governor of the province of Bithynia-Pontus. Our goal in studying this book is to work out how Pliny understood his relationship as a senator and subject to the emperor Trajan. To help meet this goal, we will read in addition selections in Latin from Pliny's *Panegyric to Trajan* and in English parts of Dio Chrysostom's *On Sovereignty*. Finally, we will consider how Trajan and his reign was depicted in art, especially in the famous Column of Trajan and the Beneventum Arch.

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

**LAT261 Medieval Latin: Martyrs, Kings, Saints, and Lovers**

In this introduction to Latin literature of late antiquity and the Middle Ages, we will read selections from a variety of texts from the 3rd to the 12th century: historical works, biographies, martyrdom accounts and saints' lives, dramas, letters, and lyrics of love, praise, humor, and satire. Topics discussed will include the development of the Latin language; figural and allegorical interpretation; medieval biography, hagiography, and historiography; the representation of the individual; and the theme of love in the Latin literature of the Middle Ages.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: MDST261

**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., 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. AREA: HA PREREQ: NONE

**LAT401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**LAT409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**LAT411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**LAT465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**LAT467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE



# College of Letters

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**PROFESSORS:** Howard I. Needler; Laurie Nussdorfer, *History*; Paul Schwaber; Khachig Tölölyan, *English*

**ASSOCIATE PROFESSOR:** Ethan Kleinberg, *History*, *Chair*

**ASSISTANT PROFESSORS:** Javier Castro-Ibaseta, *History*; Tushar Irani, *Philosophy*; Typhaine Leservot, *Romance Languages and Literatures*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** Ethan Kleinberg; Typhaine Leservot; Howard Needler; Laurie Nussdorfer; Paul Schwaber; Khachig Tölölyan

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.

## COL102 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, 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: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ENGL102  
SPRING 2010 INSTRUCTOR: WEIL, KARI SECT: 01

## 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: HIST118

## 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: LESERVOT, TYPHAINE SECT: 01



**COL106 The Italian Renaissance**

This course explores the intellectual history of Renaissance Italy. Between 1350 and 1550 Italian writers, thinkers, and artists struggled to recover a golden age, the world of the ancients, and ended up inspiring a new one. What forms did the Italian Renaissance take? Who created and supported it and why? Whom did it include and whom did it exclude? What were its lasting consequences? 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 approach 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 contexts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: HIST121

**COL107 Cities and Modern Literature**

To quote the English critic Raymond Williams: “By the middle of the nineteenth century the urban population of England exceeded the rural population: the first time in human history that this had ever been so, anywhere.” The growth of immense cities at the end of the 19th century brought with it singular challenges for literary authors. How was literary representation supposed to respond to a new world that was often experienced as disorienting and irreducibly alien? In this course, we will examine key works of modernity that address this question. We will examine radical new techniques such as interior monologue, narrative fragmentation, and the structural use of myth that attempted to capture and give order to new kinds of urban perception. We will also consider works that grappled with the new social realities and challenges that urbanization brought with it. Authors will include novelists (Woolf, Joyce, and Rhys), poets (T.S. Eliot and Whitman, an important 19th-century precursor), as well as some continental figures (Baudelaire, Schnitzler, Camus).

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ENGL105

**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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: NEEDLER, HOWARD I. SECT: 01

**COL110 The Enlightenment and the Birth of the Modern World**

The Enlightenment is said to have given birth to democracy, human rights, feminism, emancipation, and secularism—in short, to the characteristic strivings of Western modernity. Yet it has also at times been attacked for paving the way for totalitarianism, racist universalism, and modern bureaucratic genocide. In this course we will study key texts and ideas

from the Enlightenment, placing them in their historical and social context of the 18th century. We will look at revolutions in thinking about history, economy, society, crime and punishment, government, and religion. A key theme will be the encounter of Enlightenment thought with popular religious practice and the persistence of traditional religious institutions. How did the mind of the Enlightenment seek to shape the future of European society? If traditional religious and political structures were to be superseded by secular culture and forms of governance, how was virtue to be preserved in a modern commercial society? How did the Enlightenment react to its successes and, more important, its failures? Finally, we will look at a few key interpretations of the Enlightenment in recent times. Did Enlightenment thinkers refashion Christianity in their construction of a heavenly city, or were they agents of the rise of modern paganism? Was the Enlightenment exclusively a Western phenomenon? How are conceptualizations of the Enlightenment today being employed in debates about the nature of modernity and pressing questions about religion, secularism, and human rights, both at home and abroad?

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [HIST124 OR RELI271]

**COL111 Religion and Society in Modern Europe**

Through a series of case studies, we will examine the ways in which historians have sought to interpret the relationship between politics, faith, social forces, and violence in Europe between the close of the Middle Ages and the Enlightenment. Is it possible to conceive of, much less identify, “religion” as an independent factor in social action? Is there such a thing as “religious violence” that can be distinguished from other kinds of violence? We will look in depth at the rise of the Spanish Inquisition, anti-Judaism and accusations of “ritual murder” against Jews, the Galileo affair, the “Great Witch Craze,” the wars of religion, and the rise of Enlightenment notions of religious tolerance in the 18th century.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [HIST128 OR RELI277]

**COL112 The Essay**

This course will explore the essay, a fascinating but widely neglected genre. Fiction and nonfiction, literature and science, the personal and the universal, autobiography and journalism, all meet in the essay. As we trace the history of this “fourth genre,” we will range broadly across time and space, while keeping a more or less chronological focus. Beginning with classical precursors to the essay (Seneca, Plutarch), we will then turn our attention to Montaigne, the “father of the essay” (and still, perhaps, its finest practitioner), considering the manner in which he himself defines the form he names. We will then trace the rise of the English essay, reading essays by Addison and Steele, Samuel Johnson, Charles Lamb, William Hazlitt, Max Beerbohm, Matthew Arnold, Leslie Stephen, G. K. Chesterton, George Orwell, Virginia Woolf, and others. Finally, we will turn to 20th-century and contemporary essays, including Continental and American figures (Walter Benjamin, Roland Barthes, H. L. Mencken, Joan Didion, Richard Rodriguez). Some questions we will ask ourselves as we proceed: What are the boundaries of the essay form? What differentiates it as a genre? What is its relationship to fiction? To the novel? What is its value in literary terms?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ENGL114

**COL113 Autobiography and Professional Choice**

The purpose of this course is to make students reflect upon the decisions, unconscious as well as conscious, that are involved in career choices. It is intended to assist the process of determining professional and vocational options, as well as to encourage greater reflection in all matters; to promote the awareness that no decision need be automatic or imposed; and that decisions appearing to have those qualities are not by virtue of that rendered value-free. To achieve these ends we shall read books and essays by persons (mostly contemporary, or nearly so) representing as wide a range of professional fields as possible. All readings will be autobiographical. Students will write a short (1-page) paper on each weekly reading assignment, and papers will be distributed to be read by the entire class to furnish a major constituent of the material for class discussion.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

**COL114 Text and Context: Readings in Modern Europe**

IDENTICAL WITH: HIST114

**COL115 The Great Separation: Politics, Religion, and the Modern West**

This course investigates the relationship between the idea of moral autonomy and modern political thought from the closing of the Middle Ages to the end of the Enlightenment. We begin by surveying the decline and resurgence of theologically-motivated political doctrines from the 17th century to the present. Then, in a close reading of important primary texts, we will ask to what extent the emergence of a modern concept of the morally autonomous rational individual was indebted to the assertion of an all-powerful state that could enforce laws and preserve order and property without recourse to religious authority. Finally, we will ask whether the Western experience can serve as the normative basis for other cultures and societies, or whether the return of the divine to political discourse threatens the “fragile exception” of secular political philosophy.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: HIST125

**COL116 Fiction and the Real**

This course tackles one of the longest-standing themes in literary study: the question of literature’s relation to real life. Much of the seminar will be devoted to close reading of novels from the main era of realism in literature, the second half of the 19th century, but we will also consider the status of realism in contemporary fiction. And throughout the course, we will explore realism as both a technique and a philosophy, as a series of literary practices that create the illusion of verisimilitude, and as a kind of writing that claims an intimate knowledge of lived experience.

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

**COL117 Conceptual Metaphor and Modern Spanish Culture**

The purpose of this course is to apply recent advances in cognitive linguistics and metaphor theory to a diverse range of cultural “texts,” including journalistic writing, prose fiction, film, television, advertising, and poetry.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

**COL118 Metaphor and Modernity**

This course will look at various literary, historical, and philosophical texts, taking metaphor as a starting point to consider modernity. Modern rhetoric, from philosophy to physics, elicited calls for both the elimination and elaboration of metaphor in different disciplines, and even when metaphor remained indispensable, it was approached with an even greater skepti-

cism. At the same time, though, metaphors helped explain the new sciences, new technologies, and new cultures that forever changed the way we saw the world. Critical readings include Aristotle, Locke, Baudelaire, Nietzsche, Benjamin, Jameson, and Derrida; literary readings, including both fiction and poetry: Dickens, Melville, Yeats, Eliot, Stevens, Kafka, Woolf, Joyce, Stein, and Barth.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

**COL121 Sophomore Seminar: Political Ideals and Social Realities in Renaissance Italy**

IDENTICAL WITH: HIST189

**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. AREA: HA PREREQ: NONE  
FALL 2009—INSTRUCTOR: WEIL, KARI SECT: 01

**COL186 Recent American Fiction**

This lecture course deals with 11 novels. It explores changes in American fiction, the concerns and attitudes after World War II. The first half of the course addresses the hegemony of certain forms and issues in novels written primarily by white male authors between 1945 and 1960. The second half is devoted to diverse novels that represent and reflect on some of the literary and social forces that have led to the heterogeneity of contemporary fiction.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ENGL186

**COL201 Advanced Creative Writing**

This course will explore special advanced topics in creative writing, including an exploration of the line between fiction and non-fiction narratives; surrealist and magical realist writing; sophisticated plotting techniques; and evoking mood in narrative. Selected writings will include among others, short stories by Andrea Barrett, Anton Chekov, Jorge Luis Borges, Juan Rulfo, Richard Bausch, Julio Cortazar, Gabriel Garcia Marquez, Italo Calvino, Nikolai Gogol, E. P. Jones, William Faulkner and Edgar Allen Poe; and non-fiction by Paul Auster, Truman Capote, Oliver Sacks, Josef Breuer, Sigmund Freud and Alice Miller. This course has demanding reading and writing requirements.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: SHARP, PAULA SECT: 01

**COL208 Rome Through the Ages**

IDENTICAL WITH: HIST208

**COL215 Theater of Anton Chekhov: Research, Analysis, and Performance**

IDENTICAL WITH: THEA214

**COL218 Postmodern Theory with a Historical Intent**

IDENTICAL WITH: HIST318

**COL220 Modern Christian Thought**

IDENTICAL WITH: RELI220

**COL225 20th-Century Franco-Caribbean Literature and the Search for Identity**

IDENTICAL WITH: FREN225

**COL226 Francophone Uses of America in Literature and Film**

Whether conspicuous or faint, references to America are often present in Francophone films and literatures. This course will explore and analyze some of the many references to America in Francophone arts (literature and film) to try to understand the complex relationship that many Francophone regions have with American culture. How does Francophone art represent America? What is represented, and to what end? What do these representations say about how different Francophone regions (France, Belgium, the Caribbean) view the United States? Are references to America a by-product of the Americanization of Francophone cultures or an innocent cultural reference?

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: [FIST286 OR FRST226]

**COL227 Migration and Identity in Contemporary France**

With the largest minority in France being of Maghrebian origin, Islam has become the second largest religion in France today. What are the repercussions of this phenomenon for French identity? What have French writers had to say about foreigners in the past, and how do writers born out of the second generation of immigrants take part in the ongoing dialogue surrounding French identity? This course will analyze the recent attempts at redefining French identity through a study of literary texts and films. (Readings, discussions, and papers in English.)

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: FIST227

**COL229 Heroes, Lovers, and Swindlers: An Introduction to Medieval and Renaissance Spanish Classics and Cult**

IDENTICAL WITH: SPAN230

**COL230 Shakespeare and Elizabethan Tragedy**

This course is a study of Shakespearean tragedy in the context of the work of other major English tragedians of the Elizabethan and early Jacobean eras, such as Kyd, Webster, Marlowe, Tourneur, and so on, and of contemporary theories of tragedy. Attention will be given to stagecraft as well as to close textual study.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

**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. AREA: HA PREREQ: NONE

IDENTICAL WITH: HIST297

SPRING 2010 INSTRUCTOR: KLEINBERG, ETHAN SECT: 01

**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. AREA: HA PREREQ: NONE

IDENTICAL WITH: [FIST241 OR ITAL226 OR MDST245]

FALL 2009 INSTRUCTOR: NEEDLER, HOWARD I. SECT: 01

**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. This is not a required-course-sequence course, and students may elect to take either semester without the other. However, they should be aware that (1) students taking the second semester only should have read at least the *Inferno* and the first two-thirds of *Purgatory* before the beginning of the semester; and (2) the second semester only is a permission-of-instructor course, as preference for enrollment in it will be given to students who have satisfactorily completed the first semester.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: [FIST242 OR ITAL230 OR MDST255]

SPRING 2010 INSTRUCTOR: NEEDLER, HOWARD I. SECT: 01

**COL237 Garcia Lorca and His World**

IDENTICAL WITH: SPAN254

**COL239 Paris, 19th Century**

In the second half 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 comprehend 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 PREREQ: NONE

**COL240 The Itinerary of Justice in Cervantes's Prose, Poetry, and Theater**

IDENTICAL WITH: SPAN237

**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/ CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: WEIL, KARI SECT: 01  
INSTRUCTOR: TÖLÖLYAN, KHACHIG SECT: 01

**COL242 Spain and Its Cinema: A Different Mode of Representation**

IDENTICAL WITH: SPAN252

**COL243 Junior Colloquium**

This course studies the ancient world of the Greeks and Romans and of the *Bible*.

GRADING: CR/ CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: SCHWABER, PAUL SECT: 01  
INSTRUCTOR: IRANI, TUSHAR SECT: 01

SPRING 2010 INSTRUCTOR: NEEDLER, HOWARD I. SECT: 01

**COL245 Senior Colloquium**

This session studies thematically organized literary, philosophical, and historical texts of 16th, 17th, and 18th centuries.

GRADING: CR/ CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: KLEINBERG, ETHAN SECT: 01

**COL246 Senior Colloquium**

Thematically organized literary, philosophical, and historical texts of the 19th century.

GRADING: CR/ CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
SPRING 2010 SECT: 01

**COL247 Culture and Society in Renaissance Italy**

IDENTICAL WITH: HIST246

**COL248 Urban Fantasies: The City, Sexuality, and National Identity in the Modern Spanish Novel**

IDENTICAL WITH: SPAN251

**COL250 History and Memory in Modern Spanish Literature**

This course will examine conceptualizations of memory and history—as themes and as discursive strategies—as they intersect in Spanish (primarily narrative) texts from the late 19th to the turn of the 21st century. Issues to be addressed will include the narrativity of historiographic texts and the possible historicity of fiction, as well as conceptual integration and transference between the private past of memory and the public domain of national history. Readings will include works influenced by 19th-century notions of the Spanish national character and the generation of 98's critical revision of this legacy; examples of historical fiction and drama; the so-called “novel of memory,” which focuses major events in contemporary Spanish history through characters' personal recollections; and the recent novel of historical inquiry, where characters situated in post-Franco Spain engage with a mysterious or conflictive past in an investigative process that commingles personal memory and national history. This most recent development in Spanish narrative will be considered in the context of late-20th-century public debates on historical memory, with its underlying metaphorical conceptualizations of society as a remembering subject and accession to historical truth as resistance to amnesia or resolution of a mystery. Work on conceptual metaphor by George Lakoff and his associates in the field of cognitive linguistics will guide our reflection on the metaphors of historical memory.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: IBST304

**COL251 Theories and Fiction of Androgyny**

The dream of a unique, complete being who is both male and female has a long history in the Western tradition. Moving from Plato to contemporary fiction, we will look at representations

and theories of androgyny in literature, philosophy, psychoanalysis, and feminist theory, asking how and why one might imagine moving beyond the limitations of a single sex and who or what those fantasies serve. What is it about sex/gender that gives rise to its imagined transcendence? What other relations (of power, culture, nation) may be implicated in the representation of sexual difference and its overthrow? Is it possible to move outside of one's gender, or is gender designation itself flawed? In asking these questions we will be especially concerned to see how sex/gender difference is constructed at different moments even, and especially, when it is presumed to be overcome. Authors will include Plato, Ovid, Freud, Foucault, Balzac, Woolf, Cixous, Irigaray, and Hwang.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ENGL255 OR FGSS248]

**COL252 Rethinking the World: The Enlightenment Between Utopia and Reform**

The Enlightenment has become a contested historical category in recent years. Was it a unitary movement, motivated by materialistic philosophy, antimetaphysical and radical at its core, or is the Enlightenment best approached in a national or confessional context? Was the Enlightenment a particular set of ideas or, instead, a group of practices? Was the Enlightenment compatible with—even rooted in—religion? At stake in the debate is a contest over the legitimacy of cherished ideals of Western modernity: tolerance, equality, and human rights. This advanced research seminar begins by surveying recent major interpretations of the Enlightenment. We will then proceed to individual research projects and papers, which will be discussed and presented in class. Emphasis will be placed on the writing and revision process.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: HIST354

**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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: SCHWABER, PAUL SECT: 01

**COL256 Paris and Its Representations: Realities and Fantasies**

IDENTICAL WITH: FREN356

**COL257 Philosophy of Art**

IDENTICAL WITH: PHIL272

**COL258 20th-Century Intellectual History**

IDENTICAL WITH: HIST259

**COL259 Feminist Literature in Spain: From the Dictatorship to the Democratic Era**

IDENTICAL WITH: SPAN259

**COL260 Between Word and World: Major Spanish Poets of the 20th Century**

IDENTICAL WITH: SPAN260

**COL261 Murder and Adultery: The French and Russian Novel**

IDENTICAL WITH: RUSS254

**COL262 Tolstoy**

IDENTICAL WITH: RUSS252

**COL263 Aesthetics and Politics: The Case of Poetry**

Poetry is dangerous, so much so that Plato famously expelled the poets from his Republic. At the heart of the threat lies poetry's potential to undermine dominant cultural narratives. Is it possible? Looking at the specific case of poetry, we will consider the larger philosophical question of aesthetics and its relation to politics—the cultural, historical, and economic conditions that determine how we live our lives. This course



moves between two great traditions—the analytic one, which focuses on categorization and methodology, and the continental one, which emphasizes history and mediation. Readings include Plato, Kant, Schiller, Hegel, Adorno, Benjamin, Lukács, Eagleton, Deleuze, Cixous, de Man, as well as recent Anglo-American philosophy. Poets include Milton, Keats, Dickinson, Yeats, Pound, Hughes, Stevens, Auden, Bishop, and Merrill.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

### COL264 Cultural Criticism Before Theory

The recent popularity of literary, critical, and cultural theory privileges academic theory and overlooks the fact that culture has been theorized, critiqued, and revalued in various forms of writing since ancient times. In a sense, every serious work of art, every religious text, every history of an epoch offers cultural criticism and, sometimes, explicit theory. In this course, we will look at prose forms from Plato, Thucydides, and Plutarch to our own time. Our double purpose will be to see how the forms of nonfictional prose developed into the public and private essay, as historiography and philosophical meditation, as book review and polemic, as art criticism and long journalistic article. We will range from antiquity to the blog to develop a sense of how form and content develop together as cultures think about, theorize, and criticize themselves while also developing and adapting the resources of a form, that of nonfictive prose.

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

IDENTICAL WITH: ENGL284

### COL265 Nabokov and Cultural Synthesis

IDENTICAL WITH: RUSS263

### COL266 Muslims and Infidels in the Medieval Mediterranean

Historians often study Jewish-Christian-Muslim relations under rubrics of tolerance or intolerance, conflict or uneasy co-existence. This seminar focuses instead on points of exchange and collaboration between medieval religious communities, especially at the level of individuals working together. Using primary and secondary sources, course readings explore how Jews, Christians, and Muslims established a common denominator that was not hostile but collaborative. Beginning with a modern novel, *In An Antique Land*, students will be encouraged to examine how formal and informal networks between religious communities are constructed and sustained, as well as how networks break down. Case studies cover the interactions of Jewish, Christian, and Muslim scholars, doctors, merchants, and pilgrims from Egypt to the Iberian Peninsula between the 10th and 15th centuries.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

IDENTICAL WITH: HIST367

### 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: PHIL253

SPRING 2010 INSTRUCTOR: IRANI, TUSHAR SECT: 01

### COL268 Understanding Modernity: Marx, Nietzsche, and Freud

IDENTICAL WITH: GRST268

### COL269 French Feminisms: Texts, Pre-Texts 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 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 PREREQ: NONE

IDENTICAL WITH: [FGS279 OR FREN254]

SPRING 2010 INSTRUCTOR: WEIL, KARI SECT: 01

### COL270 Medieval Lyric Poetry

This course will cover readings in English translation of lyric poetry—religious, erotic, and political—from Saint Ambrose to Petrarch, written in Latin and European vernaculars (Provençal, Old French, Italian, German, Spanish, Portuguese, English). Particular attention will be given to the development of lyric forms from classical and other sources and to poetic theory and problems of translation. A reading knowledge of one or more of the original languages will be helpful but is not required.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: MDST270

### COL272 Piety and Politics: The Age of European Reformations

The course falls into two broad sections. In the first, we will attempt to understand the religious world of the 16th century and to situate the Reformations in the context of humanism and the revival of piety known as the *devotio moderna* (modern devotion). We will look closely at four versions of religious reform and devotion in the figures of Martin Luther, John Calvin, Ignatius of Loyola (founder of the Jesuits), and Theresa of Avila. In the second part of the course, we will explore the social and political ramifications of the Reformations: the birth of confessional Europe; the consolidation of the Protestant and Catholic Reformations (aka Counter Reformation); the so-called radical Reformation; the intensification of religious, social, and sexual discipline on the part of secular and ecclesiastical authorities; and the origins of the wars of religion. This course has two major goals. The first is to give students a solid acquaintance with the principal ideas, events, and personalities of the European Reformations. The second goal is to understand how historians have understood and interpreted the Reformations and to explore more generally the question of whether or not the Reformations can be considered to mark emergence of modernity as we experience it today.

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

IDENTICAL WITH: [REL125 OR HIST225]

### COL273 Giants of German Prose

IDENTICAL WITH: GRST260



**COL276 Twilight of Modernity: Art and Culture in the Weimar Republic**

IDENTICAL WITH: GRST275

**COL279 Poetry and Philosophy**

IDENTICAL WITH: GRST290

**COL280 German Aesthetic Theory**

IDENTICAL WITH: GRST287

**COL281 Genius and Madness**

IDENTICAL WITH: GRST291

**COL282 Styles of Philosophical Discourse**

IDENTICAL WITH: PHIL337

**COL283 Theories of Human Nature**

IDENTICAL WITH: PHIL219

**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. AREA: HA PREREQ: NONE

FALL 2009 INSTRUCTOR: SCHWABER, PAUL SECT: 01

**COL285 Kafka and Jesus**

IDENTICAL WITH: GRST264

**COL286 The Holocaust: Historical, Philosophical, and Literary Aspects**

This course is the study and analysis of the historical background and evolution of the Holocaust and then of the structure of the event itself. Philosophical issues considered include the concept of genocide, specific ethical decisions confronted by victims and bystanders as well as perpetrators, and historiographic questions on explaining the Holocaust. The uses and abuses of literary representations of the Holocaust are also considered.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: PHIL285

SPRING 2010 SECT: 01

**COL287 History of Political Philosophy: From Individual Rights to Group Rights**

IDENTICAL WITH: PHIL250

**COL288 Kierkegaard and Nietzsche: Living Philosophy**

This course is the study of major texts by Kierkegaard and Nietzsche against the general background of 19th-century philosophy. The reaction against the Kantian and Hegelian traditions that ensues in these two quite different versions of living philosophy calls attention to central ethical, social, and religious issues. They also underscore the reflexive question of what philosophy itself is (or should be).

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: PHIL276

**COL289 Philosophy and Literature**

This course will examine recent philosophical writings on ethics and on the role that literature can play in ethical reflection. We will read literary texts by Diderot, Henry James, and Virginia Woolf.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: PHIL274

**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; 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, Tennyson, Browning, T. S. Eliot, W. C. Williams, Frost, Plath, Bishop, and Clifton. More extensive consideration of Keats, Emily Dickinson, and Yeats.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

SPRING 2010 INSTRUCTOR: SCHWABER, PAUL SECT: 01

**COL291 The Treason of the Intellectuals: Power, Ethics, and Cultural Production**

IDENTICAL WITH: HIST382

**COL292 The Bloomsbury Group**

The Bloomsbury Group consisted of a group of friends—writers, visual artists, and social and political activists—who were integral to creating modernism in various forms at the beginning of the 20th century. The name is derived from the London neighborhood (near Russell Square and the University of London) where several members moved as young adults, hoping to live a life free of social and intellectual restrictions. To a large extent, they succeeded. Over the course of their decades-long association, the group challenged literary, artistic, and social and political conventions. In this course we will read literary works (novels, short stories, essays, poems, biographies) by Lytton Strachey, E. M. Forster, Virginia Woolf, Katherine Mansfield, and T. S. Eliot, alongside works by the postimpressionist visual artists and art theorists of the group (Roger Fry, Vanessa Bell, Clive Bell, Duncan Grant). Art and design by Vanessa Bell, Duncan Grant, and the Omega Workshop will be viewed in class.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

**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 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: [AMST294 OR SOC294 OR ENGL294]

SPRING 2010 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: [PHIL251 OR CCIV295]

**COL296 Plato's Triad: *Theaetetus*, *Sophist*, *Statesman***

IDENTICAL WITH: PHIL315

**COL297 From Luther to Napoleon: Early Modern Germany, 1500–1815**

Germany's tragic history in the 20th century has often been attributed to its "peculiar" history: lacking a unified state and a single religion, Germany did not develop into a proper nation-state in the model of its Western neighbors, notably France and England. This history has been read back into the past, giving rise to the misconception that Germany was naturally

authoritarian and warlike. However, a proper knowledge of early modern German history, from the Reformation to the Enlightenment, reveals a far more complicated picture. The theme of this course will be the tension between German diversity—linguistic, geographical, religious, social—and the forces which kept the German people together—the loose confederation of semi-independent states known as the Holy Roman Empire, and the common commitment to the Christian Church. Each of the three centuries between 1500 and 1800 witnessed challenges that shaped the political and social world of the German peoples: the Protestant Reformation and the Peasants' War (1517–1555), The Thirty Years' War (1618–1648), and the French Revolution and the destruction of the Empire (1792–1815). Against this background of social and political transformation, we will explore major developments in German religion, culture (including visual culture), and philosophy. Lectures will address the major features of political, social, and religious history. A substantial portion of the course will be devoted to in-depth discussion of primary readings.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

#### **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. AREA: HA

IDENTICAL WITH: FREN283

SPRING 2010 INSTRUCTOR: LESERVOT, TYPHAINE SECT: 01

#### **COL299 Going Too Far: Transgressive Texts (Seminar in German Studies)**

IDENTICAL WITH: GRST299

#### **COL301 Special Delivery: The French Epistolary Novel**

IDENTICAL WITH: FREN273

#### **COL302 Exile Modernism: German Kultur, American Culture**

IDENTICAL WITH: GRST297

#### **COL303 Political Independence and Literary Dependence in 19th-Century Franco-Caribbean Literatures**

IDENTICAL WITH: FREN300

#### **COL305 Nomadic Islanders: Contemporary Caribbean Diasporas and Identities**

IDENTICAL WITH: FREN304

#### **COL307 Negotiating French Identity II: Migration and Identity in Contemporary France**

IDENTICAL WITH: FREN305

#### **COL308 Transcendence, Truth, and History in Modern Jewish Thought**

IDENTICAL WITH: HIST307

#### **COL310 Proust and the Play of Time**

IDENTICAL WITH: FREN310

#### **COL311 Spinoza's Ethics**

IDENTICAL WITH: PHIL311

#### **COL313 Sex, Violence, and (Poetic) Justice: Spanish and New World Classical Theater**

IDENTICAL WITH: SPAN231

#### **COL317 Once Upon a Time Is Now**

IDENTICAL WITH: GRST317

#### **COL319 European and Russian Avant-Garde**

This interdisciplinary study of Russian modernism and avant-garde in the European context before and after the 1917 revolution will examine the radical utopian experiment in literature, visual arts, and film. Readings will include contemporary critical and theoretical writing on the arts. The course will explore the tensions between the artist and the revolution and the clash of modernism and modernity in the early Stalinist period.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: RUSS319

#### **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. AREA: SBS PREREQ: NONE

#### **COL327 Cervantes**

IDENTICAL WITH: SPAN236

#### **COL332 European Intellectual History Since the Renaissance**

IDENTICAL WITH: HIST216

#### **COL335 Art and Truth in the History of Aesthetics**

IDENTICAL WITH: PHIL325

#### **COL338 Anthropos and the Archive**

IDENTICAL WITH: CHUM338

#### **COL339 Reading Theories**

IDENTICAL WITH: ENGL295

#### **COL340 Goethe, Poet of the Germans (*Goethe und kein Ende*)**

IDENTICAL WITH: GRST340

#### **COL349 Wagner and Modernism**

IDENTICAL WITH: ARHA339

#### **COL359 Philosophical Classics I: Ancient Western Philosophy**

IDENTICAL WITH: PHIL201

#### **COL363 Postwar German Literature: Confrontations with the Past**

IDENTICAL WITH: GRST365

#### **COL382 Viennese Modernism**

IDENTICAL WITH: GRST381

#### **COL384 Lust and Disgust in Austrian Literature Since 1945**

IDENTICAL WITH: GRST384

#### **COL390 Weimar Modernism and the City of Berlin**

IDENTICAL WITH: GRST390

#### **COL396 Literature and Crisis**

IDENTICAL WITH: FREN379

#### **COL397 Early Modern Masculinities**

IDENTICAL WITH: HIST397

#### **COL419 Student Forum**

GRADING: CR/ CREDIT: 1 PREREQ: NONE

#### **COL401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

#### **COL409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

#### **COL411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

#### **COL465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

#### **COL467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## College of Social Studies

**PROFESSORS:** Richard P. Adelstein, *Economics*; Stephen Angle, *Philosophy*; John Bonin, *Economics*; Mark Eisner, *Government*; Giulio Gallarotti, *Government*; J. Donald Moon, *Government*; Peter Rutland, *Government*, **Co-Chair**; Ronald Schatz, *History*

**ASSOCIATE PROFESSORS:** Cecilia Miller, *History*, **Co-Chair**

**ASSISTANT PROFESSORS:** Sarah E. Wiliarty, *Government*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** Cecilia Miller and Peter Rutland

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** by the end of the sophomore year; students are strongly encouraged to fulfill this requirement during their first year. 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 nine 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, 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

Through an examination of a number of major works, this tutorial treats the development of economics since the time of Thomas Mun. The emergence of successive analytical systems—mercantilism, classical economics, Marxism, neoclassical economics, and Keynesianism—both reflect and help to illuminate the economic and social problems that constitute the Western experience over the past three centuries. Major economists we read include Smith, Ricardo, Ohlin, F. W. Taylor, Marx, Pigou, John Rae, Veblen, Keynes, and Schumpeter. This material will provide a fuller context for what you learn in politics, history, and social theory, and it will deepen your intuitive understanding of contemporary economic theory.

GRADING: CR/ CREDIT: 2 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: ADELSTEIN, RICHARD P. SECT: 01

### CSS230 Sophomore Government Tutorial: State and Society in the Modern Age

This course examines the core political institutions of Western democracy as they have evolved over the past 200 years. We will investigate the rise and development of the nation-state and its institutions, as well as the changing roles of civil society and social movements during this period. The tutorial will end

with a consideration of the effects of globalization on modern states and societies.

GRADING: CR/ CREDIT: 2 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: WILIARTY, SARAH E. SECT: 01

### CSS240 Sophomore History Tutorial: The Emergence of Modern Europe

This sophomore tutorial surveys the breadth of European history from the French Revolution to the post-World War II era. Major themes include revolution, industrialization, empire, nation-building, and war. Emphasis is on primary sources and on classic secondary works. The history tutorial considers modern Europe in terms of diverse, often competing, types of history—for example, political, economic, military, social, intellectual, gender, and cultural history. This stress on historiography, the study of historical writing, helps students to assess the ebb and flow of modern European politics and culture and enables them to identify the impact of Europe on the rest of the world during these centuries. Strong emphasis will be placed on developing students' reading, writing, and debating skills. Overall, the students in this tutorial will gain a solid historical grounding in modern Europe and will also acquire the particular analytical skills prized by historians.

GRADING: CR/ CREDIT: 2 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: MILLER, CECILIA 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/ CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: MOON, J. DONALD SECT: 01

**CSS301 Regression Analysis**

Statistical techniques that reveal (or not) relationships among variables are useful in law, business, and government, as well as in academic disciplines, particularly social sciences. These techniques have immediate application in senior theses and project papers. Examples: determinants of voting behavior; influences on executive compensation; crop yields and emigration in 19th-century Europe. This minicourse will introduce CSS juniors and seniors to some basic tools, including the development of hypotheses, equation specification, and simple and multiple regression, with associated statistics (coefficient estimation, t-statistics, statistical significance, and R squared) and with attention to several problems (multicollinearity, omitted variables). Likely class time: three or four sessions plus several lab sessions, to allow students to experience the frustration, excitement, and satisfaction of empirical investigations. No calculus required. A CSS elective course.

GRADING: CR/ CREDIT: .25 GEN. ED. AREA: SBS PREREQ: NONE

**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 the last decade and a half. 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, which illustrates a more gradual transition to a market-oriented economy.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: BONIN, JOHN P. SECT: 01

**CSS330 Junior Government Tutorial: 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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: GALLAROTTI, GIULIO SECT: 01

**CSS340 Junior History Tutorial: Globalization and the Aftermath of Empire**

This junior tutorial comprises an overview of some major global trends since World War II, with attention to some provocative theories devised by historians to explain them. Topics will probably include decolonization, the cold war, the spread of Christianity and Islam, demographic shifts, the human

rights revolution, and globalization. Specific countries will be studied, among them (possibly) Canada, South Africa, the Philippines, and India.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: SCHATZ, RONALD W. 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. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: ANGLE, STEPHEN SECT: 01

**CSS391 Senior Colloquium: Political Economy**

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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: EISNER, MARC A. SECT: 01

**CSS401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**CSS409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**CSS411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**CSS465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**CSS467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE



# Dance

**ASSOCIATE PROFESSORS:** Pedro Alejandro; Katja Kolcio; Nicole Stanton, *Chair*

**ADJUNCT PROFESSOR:** Susan Lourie

**ARTISTS-IN-RESIDENCE:** Patricia Beaman, *Ballet*; Hari Krishnan, *Bharata Natyam–South Indian Classical*; Urip Sri Maeny, *Javanese*; Iddrisu Saaka, *West African*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** Pedro Alejandro; Katja Kolcio; Hari Krishnan; Susan Lourie; Nicole Stanton

**ADMINISTRATIVE ASSISTANT:** Michele Olerud

**Major description.** The Dance Department 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:

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 I and II (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 take classes in at least 2 traditions and achieve a level of Modern II)	

### Options Include:

- **DANC211** Modern Dance I, **DANC215** Modern Dance II, **DANC309** Modern Dance III
- **DANC202** Ballet I, **DANC302** Ballet II
- **DANC208** Jazz Dance I, **DANC213** Jazz Dance II, **DANC308** Jazz Dance III
- **DANC260** West African Dance I, **DANC360** West African Dance II, **DANC365** West African Dance III
- **DANC251** Javanese Dance I
- **DANC261** Bharata Natyam I: Introduction of South Indian Classical Dance, **DANC362** Bharata Natyam II: Embracing the Traditional and the Modern, **DANC365** Bharata Natyam III

<b>DANC435/445</b> Advanced Dance Practice	<b>.5 CREDIT</b>
Two classes	<b>@ .25 CREDITS EACH</b>
One methodology course above the 200 level	<b>1 CREDIT</b>

### Methods Course Options:

- **DANC375** American Dance History: Modernism/ Postmodernism
- Perspectives on Dance as Culture: Research Methods in Dance
- Perspectives on Dance as Culture: Auto-Ethnography
- Perspectives on Dance as Culture: Bollywood: an Ethnography of Dance and Film
- Perspectives on Dance as Culture: Dance and Sexuality

Two electives

**2 CREDITS**

### Elective Options

- **DANC341** Dance Teaching Workshop: Theory and Practice
- **DANC301** Anatomy and Kinesiology
- Experiential Anatomy
- **DANC378** Repertory and Performance
- **DANC354** Improvisational Forms
- **DANC380** Dance and Technology
- Composition in the Arts
- Art as Activism
- **DANC103** Dancing Bodies

Senior project or thesis in dance

**1 OR 2 CREDITS**

**TOTAL CREDITS:**

**11 OR 12**



**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 will introduce students to the human body in motion in a broad range of contemporary, ethnographic, and historic dance forms. The viewing of dance on video, film, and in concert will be used to develop basic dance literacy. Special attention will be focused on the relationship of dance, gender, and the body and the ability of dance to convey ideas and images that confirm or challenge our attitudes and beliefs about being a man or a woman.

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

### **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/ CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE

### **DANC109 Feet to the Fire: The Art and Science of Climate Change**

IDENTICAL WITH: BIOL109

### **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 dance technique—stretching, strengthening, aligning the body, and developing coordination in the execution of rhythmic movement patterns—as well as improvisation, composition, and performing.

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

FALL 2009 INSTRUCTOR: ALEJANDRO, PEDRO SECT: 01

SPRING 2010 INSTRUCTOR: KRISHNAN, HARI SECT: 01

### **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. AREA: HA PREREQ: NONE

FALL 2009 INSTRUCTOR: BEAMAN, PATRICIA L. SECT: 01

### **DANC204 Tap Dance I**

In this technique course for intermediate beginners, students will learn the fundamentals of American tap dance. Emphasis will be placed on mastering specific tap exercises, short dance routines, and basic tap terminology.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: AFAM265

### **DANC205 Afro Brazilian Dance I—The African Continuum in South America Brazil**

This course will examine the study of the African diaspora, the influence of African culture in South America. It will introduce religious, social, and contemporary dance forms through a historical perspective of African identity in Brazil.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: AFAM206

### **DANC208 Jazz Dance I**

This course will take a historical look at jazz movement, the early elements, and development of the dance (jazz vocabulary) and how it coincides with music and the life conditions of African American people. It will introduce basic dance technique while exploring the influence of ritual dances of Africa, dances of the plantation, early nightclubbing (jook houses), and basic authentic jazz dance techniques.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: AFAM261

### **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. AREA: HA PREREQ: NONE

FALL 2009 INSTRUCTOR: ALEJANDRO, PEDRO SECT: 01

INSTRUCTOR: STANTON, NICOLE LYNN SECT: 01

SPRING 2010 INSTRUCTOR: ALEJANDRO, PEDRO SECT: 01

### **DANC213 Jazz II: 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 U.S. This course will be a technique based course in the learning and participation of the various styles which make up hip hop dance today.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AFAM262  
FALL 2009 SECT: 01

### 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. Friday's class will be taught by different visiting artists.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: LOURIE, SUSAN F. SECT: 01  
SPRING 2010 INSTRUCTOR: STANTON, NICOLE LYNN SECT: 01

### DANC244 Delicious Movements for Forgetting, Remembering, and Uncovering

IDENTICAL WITH: EAST244

### 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. The focus in the first semester is on solo work and movement invention. The second semester focuses on group work. This course is a prerequisite for DANC371.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: STANTON, NICOLE LYNN SECT: 01  
SPRING 2010 INSTRUCTOR: KOLCIO, KATJIA 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. The focus in the first semester is on solo work and movement invention. The second semester focuses on group work. This course is a prerequisite for DANC371.

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

### DANC251 Javanese Dance I

Instruction in the classical dance of Central Java will begin with the basic movement vocabulary and proceed to the study of dance repertoires. At the end of the semester, an informal recital will be arranged with the accompaniment of live gamelan music. Emphasis is on the female style.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: MAENY, URIP SRI SECT: 01

### DANC252 Eastern and Western European Dance Forms

The sociopolitical relevance of pre-Christian through present-day Eastern and Western European dance forms will be explored in their cultural context. This course emphasizes rhythmic clarity, weight/lightness, and group relationships in space, among other basic elements of movement.

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

### DANC260 West African Dance I

West African dance is 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 complimented 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. AREA: HA PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: SAAKA, IDDRISU SECT: 01 | 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. AREA: HA PREREQ: NONE  
FALL 2009 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: LOURIE, SUSAN F. SECT: 01

### 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. AREA: HA PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: BEAMAN, PATRICIA L. SECT: 01

### DANC303 An Introduction to Laban Movement Analysis and Bartenieff Fundamentals

The focus of this course is to learn the basic theories and principles of human movement developed by Rudolf Laban that include historical background; the theoretical frameworks of body, shape, effort, and space; and Labanotation (a written language for describing movement). This course will also include an introduction to the work of Irmgard Bartenieff that focuses on psychophysical connectivity to facilitate efficiency and expressivity in movement. The material will be introduced through observation, improvisation, exploration, composition, readings, group discussions, and movement assignments as both a methodology for observing/describing the structural and qualitative aspects of human movement and a means of identifying personal movement preferences to introduce a greater range of functional and expressive movement. Laban movement analysis can be applied to and provide insight into the study of history, anthropology, psychology, theater, physical therapy, and education as well as dance performance, choreography, teaching, and scholarship.

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

### DANC304 Tap Dance II

In this intermediate-level course, students will continue the study of fundamentals of American tap dance. Emphasis will

be on mastering specific tap exercises, dance combinations, improvisation, and performance techniques.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AFAM264

### DANC308 Jazz Dance III

This intermediate/advanced study of jazz technique and performance theory will explore various contemporary choreographic approaches to the jazz dance discipline with an emphasis on performance. Analysis of the evolution of jazz dance and technique through and including hip hop. Discussing: What is the next wave of American jazz dance?

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AFAM263

### DANC309 Modern Dance III

This course stresses advanced modern dance technique. From a foundation of basic movement principles applicable to all movement techniques and styles, this course will focus on the performance of complex dance movement sequences, emphasizing rhythmic accuracy, continuity, technical mastery, and performance quality. Friday's class taught by different visiting artists.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: STANTON, NICOLE LYNN SECT: 01  
SPRING 2010 INSTRUCTOR: KOLCIO, KATJA P. SECT: 01

### DANC341 Dance Teaching Workshop: Theory and 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. Dance Teaching Practicum (DANC447) must be taken concurrently. 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. Students enrolling for DANC341/DANC447 must have at least one afternoon block (two-hour block between 3-6 p.m.) on M, T, W, or Th available for practicum work. Exceptions to these time blocks can only be made on an individual basis by contacting the instructor, Katja Kolcio (kkolcio@wesleyan.edu).

GRADING: A-F CREDIT: 1 PREREQ: NONE

### DANC354 Improvisational Forms

This class is designed to explore various approaches to dance improvisation. Students will expand movement vocabulary, increase compositional awareness, develop their creative thinking and observational skills, and sharpen their performance presence. Material covered will include improvisation exercises, contact improvisation, structured improvisational forms, and exploration of the relationship between sound and movement.

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

### 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: SAAKA, IDDRISU 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 material. We will focus mainly on more complex studio work, extensive readings, and video presentations. In preparation for this course, students should have movement experience in other dance tradition(s). Occasionally the class could include a guest lecture given by either a visiting scholar, dancer, or choreographer respected in the field of South Asian dance internationally.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: KRISHNAN, HARI SECT: 01

### 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 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. AREA: HA PREREQ: NONE

### DANC371 Choreography Workshop

Site-Specific Performance: Site-specific performance is de-facto situated and refers to art and cultural practices that attend to context—it is research intensive; it produces and/or gathers local knowledges from the “place” and “space” it tends to. We will set out to understand the intersection between “space-specific” embeddedness to engage with the formal parameters of a habitat, and with what we might call “place-specific” embeddedness to engage its cultural and social meanings; many or even most site-specific works engage both space and place. Our work will address performance in the making, performance at large, and as public discourse outside the habits of the proscenium theater. While building compositional tools pertinent to creating performances “on site” with medium-large size ensembles, we will also ask the following questions: What are “ideal practices” for creating in natural and architectural environment(s)? How do “space-specific” and “place-specific” practices inform one another? How do site-specific performances interface with host communities and how is participation framed? These questions will help provide us with a substantial repertory of ideas, practices and methodologies for engaging communities. We will design and create objects for scenic manipulation, explore digital technologies appropriate for creating “interactivity”, and make dances in habitats of the student's choice. Daily practice will focus on developing dance compositional tools to “trigger” events, to set-off the performance space, and create the optimal conditions for audience and performer participation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: LOURIE, SUSAN F. SECT: 01  
SPRING 2010 INSTRUCTOR: ALEJANDRO, PEDRO SECT: 01

**DANC375 American Dance History**

This course follows the remarkable progression of both ballet and modern dance in Europe and America from the late 19th century until the present. Beginning with classical ballet in Imperial Russia, this somewhat chronological look at the developments in dance will be approached in regard to the sociopolitical and artistic climate that contributed to its evolution. Choreographers and movements covered will include the ballets of Marius Petipa; Serge Diaghilev's *Les Ballets Russes*; Isadora Duncan; Loie Fuller; Denishawn; Austringtanz; modernism and the work of Martha Graham, Doris Humphrey, and Charles Weidman; anthropologist/dancers Katherine Dunham and Pearl Primus; Merce Cunningham/John Cage; postmodernism and the Judson Dance Theater; Bill T. Jones; Japanese Butoh; and the German Tanztheater tradition of Kurt Jooss and Pina Bausch. Video and films will be shown weekly in conjunction with assigned readings. Projects include research/analysis of the work of a choreographer.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: BEAMAN, PATRICIA L. SECT: 01

**DANC377 Perspectives in Dance as Culture**

This course considers theories and methods of dance scholarship and takes up the study of current topics in dance and performance studies. Problems of understanding different aesthetics, defining categories of dance, and establishing cultural contexts will be introduced. The examples of dances from different cultures and genres will be used to explore these issues and to increase knowledge and understanding of the rich and varied development of dance forms around the world.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
 IDENTICAL WITH: ANTH325

**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. Special topics: *Hortus Conclusus*, *The Enclosed Garden*.

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

**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. AREA: HA PREREQ: NONE  
 FALL 2009 SECT: 01

**DANC381 Dance-Body-Technology**

This seminar/studio course provides theoretical support for an engagement between the body and technology, specifically in terms of arts practice. We will view the body as material and as a construction with changing meanings. By considering a collection of historical and contemporary writings on intersections between the body and technologies alongside examples of contemporary arts practices, we will build a platform

for new scholarly and creative activity. To supplement reading, writing, and discussion, students will gain basic skills in Isadora© interactive software to investigate the course material in praxis. This course is applicable to choreographers, dance and art theorists, and scholars in other fields who are seeking to think about the body and technology in new ways.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: 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. AREA: HA PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: KRISHNAN, HARI SECT: 01

**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/ CREDIT: .25 GEN. ED. AREA: HA PREREQ: NONE

**DANC445 Advanced Dance Practice B**

Identical with **DANC435**. Entails 60 hours of rehearsal and performance time.

GRADING: CR/ CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE

**DANC447 Dance Teaching Practicum**

This course is the required practicum course associated with and must be taken concurrently with Dance Teaching Workshop (**DANC341**). This course involves preparing and teaching weekly dance classes in the surrounding community. Students enrolling for **DANC341/DANC447** must have at least one afternoon block (two-hour block between 3–6 p.m.) on M, T, W, or Th, available for practicum work. Exceptions to these time blocks can only be made on an individual basis by contacting the instructor, Katja Kolcio (kkolcio@wesleyan.edu).

GRADING: A-F CREDIT: .5 PREREQ: NONE

**DANC401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**DANC409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**DANC411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**DANC465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**DANC467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE



## Earth and Environmental Sciences

**PROFESSORS:** Barry Chernoff, *Biology*; Peter C. Patton, *Chair*; Johan C. Varekamp

**ASSOCIATE PROFESSOR:** Martha Gilmore; Timothy Ku; Suzanne O'Connell

**ASSISTANT PROFESSORS:** Phillip Resor; Dana Royer

**RESEARCH PROFESSOR:** Ellen Thomas

**RESEARCH ASSOCIATE PROFESSOR:** James P. Greenwood

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** 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. It is one of the few science majors that can lead to receiving an Oscar! 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 NSM general education credit.

**Major requirements.** Students pursuing a major in E&ES are expected to take one introductory course (E&ES101, E&ES106, E&ES115, E&ES197, or E&ES199), 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 two other science/mathematics courses, a total of four semesters.

### Introductory and general education courses

E&ES101\* Dynamic Earth

E&ES106\* Introduction to Oceanography

E&ES110 Global Warming

E&ES115\* Introduction to Planetary Geology

E&ES151 The Planets

E&ES154 Volcanoes of the World

E&ES155 Hazardous Earth

E&ES160 Forensic Geology

E&ES197\* Introduction to Environmental Studies

E&ES199\* Introduction to Environmental Science

\*Gateway courses for the major

### Core courses (and associated labs)

E&ES213/215 Mineralogy/Laboratory Study of Minerals

E&ES220/222 Geomorphology/Geomorphology Laboratory

E&ES223/225 Structural Geology/Field Geology

E&ES230/232 Sedimentology/Stratigraphy Techniques

E&ES233/229 Geobiology/Geobiology Laboratory

E&ES280/281 Environmental Geochemistry/Environmental Geochemistry Laboratory

E&ES290/292 Oceans and Climate/Techniques in Ocean and Climate Investigations

### Elective courses

E&ES302 Astrobiology

E&ES305/307 Soils/Soils Laboratory

E&ES306 Tropical Ecology and the Environment

E&ES312 Conservation of Aquatic Ecosystems

E&ES314/316 Hot Rocks—Petrogenesis of Igneous and Metamorphic Rocks/Lab Study of Igneous and Metamorphic Rocks

E&ES317 Hydrology

E&ES320 Quantitative Methods for the Biological and Environmental Sciences

E&ES322 Introduction to GIS/with laboratory class

E&ES323 Isotope Geochemistry: Tracers of Environmental Processes

E&ES326/328 Remote Sensing/Remote Sensing Laboratory

E&ES359 Global Climate Change

E&ES380/381 Volcanology/Volcanology Lab Course

### Capstone course

E&ES397 Senior Seminar, with an optional field trip (E&ES398)

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 geo-hazard 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 Ocean and Climate Investigations

E&ES314/316 Hot Rocks—Petrogenesis of Igneous and

Metamorphic Rocks/Lab Study of Igneous and Metamorphic Rocks

E&ES317 Hydrology

E&ES322 Introduction to GIS and laboratory

E&ES326/328 Remote Sensing/Remote Sensing Laboratory

E&ES380/381 Volcanology/Volcanology Lab Course

E&ES397/398 Senior Seminar

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 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/Geomorphology Laboratory  
**E&ES223/225** Structural Geology/Field Geobiology  
**E&ES233/229** Geobiology/Geobiology Laboratory  
**E&ES280/281** Environmental Geochemistry/Environmental Geochemistry Laboratory  
**E&ES290/292** Oceans and Climate/Techniques in Ocean and Climate Investigations

**E&ES302** Astrobiology  
**E&ES305/307** Soils/Soils Laboratory  
**E&ES320** Quantitative Methods for Biological and Environmental Sciences  
**E&ES322** Introduction to GIS and laboratory  
**E&ES323** Isotope Geochemistry: Tracers of Environmental Processes  
**E&ES359** Global Climate Change  
**E&ES397/398** Senior Seminar

- **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 academic careers in conservation and natural resource management.

**E&ES197** Introduction to Environmental Studies  
**E&ES199** Introduction to Environmental Science  
**E&ES233/229** Geobiology/Geobiology Laboratory  
**E&ES280/281** Environmental Geochemistry/Environmental Geochemistry Laboratory  
**E&ES290/292** Oceans and Climate/Techniques in Ocean and Climate Investigations  
**E&ES305/307** Soils/Soils Laboratory  
**E&ES306** Tropical Ecology and the Environment  
**E&ES312** Conservation of Aquatic Ecosystems

**E&ES320** Quantitative Methods for the Biological and Environmental Sciences  
**E&ES322** Introduction to GIS and laboratory  
**E&ES323** Isotope Geochemistry: Tracers of Environmental Processes  
**E&ES326/328** Remote Sensing/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 academic careers in space science and remote sensing.

**E&ES101** Dynamic Earth  
**E&ES115** Introduction to Planetary Geology  
**E&ES213/215** Mineralogy/Laboratory of Mineral Studies  
**E&ES220/222** Geomorphology/Geomorphology Laboratory  
**E&ES223/225** Structural Geology/Field Geology  
**E&ES302** Astrobiology  
**E&ES314/316** Hot Rocks—Petrogenesis of Igneous and Metamorphic Rocks/Lab Study of Igneous and Metamorphic Rocks

**E&ES322** Introduction to GIS and laboratory  
**E&ES326/328** Remote Sensing and Laboratory  
**E&ES380/381** Volcanology and Laboratory  
**E&ES397/398** Senior Seminar  
**E&ES471** Planetary Geology Seminar

- **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. AREA: NSM PREREQ: NONE

### **E&ES106 Introduction to Oceanography**

Oceans cover more than 70 percent of the earth's surface. They have figured prominently in mythology, food, and trade. Today we know that the oceans are also vital to our weather and climate, as well as being an important natural resource. This class will explore the principles of ocean science and see how other areas of natural science (geology, chemistry, physics, and biology) are used to understand the ocean.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

### **E&ES109 Feet to the Fire: The Art and Science of Climate Change**

IDENTICAL WITH: BIOL109

### **E&ES110 Global Warming**

Is the earth warming? Should we care? Global warming is a rare example of a science topic that has entered our cultural landscape at all levels, from dinnertime conversation to government policy. The primary goal of this course is to develop an intellectual understanding of the global warming debate. Emphasis will be placed on three subtopics: the science of global warming, the concept of uncertainty and its role in scientific debates, and the ancient record of climate change and how this record bears on the present day and on the future.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

### **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 the earth and what we can learn from examining the earth in the context of the solar system. Comparative planetology will be utilized to explore such topics as the origin and fate of the 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. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: GILMORE, MARTHA S. SECT: 01

### **E&ES116 National Parks: Geology, Ecology, and Geoenvironmental Issues**

Using national parks and preserves as a focus, this broad and interdisciplinary course will explore concepts of deep time, the dynamic earth, ecology, and conflicts inherent in environmental planning and national resource management. Although many parks and preserves will be considered in our explorations of geology and environmental management, particular emphasis will be placed on Yellowstone, Yosemite, and Acadia national parks and on the Cape Cod National Seashore as crucibles for analyzing conflicts. The history of the national parks and challenges in managing park resources will be considered in context of governing federal statutes and policies. Implications of broad changes in society and public demands on park usage will be evaluated using case histories from the national parks. A mock town meeting will demonstrate, through knowledgeable role-play, the public process of regulatory management of natural resources among disparate stakeholder constituencies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

### **E&ES151 The Planets**

More than 100 planets are now known in the universe, eight of which circle the sun. NASA missions and improved telescopes and techniques have greatly increased our knowledge of them and our understanding of their structure and evolution. In this course, we study the 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. AREA: NSM PREREQ: NONE  
IDENTICAL WITH: ASTR103

SPRING 2010 INSTRUCTOR: HERBST, WILLIAM SECT: 01-04  
INSTRUCTOR: GILMORE, MARTHA S. SECT: 01-04

### **E&ES154 Volcanoes of the World**

Volcanoes are among the most spectacular features of the earth sciences, with explosive eruptions that create havoc and destruction in large areas, impact the local atmosphere with noxious gases, and ultimately may influence climate. What types of volcanoes exist on Earth, and how are they related to the larger framework of plate tectonics (the Ring of Fire, ocean islands like Hawaii)? What drives volcanic eruptions, what physical properties of magmas should we understand to predict eruptions and their impacts? This introductory course will treat the occurrence and distribution of volcanoes on Earth and discuss some of the major historic eruptions and their human impacts. We will look at the relation between volcanoes and ore bodies, geothermal energy, and climate change. We will make a short field trip to volcanic rocks in Connecticut, and we may try some experiments with our own “backyard” volcano.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM 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. AREA: NSM PREREQ: NONE  
SPRING 2010 INSTRUCTOR: GREENWOOD, JAMES P. SECT: 01

### **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. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: KU, TIMOTHY C. W. SECT: 01

### **E&ES170 The Science and Politics of Environmental Racism**

IDENTICAL WITH: AFAM213

### **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. AREA: NSM PREREQ: NONE  
IDENTICAL WITH: BIOL197

FALL 2009 INSTRUCTOR: ROYER, DANA SECT: 01

### **E&ES199 Introduction to Environmental Science**

In this course we address: How does the natural environment function and what are the impacts of human activities on our natural environment? Discussions about global warming, nuclear pollution, and disappearance of species crowd the headlines every day, but what is natural variation and what is human impact? The course provides a short introduction to the four spheres of the earth (rock, water, air, life) and their interactions. Active Earth processes (plate tectonics, weathering, volcanism, etc.) are reviewed, and then we discuss in some detail five main topics: population growth, energy supplies and demand, global climate change, ecology-biodiversity, and pollution of air, water, and food, together with a host of smaller topics and issues.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

### **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. AREA: NSM PREREQ: NONE

#### **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

#### **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

#### **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

#### **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. AREA: NSM

#### **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

#### **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. AREA: NSM  
FALL 2009 INSTRUCTOR: RESOR, PHILLIP G. SECT: 01

#### **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. Afternoon labs will be a mix of local field trips in Connecticut and analog modeling lab sessions. Sunday trips will be made to Rhode Island and New York.

GRADING: A-F CREDIT: .5  
FALL 2009 INSTRUCTOR: RESOR, PHILLIP G. SECT: 01

#### **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. There will be several local field trips.

GRADING: A-F CREDIT: .5 IDENTICAL WITH: BIOL229  
SPRING 2010 INSTRUCTOR: ROYER, DANA SECT: 01

#### **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 the only 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 approach the study of sedimentary geology by examining three different types of depositional environments and deposits found in Connecticut: rivers, coasts, and glaciers. Environments not available in Connecticut will be presented through in-class lectures and discussion.

GRADING: A-F CREDIT: 1

#### **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.

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. AREA: NSM  
IDENTICAL WITH: [BIOL233 OR ENV5233]  
SPRING 2010 INSTRUCTOR: ROYER, DANA SECT: 01

#### **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 PREREQ: NONE IDENTICAL WITH: ENV5280

#### **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 tech-

niques and will work on individual and group projects. Grades are based on the quality of written reports and conceptual understanding of laboratory concepts.

GRADING: A-F CREDIT: .5 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. AREA: NSM IDENTICAL WITH: ENV5290

### **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

### **E&ES302 Astrobiology**

Life imparts unique chemical fingerprints in ancient and modern environments on Earth. This course will develop the background and methodology that will be used to search for the chemical and physical evidence of life on Mars, Europa, and elsewhere in our solar system and will serve as a primer in astrobiology. Topics will include the origin of the elements, meteorites, stable and radiogenic isotopes, geochemistry, mineralogy, planetary geology, early Earth, and life in extreme environments.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: E&ES512

### **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. AREA: NSM IDENTICAL WITH: E&ES505

### **E&ES306 Tropical Ecology and the Environment**

IDENTICAL WITH: BIOL306

### **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. There will be multiple field trips, including some on the weekends.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: NSM IDENTICAL WITH: E&ES507

### **E&ES310 Complexities of Community-Based Conservation: Environmental Decision Making in the Lower CT River**

This will be a service learning course with three parts: Students will learn about environmental threats to watersheds (wetlands

and coastal areas) with a focus on the lower Connecticut River and adjacent Long Island Sound. They will work with conservation groups in eight towns to collect information about land use, particularly open space, and add this to a GIS (geographic information system) database. They will interview active and inactive members of conservation groups to determine what motivates people in conservation groups to contribute time and money to these organizations.

GRADING: A-F CREDIT: 1 PREREQ: NONE

### **E&ES312 Conservation of Aquatic Ecosystems**

IDENTICAL WITH: BIOL312

### **E&ES314 Hot Rocks—Petrogenesis of Igneous and Metamorphic Rocks**

This course considers how igneous and metamorphic rocks form from the microscale (minerals, melts, fluids/gases, and their associations) to the macroscale (outcrop to province). Topics will include general rock classification, thermodynamics, trace-element and isotope geochemistry, petrologic modeling, the generation of magma in petro-tectonic settings, metamorphism of rocks, and extraterrestrial igneous petrology of the moon and Mars.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: E&ES514

### **E&ES316 Lab Study of Igneous and Metamorphic Rocks**

This course will focus on laboratory study of igneous, metamorphic, and extraterrestrial rocks in hand-sample and in thin-section using primarily optical microscopy. There will also be study of rocks using the electron microscope as well as several field trips.

GRADING: A-F CREDIT: .5 IDENTICAL WITH: E&ES516

### **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 IDENTICAL WITH: E&ES517

FALL 2009 INSTRUCTOR: PATTON, PETER C. SECT: 01

### **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

FALL 2009 INSTRUCTOR: PATTON, PETER C. SECT: 01

### **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. Coursework will include lecture, hands-on activities, and a final service-learning project.

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: E&ES522

SPRING 2010 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

**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 data sets to ground truth will be accessed for the earth to better interpret data for the planets.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: E&ES226

**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 IDENTICAL WITH: E&ES228

**E&ES330 Sedimentology**

With implications for groundwater and surface water resources, fossil fuels, agriculture, earth materials, climate changes, land use, and the record of life, the earth's sedimentary system intersects nearly every human endeavor. We will explore the production, transport, and deposition of sedimentary materials from an environmental perspective that focuses on modern and ancient landscape systems. By applying a descriptive vocabulary of sedimentary particles, hydrodynamic structures, and physical form, we will investigate the processes and products of sedimentary environments in space and time. Principles of stratigraphic interpretation will be used to map long-term changes in tectonic architecture and climate states. Local examples of glacial, fluvial, and coastal deposits, and ancient continental rocks will be used to practice fundamental methods of descriptive and interpretative sedimentary geology.

GRADING: OPT CREDIT: 1

**E&ES332 Sedimentology/Stratigraphy Techniques**

Laboratory and field methods for the study of sedimentary materials and interpretation of the stratigraphic record. Required field trips.

GRADING: OPT CREDIT: .5

**E&ES336 Landscape Ecology**

Scientists have been interested in understanding the mechanisms that underscore species distribution patterns across landscapes since the days of Darwin and Wallace. Landscape ecology examines the relationship between spatial pattern and ecological processes across hierarchical levels of biological organization and different scales in space and time. This course covers the basic concepts, principles, and methods of landscape ecology, as well as its important applications in nature conservation, resource management, and landscape planning and design. The topics covered will reflect the diverse interests

of landscape ecologists: species-area relationship, island biogeography, metapopulation theory, individual-based models, cellular automata, models of biodiversity, among others. The application of these concepts will be addressed through consideration of species viability, ecosystem management, and the design of nature reserves. Throughout the course the emphasis will be on when and how to integrate a large-scale perspective into consideration of major ecological questions. Readings from the primary literature will augment material covered in lectures. Students will also complete a project resulting in a manuscript on a landscape-related topic.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM  
IDENTICAL WITH: [E&ES536 OR BIOL336 OR BIOL536]

FALL 2009 INSTRUCTOR: POULOS, HELEN MILLS SECT: 01

**E&ES346 The Forest Ecosystem**

IDENTICAL WITH: BIOL346

**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 principles of climate science. We then study the long and short carbon cycles and the empirical climate record, with data from the instrumental, historical, and physical (pollen, geochemical/isotopic temperature indicators) records. In a second section of the course, we look at the impact of humans on atmospheric chemistry and how human civilization has caused changes in the carbon cycle. In the third part of the lecture course, we will study the climate of the future, using economic scenarios, mitigation and adaptation efforts, and climate/economics models that can help us to look forward. Parallel to the lectures, several practical sessions are done by groups of students: experimental work on the absorption of CO<sub>2</sub> into water, possibly seawater (for the geochemically inclined); the impact of raised CO<sub>2</sub> levels on plant growth (for the biologically inclined); a monitoring effort of CO<sub>2</sub> outside the science tower (for the instrumentalists); and a social economic global assessment on carbon policies (for the environmental studies types).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

**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). A good background in mineralogy is strongly recommended; students who have not completed **E&ES213** should consult the professor before registering for this class. The course consists of lectures, some problem sets, a term paper, and class presentations. Students select their favorite volcano and create a Powerpoint presentation for the class and write a term paper on it. There will be readings of primary scientific literature and from the textbook, and there will be video presentations.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: E&ES580

**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 IDENTICAL WITH: E&ES581



**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 course Research Project (E&ES398).

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: E&ES597  
 FALL 2009 INSTRUCTOR: O'CONNELL, SUZANNE B. SECT: 01  
 INSTRUCTOR: PATTON, PETER C. SECT: 01

**E&ES398 Senior Field Research Project**

This is a field course for E&ES senior majors that will be taught during the month of January. The course will cover the history of a selected field area and focus on developing observational and interpretive skills.

GRADING: A-F CREDIT: .5 PREREQ: NONE IDENTICAL WITH: E&ES598  
 SPRING 2010 INSTRUCTOR: O'CONNELL, SUZANNE B. SECT: 01  
 INSTRUCTOR: PATTON, PETER C. SECT: 01

**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. AREA: NSM  
 IDENTICAL WITH: E&ES571  
 FALL 2009 INSTRUCTOR: GILMORE, MARTHA S. SECT: 01

**E&ES500 Graduate Pedagogy**

IDENTICAL WITH: BIOL500

**E&ES505 Soils**

IDENTICAL WITH: E&ES305

**E&ES507 Soils Laboratory**

IDENTICAL WITH: E&ES307

**E&ES512 Astrobiology**

IDENTICAL WITH: E&ES302

**E&ES514 Hot Rocks—Petrogenesis of Igneous and Metamorphic Rocks**

IDENTICAL WITH: E&ES314

**E&ES516 Lab Study of Igneous and Metamorphic Rocks**

IDENTICAL WITH: E&ES316

**E&ES517 Hydrology**

IDENTICAL WITH: E&ES317

**E&ES520 Quantitative Methods for the Biological and Environmental Sciences**

IDENTICAL WITH: BIOL320

**E&ES522 Introduction to GIS**

IDENTICAL WITH: E&ES322

**E&ES526 Remote Sensing**

IDENTICAL WITH: E&ES326

**E&ES528 Remote Sensing Laboratory**

IDENTICAL WITH: E&ES328

**E&ES536 Landscape Ecology**

IDENTICAL WITH: E&ES336

**E&ES546 The Forest Ecosystem**

IDENTICAL WITH: BIOL346

**E&ES571 Planetary Geology Seminar**

IDENTICAL WITH: E&ES471

**E&ES580 Volcanology**

IDENTICAL WITH: E&ES380

**E&ES581 Volcanology Lab Course**

IDENTICAL WITH: E&ES381

**E&ES597 Senior Seminar**

IDENTICAL WITH: E&ES397

**E&ES598 Senior Field Research Project**

IDENTICAL WITH: E&ES398

**E&ES401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**E&ES409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**E&ES411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**E&ES465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**E&ES467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## East Asian Studies Program

**PROFESSORS:** Stephen Angle, *Philosophy*; Jonathan Best, *Art and Art History*; William D. Johnston, *History*; Vera Schwarcz, *History*, **Chair**; Janice D. Willis, *Religion*

**ASSOCIATE PROFESSORS:** Masami Imai, *Economics*; Terry Kawashima, *Asian Languages and Literatures*; Su Zheng, *Music*

**ASSISTANT PROFESSORS:** Mary-Alice Haddad, *Government*; Miri Nakamura, *Asian Languages and Literatures*; Shengqing Wu, *Asian Languages and Literatures*

**ADJUNCT ASSOCIATE PROFESSOR:** Xiaomiao Zhu, *Asian Languages and Literatures*

**ADJUNCT ASSISTANT PROFESSORS:** Patrick Dowdey, *Anthropology, Curator, The Mansfield Freeman Center for East Asian Studies*; Etsuko Takahashi, *Asian Languages and Literatures*

**ARTIST IN RESIDENCE:** Keiji Shinohara, *Art*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** 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 students 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 approach will leave more time for study abroad and for more meaningful work in the concentrations of the students' 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.

### A. Application for admission to the East Asian studies as a major

Application forms are available at the Mansfield Freeman Center for East Asian Studies (FEAS). The form can also be downloaded in Word file from Wesleyan's East Asian Studies Program's home page at [www.wesleyan.edu/east/](http://www.wesleyan.edu/east/). This form must be completed, approved, and signed by the chair and by the student's advisor, then returned to the office at the FEAS. This should be done at the same time that a student files the Major Acceptance Card at the Office of the Registrar.

### B. Requirements for the major

- Satisfactory completion of the intermediate level of either Chinese or Japanese, or Korean if available. All students are strongly urged to go beyond this minimum. New majors who place higher than the third year of language are strongly urged to undertake more advanced language work or to study another East Asian language with which they are less familiar, depending on the particular needs of the student.
- **EAST201** Sophomore Colloquium. The aim of this course is to introduce prospective majors to a range of fields and methodologies that comprise East Asian studies at Wesleyan. The material will be organized into several disciplinary modules, each contributing to a central theme. The modules will vary from year to year. Examples are art history, economics, government, history, language and linguistics, literature, music, philosophy, and religion.
- **EAST223/HIST223** History of Traditional China
- **EAST260/HIST260** An Introduction to Japanese History and Culture
- One course in East Asian literature
- One additional East Asian studies course, to be decided in consultation with the student's advisor
- Four courses in one of the nine concentrations listed below or in a concentration designed through close consultation between the student and his or her academic advisor. All concentrations must have the approval of the program chair. Detailed descriptions of these concentrations can be found in Section G. Concentrations currently offered are
  - Art history
  - China
  - Chinese language and literature
  - Gender in East Asia
  - History
  - Japan
  - Japanese language and literature
  - Philosophy and religion
  - Political economy

- **A 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 student's preparation permits. This requirement can be fulfilled in several ways:
  - Write an essay of 15 or more pages dealing substantially with East Asia in the context of a regular class. If the class instructor is not an EAS faculty member, the essay must be approved by the student's EAS advisor.
  - Write a one-semester senior essay in a tutorial, preferably given by an EAS faculty member.
  - Write a senior thesis, typically in a two-semester tutorial with an EAS faculty member.
- **Summer language study.** Many students take advantage of summer language study programs, such as those at Middlebury and other colleges and universities (including those in East Asia), to further their language studies. Application forms for summer language study and financial support are available at the Asian Languages and Literatures Department and on Wesleyan's East Asian Studies Program's home page [www.wesleyan.edu/east/](http://www.wesleyan.edu/east/) by downloading a Word file. The applications are processed through the Asian Languages and Literatures Department, then reviewed by the East Asian studies faculty for awarding some financial assistance for summer language study expenses. A grade of B or above is required for transferring credit to Wesleyan.
- **Study abroad.** Study abroad is a primary gateway to competence in Japanese or Chinese and to the cross-cultural awareness that is indispensable in today's world. For most students, total immersion in the culture and language of another country is the only path to becoming bilingual and bicultural. Study abroad sharpens our understanding of ourselves in relation to the world in which we live and is thus a vital component of a liberal education. Accordingly, East Asian studies majors should devote one, or preferably two, semesters to study at an approved program in China, Japan, or Taiwan. (Students whose exceptional circumstances make study abroad problematic may petition the program faculty to have this requirement waived.) Students must consult the Office of International Studies for detailed information on study abroad.
  - *China:* Opportunities for study in the People's Republic of China are available through two Wesleyan-administered programs, the Council on International Educational Exchange (CIEE) program and the Duke University program.
  - *Japan:* Wesleyan, in conjunction with several other colleges, administers the Associated Kyoto Program, a nine-month program offering homestays, intensive language training, and courses in the arts, humanities, and social sciences. Prerequisites are one year of Japanese language study and one nonlanguage course on Japan, preferably **HIST260**.
  - *Taiwan:* Wesleyan participates in the administration of the CIEE program in Taipei. Opportunities for study in Taiwan are also available through Wesleyan-approved programs at the Taipei Language Institute and at Taiwan Normal University.
- **Credit toward graduation** is granted automatically for course work completed in a Wesleyan or Wesleyan-approved program. Grades are reported on the Wesleyan transcript and are counted toward the student's overall GPA. Students who attend Wesleyan-administered programs may count four courses per semester toward the East Asian studies major. Language courses taken at these programs may be counted toward satisfaction of the major language requirement. Students who attend Wesleyan-approved programs may count two nonlanguage courses per semester toward the East Asian studies major. Students may count language courses taken at these programs toward the major. Grades received only from Wesleyan-administered programs will be counted toward departmental honors. Students may normally receive no more than one credit for study in the field and one credit for independent study undertaken abroad. Students must obtain approval for such courses from their major advisor and from the program chair before leaving Wesleyan. During their time in East Asia, majors should consider possible topics for senior research projects. They should therefore discuss research possibilities with their advisor before leaving Wesleyan. Majors are normally expected to take at least one language course in Chinese or Japanese at Wesleyan after their return from study-abroad programs.
- **Financial aid** for study abroad is available in various forms; see the Office of International Studies for detailed information.

### C. 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 have to recommend the thesis for a grade of A- or higher.

### D. Prizes

**The Mansfield Freeman Prize** was established in 1975 by Mansfield Freeman, class of 1916. It is awarded annually to the student or students who have demonstrated overall excellence in East Asian studies and have contributed to improving the quality of our program.

**The Priscilla Kellam Prize** is in memory of Priscilla Kellam, class of 1983, and is awarded to a woman who has been or is planning to go to China and who has distinguished herself in her studies at Wesleyan.

**The Condil Award** is in memory of Caroline Condil, class of 1992, and is awarded to a worthy EAS major, preferably a sophomore or junior, who needs financial support for study in China.

## E. 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.

## F. Mansfield Freeman Center for East Asian Studies (FEAS)

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/mansfield.html](http://wesleyan.edu/mansfield/mansfield.html). 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 mornings 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.

## G. Concentrations in East Asian studies

The following are suggested courses for currently existing concentrations (courses listed here are to be taken in addition to the courses required of all EAS majors, listed above). All students must consult with their faculty advisors in selecting and fulfilling their concentrations.

### Art history

- One additional East Asian history course
- One art history seminar dealing with theory and method, to be chosen from **ARHA358** (Style in the Visual Arts: Theories and Interpretations) and **ARHA360** (Museum Studies)
- Two courses dealing with East Asian art

### China

- **CHIN217** and **CHIN218** (Third-Year Chinese)
- Two China-focused EAST courses

### Chinese language and literature

- *Required:*
  - Two semesters of Chinese language study at Wesleyan (or in a Wesleyan-approved program) above the intermediate level
  - Two courses in Chinese literature
- *Recommended:*
  - At least one course in a literature other than Chinese
  - Modern Chinese history

### Gender in East Asia

- Students focusing on gender may concentrate on either China or Japan. This focus should include three courses about gender in whichever country they focus on, plus one course on gender in the other country, or a general methodology course on gender, such as **FG55209**.

**History**

- A history concentration encourages students to look at China and Japan from a methodologically focused perspective, emphasizing both the premodern and modern periods. The focus consists of four courses: one on the general methods of history (HIST362); two courses in Chinese or Japanese history [in addition to the required HIST223 (History of Traditional China) and HIST260 (Introduction to Japanese History and Culture)]; and one course in the history of a country or area outside East Asia for comparison.

**Japan**

- JAPN217 and JAPN218 (Third-Year Japanese)
- Two Japan-focused EAST courses

**Japanese language and literature**

- *Required:*
  - Two semesters of Japanese language study at Wesleyan (or in a Wesleyan-approved program) above the intermediate level
  - Two courses in Japanese literature
- *Recommended:*
  - At least one course in a literature other than Japanese
  - Modern Japanese history

**Philosophy and religion**

- *Core requirement:* One core philosophy or religion course: PHIL205 (Classical Chinese Philosophy) or RELI242 (Buddhism: An Introduction)
- *Elective requirement:* Two more courses in philosophy or religion that have a substantial component on East Asia
- *Comparative requirement:* One course in either the history of Western philosophy or a religion “traditions” course

**Political economy**

- *Method/Component:* Either ECON101 or GOVT157
- *Elective component:* Three more courses in economics or government that have a substantial component on East Asia

**EAST 101 Elementary Chinese**

IDENTICAL WITH: CHIN103

**EAST 102 Elementary Chinese**

IDENTICAL WITH: CHIN104

**EAST 103 Elementary Japanese**

IDENTICAL WITH: JAPN103

**EAST 104 Elementary Japanese**

IDENTICAL WITH: JAPN104

**EAST 105 Chinese Character Writing**

IDENTICAL WITH: CHIN101

**EAST 153 Elementary Korean I**

IDENTICAL WITH: LANG153

**EAST 154 Elementary Korean II**

IDENTICAL WITH: LANG154

**EAST 165 Anthropology of Contemporary Chinese Art**

IDENTICAL WITH: ANTH245

**EAST 180 Great Traditions of Asian Art**

IDENTICAL WITH: ARHA180

**EAST 201 Pro-Seminar**

This team-taught seminar, required of all East Asian studies majors, 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 2010 INSTRUCTOR: SCHWARCZ, VERA SECT: 01

**EAST 202 Japanese Horror Fiction and Film**

IDENTICAL WITH: ALIT202

**EAST 203 Intermediate Chinese**

IDENTICAL WITH: CHIN205

**EAST 204 Intermediate Chinese**

IDENTICAL WITH: CHIN206

**EAST 205 Intermediate Japanese**

IDENTICAL WITH: JAPN205

**EAST 206 Intermediate Japanese**

IDENTICAL WITH: JAPN206

**EAST 207 Japanese Women Writers: Modern and Contemporary Periods**

IDENTICAL WITH: ALIT207

**EAST 209 Japan's "Others": Cultural Production of Difference**

IDENTICAL WITH: ALIT209

**EAST 210 Gender, Sexuality, and Violence in Late Imperial Chinese Narrative**

IDENTICAL WITH: ALIT210

**EAST 211 The Chinese Canon and Its Afterlife**

IDENTICAL WITH: ALIT211

**EAST 213 Third-Year Chinese**

IDENTICAL WITH: CHIN217

**EAST 214 Third-Year Chinese**

IDENTICAL WITH: CHIN218

**EAST 215 Reexamining Japanese Modernity Through Literature: Edo to Meiji**

IDENTICAL WITH: ALIT215

**EAST 216 Stereotyped Japan: A Critical Investigation of Geisha Girls and Samurai Spirit**

IDENTICAL WITH: ALIT220

**EAST 217 Third-Year Japanese**

IDENTICAL WITH: JAPN217

**EAST 218 Third-Year Japanese**

IDENTICAL WITH: JAPN218

**EAST 219 Fourth-Year Japanese**

IDENTICAL WITH: JAPN219

**EAST 221 Advanced-Level Japanese**

IDENTICAL WITH: JAPN221

**EAST 222 Fourth-Year Japanese**

IDENTICAL WITH: JAPN220

**EAST 223 History of Traditional China**

IDENTICAL WITH: HIST223

**EAST 224 Modern China: States, Transnations, Individuals, and Worlds**

IDENTICAL WITH: HIST224



**EAST 226 Memory and Identity in Contemporary Chinese Fiction and Film**

IDENTICAL WITH: ALIT226

**EAST 227 Rewriting Japanese Film History: Localized Pleasure, National Identity, and Global Capitalism**

IDENTICAL WITH: ALIT227

**EAST 228 China's "Others": Hong Kong, Taiwan, and Other Literatures and Films**

IDENTICAL WITH: ALIT228

**EAST 230 Japanese Detective Fiction and Narrative Theory**

IDENTICAL WITH: ALIT230

**EAST 231 Romantic Love in China—from the Imperial Past to the Maoist Era**

IDENTICAL WITH: ALIT231

**EAST 232 Women Writers of Traditional and Modern China**

IDENTICAL WITH: ALIT232

**EAST 233 Gender Politics in Modern Chinese Literature and Culture**

IDENTICAL WITH: ALIT233

**EAST 242 Buddhism: An Introduction**

IDENTICAL WITH: RELI242

**EAST 244 Delicious Movements for Forgetting, Remembering, and Uncovering**

This course has two components: movement lab (Delicious Movement Workshop) and study of the postwar Japanese artists who assumed the role of public intellectuals. Grounded in Eiko & Koma's movement vocabulary, the Delicious Movement Workshop is emphatically noncompetitive and appropriate for every level of ability and training. We will move/dance to actively forget the clutter of our lives to fully "taste" body, mind, time, and space. We will read literature and see art works and films from postwar Japan as examples of artistic representations of despair and perseverance. In these art works, we will look at the human experiences of the atomic bombs and the memories of World War II. The course also makes active use of the fact that the instructor is a working movement artist (as Eiko & Koma). What is it to forget, remember, mourn, and pray? How do we transcend violence and loss? How does being or becoming a mover or dancer affect our emotional rigor, seeing/learning, and creativity? These are some of the many questions we will explore.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: DANC244

FALL 2009 INSTRUCTOR: OTAKE, EIKO SECT: 01

**EAST 245 Fourth-Year Chinese**

IDENTICAL WITH: CHIN221

**EAST 245 Fourth-Year Chinese**

IDENTICAL WITH: CHIN222

**EAST 251 Intimacy and Asian Migrations**

IDENTICAL WITH: AMST211

**EAST 252 Korean American Literature and Diaspora**

IDENTICAL WITH: AMST212

**EAST 253 Intermediate Korean I**

IDENTICAL WITH: LANG253

**EAST 257 Nation, Class, and the Body in 20th-Century Chinese Literature and Film**

IDENTICAL WITH: ALIT257

**EAST 260 From Archipelago to Nation State: An Introduction to Japanese History and Culture**

IDENTICAL WITH: HIST260

**EAST 261 Classical Chinese Philosophy**

IDENTICAL WITH: PHIL205

**EAST 262 Neo-Confucian Chinese Philosophy**

IDENTICAL WITH: PHIL259

**EAST 264 Modern Chinese Philosophy**

IDENTICAL WITH: PHIL263

**EAST 267 Economies of East Asia**

IDENTICAL WITH: ECON267

**EAST 268 Music and Modernity in China, Japan, and Korea**

IDENTICAL WITH: MUSC261

**EAST 271 Political Economy of Developing Countries**

IDENTICAL WITH: GOVT271

**EAST 281 The Traditional Arts of China**

IDENTICAL WITH: ARHA281

**EAST 283 The Traditional Arts of Japan**

IDENTICAL WITH: ARHA283

**EAST 284 Buddhist Art from India to Japan**

IDENTICAL WITH: ARHA284

**EAST 285 Art and Architecture of India to 1500**

IDENTICAL WITH: ARHA285

**EAST 286 Buddhism in America**

IDENTICAL WITH: RELI288

**EAST 287 Traditions of East Asian Painting**

IDENTICAL WITH: ARHA287

**EAST 288 Temples and Shrines of Japan**

IDENTICAL WITH: ARHA288

**EAST 289 Art and Culture in Premodern Korea**

IDENTICAL WITH: ARHA289

**EAST 295 Politics of East Asia**

IDENTICAL WITH: GOVT295

**EAST 296 Politics in Japan**

IDENTICAL WITH: GOVT296

**EAST 297 Politics and Political Development in the People's Republic of China**

IDENTICAL WITH: GOVT297

**EAST 299 Asian American Popular Culture and Criticism**

IDENTICAL WITH: ENGL299

**EAST 304 Environmental Politics and Democratization**

IDENTICAL WITH: GOVT304

**EAST 311 Representing China**

IDENTICAL WITH: ANTH311

**EAST 312 Politicizing the Lotus: State Patronage of Buddhism, Its Rituals, and Its Art**

IDENTICAL WITH: ARHA312

**EAST 324 The Problem of Truth in Modern China**

IDENTICAL WITH: HIST324

**EAST 326 International Politics in East Asia**

IDENTICAL WITH: GOVT326

**EAST 340 Reading Theories**

IDENTICAL WITH: ENGL295

**EAST 341 Confucianism and Virtue Ethics**

IDENTICAL WITH: PHIL341

**EAST 342 Colonial Identities in "Japanese" Literature**

IDENTICAL WITH: CHUM342

**EAST 343 Tibetan Buddhism**

IDENTICAL WITH: RELI343

**EAST 350 Women and Buddhism**

IDENTICAL WITH: RELI350

**EAST 356 From Chinese Chan to Japanese Zen: Dōgen and Buddhism's Place in the World**

IDENTICAL WITH: HIST356

**EAST 368 Economy of Japan**

IDENTICAL WITH: ECON362

**EAST 373 Patterns of the Chinese Past: Culture, Politics, and Ecology**

IDENTICAL WITH: HIST373

**EAST 381 Relic and Image: The Archaeology and Social History of Indian Buddhism**

IDENTICAL WITH: ARHA381

**EAST 382 Civil Society in Comparative Perspectives**

IDENTICAL WITH: GOVT382

**EAST 383 East Asian and Latin American Development**

IDENTICAL WITH: GOVT383

**EAST 384 Japan and the Atomic Bomb**

IDENTICAL WITH: HIST381

**EAST 398 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/ CREDIT: .5 PREREQ: NONE

SPRING 2010 INSTRUCTOR: SCHWARCZ, VERA SECT: 01

**EAST 424 Introduction to Taiko (Japanese Drumming)**

IDENTICAL WITH: MUSC424

**EAST 425 Advanced Taiko/Japanese Drumming**

IDENTICAL WITH: MUSC425

**EAST 426 Korean Drumming Ensemble—Beginning**

IDENTICAL WITH: MUSC426

**EAST 428 Chinese Music Ensemble**

IDENTICAL WITH: MUSC428

**EAST 429 Korean Drumming Ensemble—Advanced**

IDENTICAL WITH: MUSC429

**EAST 460 Introduction to Sumi-e Painting**

IDENTICAL WITH: ARST460

**EAST 461 Alternative Printmaking: Beginning Japanese Woodblock Technique**

IDENTICAL WITH: ARST461

**EAST 401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**EAST 409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**EAST 411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**EAST 465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**EAST 467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## East Asian Studies Program

**PROFESSORS:** Stephen Angle, *Philosophy*; Jonathan Best, *Art and Art History*; William D. Johnston, *History*; Vera Schwarcz, *History*, **Chair**; Janice D. Willis, *Religion*

**ASSOCIATE PROFESSORS:** Masami Imai, *Economics*; Terry Kawashima, *Asian Languages and Literatures*; Su Zheng, *Music*

**ASSISTANT PROFESSORS:** Mary-Alice Haddad, *Government*; Miri Nakamura, *Asian Languages and Literatures*; Shengqing Wu, *Asian Languages and Literatures*

**ADJUNCT ASSOCIATE PROFESSOR:** Xiaomiao Zhu, *Asian Languages and Literatures*

**ADJUNCT ASSISTANT PROFESSORS:** Patrick Dowdey, *Anthropology, Curator, The Mansfield Freeman Center for East Asian Studies*; Etsuko Takahashi, *Asian Languages and Literatures*

**ARTIST IN RESIDENCE:** Keiji Shinohara, *Art*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** 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 students 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 approach will leave more time for study abroad and for more meaningful work in the concentrations of the students' 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.

### A. Application for admission to the East Asian studies as a major

Application forms are available at the Mansfield Freeman Center for East Asian Studies (FEAS). The form can also be downloaded in Word file from Wesleyan's East Asian Studies Program's home page at [www.wesleyan.edu/east/](http://www.wesleyan.edu/east/). This form must be completed, approved, and signed by the chair and by the student's advisor, then returned to the office at the FEAS. This should be done at the same time that a student files the Major Acceptance Card at the Office of the Registrar.

### B. Requirements for the major

- Satisfactory completion of the intermediate level of either Chinese or Japanese, or Korean if available. All students are strongly urged to go beyond this minimum. New majors who place higher than the third year of language are strongly urged to undertake more advanced language work or to study another East Asian language with which they are less familiar, depending on the particular needs of the student.
- **EAST201** Sophomore Colloquium. The aim of this course is to introduce prospective majors to a range of fields and methodologies that comprise East Asian studies at Wesleyan. The material will be organized into several disciplinary modules, each contributing to a central theme. The modules will vary from year to year. Examples are art history, economics, government, history, language and linguistics, literature, music, philosophy, and religion.
- **EAST223/HIST223** History of Traditional China
- **EAST260/HIST260** An Introduction to Japanese History and Culture
- One course in East Asian literature
- One additional East Asian studies course, to be decided in consultation with the student's advisor
- Four courses in one of the nine concentrations listed below or in a concentration designed through close consultation between the student and his or her academic advisor. All concentrations must have the approval of the program chair. Detailed descriptions of these concentrations can be found in Section G. Concentrations currently offered are
  - Art history
  - China
  - Chinese language and literature
  - Gender in East Asia
  - History
  - Japan
  - Japanese language and literature
  - Philosophy and religion
  - Political economy

- **A 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 student's preparation permits. This requirement can be fulfilled in several ways:
  - Write an essay of 15 or more pages dealing substantially with East Asia in the context of a regular class. If the class instructor is not an EAS faculty member, the essay must be approved by the student's EAS advisor.
  - Write a one-semester senior essay in a tutorial, preferably given by an EAS faculty member.
  - Write a senior thesis, typically in a two-semester tutorial with an EAS faculty member.
- **Summer language study.** Many students take advantage of summer language study programs, such as those at Middlebury and other colleges and universities (including those in East Asia), to further their language studies. Application forms for summer language study and financial support are available at the Asian Languages and Literatures Department and on Wesleyan's East Asian Studies Program's home page [www.wesleyan.edu/east/](http://www.wesleyan.edu/east/) by downloading a Word file. The applications are processed through the Asian Languages and Literatures Department, then reviewed by the East Asian studies faculty for awarding some financial assistance for summer language study expenses. A grade of B or above is required for transferring credit to Wesleyan.
- **Study abroad.** Study abroad is a primary gateway to competence in Japanese or Chinese and to the cross-cultural awareness that is indispensable in today's world. For most students, total immersion in the culture and language of another country is the only path to becoming bilingual and bicultural. Study abroad sharpens our understanding of ourselves in relation to the world in which we live and is thus a vital component of a liberal education. Accordingly, East Asian studies majors should devote one, or preferably two, semesters to study at an approved program in China, Japan, or Taiwan. (Students whose exceptional circumstances make study abroad problematic may petition the program faculty to have this requirement waived.) Students must consult the Office of International Studies for detailed information on study abroad.
  - *China:* Opportunities for study in the People's Republic of China are available through two Wesleyan-administered programs, the Council on International Educational Exchange (CIEE) program and the Duke University program.
  - *Japan:* Wesleyan, in conjunction with several other colleges, administers the Associated Kyoto Program, a nine-month program offering homestays, intensive language training, and courses in the arts, humanities, and social sciences. Prerequisites are one year of Japanese language study and one nonlanguage course on Japan, preferably **HIST260**.
  - *Taiwan:* Wesleyan participates in the administration of the CIEE program in Taipei. Opportunities for study in Taiwan are also available through Wesleyan-approved programs at the Taipei Language Institute and at Taiwan Normal University.
- **Credit toward graduation** is granted automatically for course work completed in a Wesleyan or Wesleyan-approved program. Grades are reported on the Wesleyan transcript and are counted toward the student's overall GPA. Students who attend Wesleyan-administered programs may count four courses per semester toward the East Asian studies major. Language courses taken at these programs may be counted toward satisfaction of the major language requirement. Students who attend Wesleyan-approved programs may count two nonlanguage courses per semester toward the East Asian studies major. Students may count language courses taken at these programs toward the major. Grades received only from Wesleyan-administered programs will be counted toward departmental honors. Students may normally receive no more than one credit for study in the field and one credit for independent study undertaken abroad. Students must obtain approval for such courses from their major advisor and from the program chair before leaving Wesleyan. During their time in East Asia, majors should consider possible topics for senior research projects. They should therefore discuss research possibilities with their advisor before leaving Wesleyan. Majors are normally expected to take at least one language course in Chinese or Japanese at Wesleyan after their return from study-abroad programs.
- **Financial aid** for study abroad is available in various forms; see the Office of International Studies for detailed information.

### C. 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 have to recommend the thesis for a grade of A- or higher.

### D. Prizes

**The Mansfield Freeman Prize** was established in 1975 by Mansfield Freeman, class of 1916. It is awarded annually to the student or students who have demonstrated overall excellence in East Asian studies and have contributed to improving the quality of our program.

**The Priscilla Kellam Prize** is in memory of Priscilla Kellam, class of 1983, and is awarded to a woman who has been or is planning to go to China and who has distinguished herself in her studies at Wesleyan.

**The Condil Award** is in memory of Caroline Condil, class of 1992, and is awarded to a worthy EAS major, preferably a sophomore or junior, who needs financial support for study in China.

## E. 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.

## F. Mansfield Freeman Center for East Asian Studies (FEAS)

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/mansfield.html](http://wesleyan.edu/mansfield/mansfield.html). 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 mornings 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.

## G. Concentrations in East Asian studies

The following are suggested courses for currently existing concentrations (courses listed here are to be taken in addition to the courses required of all EAS majors, listed above). All students must consult with their faculty advisors in selecting and fulfilling their concentrations.

### Art history

- One additional East Asian history course
- One art history seminar dealing with theory and method, to be chosen from **ARHA358** (Style in the Visual Arts: Theories and Interpretations) and **ARHA360** (Museum Studies)
- Two courses dealing with East Asian art

### China

- **CHIN217** and **CHIN218** (Third-Year Chinese)
- Two China-focused EAST courses

### Chinese language and literature

- *Required:*
  - Two semesters of Chinese language study at Wesleyan (or in a Wesleyan-approved program) above the intermediate level
  - Two courses in Chinese literature
- *Recommended:*
  - At least one course in a literature other than Chinese
  - Modern Chinese history

### Gender in East Asia

- Students focusing on gender may concentrate on either China or Japan. This focus should include three courses about gender in whichever country they focus on, plus one course on gender in the other country, or a general methodology course on gender, such as **FG55209**.



**History**

- A history concentration encourages students to look at China and Japan from a methodologically focused perspective, emphasizing both the premodern and modern periods. The focus consists of four courses: one on the general methods of history (HIST362); two courses in Chinese or Japanese history [in addition to the required HIST223 (History of Traditional China) and HIST260 (Introduction to Japanese History and Culture)]; and one course in the history of a country or area outside East Asia for comparison.

**Japan**

- JAPN217 and JAPN218 (Third-Year Japanese)
- Two Japan-focused EAST courses

**Japanese language and literature**

- *Required:*
  - Two semesters of Japanese language study at Wesleyan (or in a Wesleyan-approved program) above the intermediate level
  - Two courses in Japanese literature
- *Recommended:*
  - At least one course in a literature other than Japanese
  - Modern Japanese history

**Philosophy and religion**

- *Core requirement:* One core philosophy or religion course: PHIL205 (Classical Chinese Philosophy) or RELI242 (Buddhism: An Introduction)
- *Elective requirement:* Two more courses in philosophy or religion that have a substantial component on East Asia
- *Comparative requirement:* One course in either the history of Western philosophy or a religion “traditions” course

**Political economy**

- *Method/Component:* Either ECON101 or GOVT157
- *Elective component:* Three more courses in economics or government that have a substantial component on East Asia

**EAST 101 Elementary Chinese**

IDENTICAL WITH: CHIN103

**EAST 102 Elementary Chinese**

IDENTICAL WITH: CHIN104

**EAST 103 Elementary Japanese**

IDENTICAL WITH: JAPN103

**EAST 104 Elementary Japanese**

IDENTICAL WITH: JAPN104

**EAST 105 Chinese Character Writing**

IDENTICAL WITH: CHIN101

**EAST 153 Elementary Korean I**

IDENTICAL WITH: LANG153

**EAST 154 Elementary Korean II**

IDENTICAL WITH: LANG154

**EAST 165 Anthropology of Contemporary Chinese Art**

IDENTICAL WITH: ANTH245

**EAST 180 Great Traditions of Asian Art**

IDENTICAL WITH: ARHA180

**EAST 201 Pro-Seminar**

This team-taught seminar, required of all East Asian studies majors, 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 2010 INSTRUCTOR: SCHWARCZ, VERA SECT: 01

**EAST 202 Japanese Horror Fiction and Film**

IDENTICAL WITH: ALIT202

**EAST 203 Intermediate Chinese**

IDENTICAL WITH: CHIN205

**EAST 204 Intermediate Chinese**

IDENTICAL WITH: CHIN206

**EAST 205 Intermediate Japanese**

IDENTICAL WITH: JAPN205

**EAST 206 Intermediate Japanese**

IDENTICAL WITH: JAPN206

**EAST 207 Japanese Women Writers: Modern and Contemporary Periods**

IDENTICAL WITH: ALIT207

**EAST 209 Japan's "Others": Cultural Production of Difference**

IDENTICAL WITH: ALIT209

**EAST 210 Gender, Sexuality, and Violence in Late Imperial Chinese Narrative**

IDENTICAL WITH: ALIT210

**EAST 211 The Chinese Canon and Its Afterlife**

IDENTICAL WITH: ALIT211

**EAST 213 Third-Year Chinese**

IDENTICAL WITH: CHIN217

**EAST 214 Third-Year Chinese**

IDENTICAL WITH: CHIN218

**EAST 215 Reexamining Japanese Modernity Through Literature: Edo to Meiji**

IDENTICAL WITH: ALIT215

**EAST 216 Stereotyped Japan: A Critical Investigation of Geisha Girls and Samurai Spirit**

IDENTICAL WITH: ALIT220

**EAST 217 Third-Year Japanese**

IDENTICAL WITH: JAPN217

**EAST 218 Third-Year Japanese**

IDENTICAL WITH: JAPN218

**EAST 219 Fourth-Year Japanese**

IDENTICAL WITH: JAPN219

**EAST 221 Advanced-Level Japanese**

IDENTICAL WITH: JAPN221

**EAST 222 Fourth-Year Japanese**

IDENTICAL WITH: JAPN220

**EAST 223 History of Traditional China**

IDENTICAL WITH: HIST223

**EAST 224 Modern China: States, Transnations, Individuals, and Worlds**

IDENTICAL WITH: HIST224

**EAST 226 Memory and Identity in Contemporary Chinese Fiction and Film**

IDENTICAL WITH: ALIT226

**EAST 227 Rewriting Japanese Film History: Localized Pleasure, National Identity, and Global Capitalism**

IDENTICAL WITH: ALIT227

**EAST 228 China's "Others": Hong Kong, Taiwan, and Other Literatures and Films**

IDENTICAL WITH: ALIT228

**EAST 230 Japanese Detective Fiction and Narrative Theory**

IDENTICAL WITH: ALIT230

**EAST 231 Romantic Love in China—from the Imperial Past to the Maoist Era**

IDENTICAL WITH: ALIT231

**EAST 232 Women Writers of Traditional and Modern China**

IDENTICAL WITH: ALIT232

**EAST 233 Gender Politics in Modern Chinese Literature and Culture**

IDENTICAL WITH: ALIT233

**EAST 242 Buddhism: An Introduction**

IDENTICAL WITH: RELI242

**EAST 244 Delicious Movements for Forgetting, Remembering, and Uncovering**

This course has two components: movement lab (Delicious Movement Workshop) and study of the postwar Japanese artists who assumed the role of public intellectuals. Grounded in Eiko & Koma's movement vocabulary, the Delicious Movement Workshop is emphatically noncompetitive and appropriate for every level of ability and training. We will move/dance to actively forget the clutter of our lives to fully "taste" body, mind, time, and space. We will read literature and see art works and films from postwar Japan as examples of artistic representations of despair and perseverance. In these art works, we will look at the human experiences of the atomic bombs and the memories of World War II. The course also makes active use of the fact that the instructor is a working movement artist (as Eiko & Koma). What is it to forget, remember, mourn, and pray? How do we transcend violence and loss? How does being or becoming a mover or dancer affect our emotional rigor, seeing/learning, and creativity? These are some of the many questions we will explore.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: DANC244

FALL 2009 INSTRUCTOR: OTAKE, EIKO SECT: 01

**EAST 245 Fourth-Year Chinese**

IDENTICAL WITH: CHIN221

**EAST 245 Fourth-Year Chinese**

IDENTICAL WITH: CHIN222

**EAST 251 Intimacy and Asian Migrations**

IDENTICAL WITH: AMST211

**EAST 252 Korean American Literature and Diaspora**

IDENTICAL WITH: AMST212

**EAST 253 Intermediate Korean I**

IDENTICAL WITH: LANG253

**EAST 257 Nation, Class, and the Body in 20th-Century Chinese Literature and Film**

IDENTICAL WITH: ALIT257

**EAST 260 From Archipelago to Nation State: An Introduction to Japanese History and Culture**

IDENTICAL WITH: HIST260

**EAST 261 Classical Chinese Philosophy**

IDENTICAL WITH: PHIL205

**EAST 262 Neo-Confucian Chinese Philosophy**

IDENTICAL WITH: PHIL259

**EAST 264 Modern Chinese Philosophy**

IDENTICAL WITH: PHIL263

**EAST 267 Economies of East Asia**

IDENTICAL WITH: ECON267

**EAST 268 Music and Modernity in China, Japan, and Korea**

IDENTICAL WITH: MUSC261

**EAST 271 Political Economy of Developing Countries**

IDENTICAL WITH: GOVT271

**EAST 281 The Traditional Arts of China**

IDENTICAL WITH: ARHA281

**EAST 283 The Traditional Arts of Japan**

IDENTICAL WITH: ARHA283

**EAST 284 Buddhist Art from India to Japan**

IDENTICAL WITH: ARHA284

**EAST 285 Art and Architecture of India to 1500**

IDENTICAL WITH: ARHA285

**EAST 286 Buddhism in America**

IDENTICAL WITH: RELI288

**EAST 287 Traditions of East Asian Painting**

IDENTICAL WITH: ARHA287

**EAST 288 Temples and Shrines of Japan**

IDENTICAL WITH: ARHA288

**EAST 289 Art and Culture in Premodern Korea**

IDENTICAL WITH: ARHA289

**EAST 295 Politics of East Asia**

IDENTICAL WITH: GOVT295

**EAST 296 Politics in Japan**

IDENTICAL WITH: GOVT296

**EAST 297 Politics and Political Development in the People's Republic of China**

IDENTICAL WITH: GOVT297

**EAST 299 Asian American Popular Culture and Criticism**

IDENTICAL WITH: ENGL299

**EAST 304 Environmental Politics and Democratization**

IDENTICAL WITH: GOVT304

**EAST 311 Representing China**

IDENTICAL WITH: ANTH311

**EAST 312 Politicizing the Lotus: State Patronage of Buddhism, Its Rituals, and Its Art**

IDENTICAL WITH: ARHA312

**EAST 324 The Problem of Truth in Modern China**

IDENTICAL WITH: HIST324

**EAST 326 International Politics in East Asia**

IDENTICAL WITH: GOVT326

**EAST 340 Reading Theories**

IDENTICAL WITH: ENGL295

**EAST 341 Confucianism and Virtue Ethics**

IDENTICAL WITH: PHIL341

**EAST 342 Colonial Identities in "Japanese" Literature**

IDENTICAL WITH: CHUM342

**EAST 343 Tibetan Buddhism**

IDENTICAL WITH: RELI343

**EAST 350 Women and Buddhism**

IDENTICAL WITH: RELI350

**EAST 356 From Chinese Chan to Japanese Zen: Dōgen and Buddhism's Place in the World**

IDENTICAL WITH: HIST356

**EAST 368 Economy of Japan**

IDENTICAL WITH: ECON362

**EAST 373 Patterns of the Chinese Past: Culture, Politics, and Ecology**

IDENTICAL WITH: HIST373

**EAST 381 Relic and Image: The Archaeology and Social History of Indian Buddhism**

IDENTICAL WITH: ARHA381

**EAST 382 Civil Society in Comparative Perspectives**

IDENTICAL WITH: GOVT382

**EAST 383 East Asian and Latin American Development**

IDENTICAL WITH: GOVT383

**EAST 384 Japan and the Atomic Bomb**

IDENTICAL WITH: HIST381

**EAST 398 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/ CREDIT: .5 PREREQ: NONE

SPRING 2010 INSTRUCTOR: SCHWARCZ, VERA SECT: 01

**EAST 424 Introduction to Taiko (Japanese Drumming)**

IDENTICAL WITH: MUSC424

**EAST 425 Advanced Taiko/Japanese Drumming**

IDENTICAL WITH: MUSC425

**EAST 426 Korean Drumming Ensemble—Beginning**

IDENTICAL WITH: MUSC426

**EAST 428 Chinese Music Ensemble**

IDENTICAL WITH: MUSC428

**EAST 429 Korean Drumming Ensemble—Advanced**

IDENTICAL WITH: MUSC429

**EAST 460 Introduction to Sumi-e Painting**

IDENTICAL WITH: ARST460

**EAST 461 Alternative Printmaking: Beginning Japanese Woodblock Technique**

IDENTICAL WITH: ARST461

**EAST 401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**EAST 409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**EAST 411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**EAST 465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**EAST 467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## Economics

**PROFESSORS:** Richard Adelstein; John Bonin; Richard Grossman; Joyce Jacobsen; Gilbert Skillman, *Chair*; Gary Yohe

**ASSOCIATE PROFESSORS:** Christiaan Hogendorn; Masami Imai; Wendy Rayack

**ASSISTANT PROFESSORS:** Abigail Hornstein; Damien Sheehan-Connor; Pao-Lin Tien

**DEPARTMENTAL ADVISING**

**EXPERT 2009–2010:** Gilbert Skillman

The Department of Economics offers a broad range of courses, some of which deal with macroeconomic issues, such as inflation, unemployment, and stagnation, while others deal with microeconomic issues, such as poverty and inequality, corporate power, pollution, and barriers to world trade. The study of economics provides a solid basis for understanding social issues. Students majoring in economics find that they acquire an excellent preparation for careers in academics, business, law, and the government. The economics curriculum consists of three types of courses.

**1 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 to students with no background in the discipline and without using calculus. This course is well suited for students who do not plan to major in economics but who want a general introduction to economic analysis and institutions. It also serves as a prerequisite for some, but not all, of the 200-level electives in the department.
- **ECON110** (Introduction to Economic Theory) is designed for students who think that they may wish to major in economics and for students with a strong mathematical background. This course covers topics in both microeconomics and macroeconomics but requires a one-year college-level calculus background. By using calculus to develop the concepts and tools of economic analysis, **ECON110** introduces gradually the mathematical foundations that are essential to the further study of economics. Any one of the following—**MATH118** (Introductory Calculus Part II: Integration and Its Applications) or **MATH122** (Calculus I, Part II) or placement out of **MATH122**—satisfies the prerequisites 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 to take **ECON110**. Students may take both **ECON101** and **ECON110**; this may be an attractive option for some prospective majors who are in the process of acquiring a mathematical background sufficient to enroll in **ECON110**. However, any student who completes **ECON101** and decides to major in economics must complete **ECON110**. The department also offers First-Year Initiative courses or other courses without prerequisites in economics when staffing allows.

**2 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 tools 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 **MATH118** or **MATH122** or the equivalent 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.

**3 Elective courses.** Elective courses apply analytical tools acquired from the introductory and core courses to specific areas or fields of economics or, in several cases, to develop these analytical tools to a more sophisticated level. The department offers two tiers of elective courses. Of these, 200-level lower-tier electives require only introductory economics, while upper-tier electives, numbered 310 to 399, require both quantitative methods (**ECON300**) and either **ECON301** or **ECON302** and are intended primarily for economics majors.

- *Lower-tier electives.* These courses, 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.* These courses, numbered 300 to 399. These upper-tier 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 published research in economics and to begin to produce their own original research. Most upper-tier electives require a substantial research paper or project; a student may choose to expand this research paper into a senior honors thesis by working with a faculty advisor in a senior honors thesis tutorial. In some areas and for some topics, for example, International Economics and International Trade (**ECON271** and **ECON371**), electives may be taught at both the lower-tier and the upper-tier elective. In such cases, students may not earn credit toward the major for both courses. In addition to these 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**).

**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**.

**Major program.** 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 the eight courses that satisfy the requirements 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 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) with a petition requesting that it be treated as an upper-tier elective to the department chair 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 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 only 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 research and writing. The department offers two options. The traditional route for an honors candidate is the two-semester senior honors thesis tutorials (**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. The department requires an honors candidate to present 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. Theses are evaluated by the department based on the recommendations of a committee of readers including the thesis advisor and two other members of the faculty. All work is judged by the same standards, regardless of whether the student has taken both **ECON409** and **ECON410** or taken only one of these. A candidate for honors may be awarded pass, honors, or high honors in economics. All candidates for honors should have 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 research strengths of the student and the feasibility of the 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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: BONIN, JOHN P. SECT: 01  
SPRING 2010 INSTRUCTOR: SKILLMAN, GILBERT L. SECT: 01

### **ECON110 Introduction to Economic Theory**

An introduction to the principles of micro- and macroeconomic theory 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 gradually throughout the course.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS  
FALL 2009 INSTRUCTOR: ADELSTEIN, RICHARD P. SECT: 01  
SPRING 2010 INSTRUCTOR: BONIN, JOHN P. SECT: 01  
INSTRUCTOR: YOHE, GARY W. SECT: 02

### **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. AREA: SBS PREREQ: NONE

### **ECON124 Political Economy**

Economic and political processes are intertwined in that political institutions have an impact on economic outcomes and vice versa. This course is a survey of some of the important topics in political economy. Some of the questions that will be addressed with the help of country-studies are: Do democratic institutions and greater political freedom result in higher economic growth? Is the size of government determined by political decentralization and federalism? What is the role played by the



different constituents in shaping societies' economic priorities? Do interest groups weigh economic outcomes in their favor?

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

### **ECON127 Introduction to Financial Accounting**

Accounting systems provide financial information critical to managing, valuing, and regulating all types of organizations around the globe. Despite their many variations, all accounting systems are built on a common foundation. This foundation relies on such economic concepts as assets, liabilities, and income to convey financial information, as well as the double-entry system of debits and credits to accumulate and organize financial data. After developing the foundation, we will explore the generally accepted accounting principles that underlie financial statements, develop an understanding of what can be gleaned from those statements (that is, develop an understanding of how the accounting numbers relate to the true economic events that give rise to the numbers), develop an appreciation of what is left out of the financial statements, and, finally, discuss how accounting numbers are used in various financial and management tasks (e.g., valuation). While the focus is on reporting in the United States, international examples are also considered.

GRADING: OPT CREDIT: 1

### **ECON128 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. AREA: SBS PREREQ: NONE

### **ECON129 Selected Problems in American Criminal Law**

Crime and punishment are constantly in the news, and lay observers of the American system of criminal justice are often puzzled by its procedures and outcomes. What exactly is the criminal law trying to do? Why does it seem so difficult to convict criminals? What are the governing principles of American criminal justice, and how are they actually applied in the courts? This First-Year-Initiative course is intended to address these questions through a close analysis of cases and related materials concerned with the substantive criminal law and, at the same time, to introduce students to the legal method itself and the close case analysis characteristic of legal argument. It is thus not a course in law and economics, or law and philosophy, or law and government, but a course in law itself, much as it is taught to law students. Topics include the legal definition of criminal acts, causation, the mental element of crime, basic principles of justification, criminal responsibility and mental abnormality, and the law of homicide. Readings consist entirely of judicial opinions and related materials, and in class we will analyze these readings in detail to expose their logic and consider their practical implications. These readings are dense and intensive, and students will be asked in class to address difficult issues and defend their answers against rigorous critical questioning.

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

### **ECON148 The Economics of Climate Change**

In this introduction to the political economy of climate change, students will read and present for class discussion a series of articles drawn from the current literature as well as media coverage and policy briefing papers. Please note this course does not provide credit toward the economics major and does not serve as a substitute for **ECON110**, the gateway course into the economics major. Students interested in this course and also wishing to major in economics may take **ECON110** concurrently or in a subsequent semester.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

### **ECON160 Economies of Africa in Historical Perspective**

Following a review of geography, climate, and soils, the course starts with an analysis of Africa's subsistence economies at the start of the colonial period in 1890. The philosophical and moral outlook that animated the colonial conquest is examined in the writings of Frederick Lugard and Mary Slessor. The process of agriculture in the colonial period as it was influenced by technology, evolving rural food markets, and export crop marketing boards is traced up to the mid-1960s. Marketing boards provide the gateway into postcolonial politics and economic policy, the key to Africa's current problems. Further topics include the economics of mineral wealth, African entrepreneurship, the microenterprise sector, and structural adjustment. The World Bank, IMF, and UN agencies play a major role, owing to the administrative weakness of African governments; the motives and methodologies of these agencies receive close scrutiny.

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

### **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. AREA: SBS

IDENTICAL WITH: [AFAM209 OR FG55202]

### **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. AREA: SBS IDENTICAL WITH: ENV5210

FALL 2009 INSTRUCTOR: YOHE, GARY W. SECT: 01

### **ECON211 Behavioral Economics**

Behavioral economics incorporates insights from other disciplines, such as psychology, sociology, and neuroscience, into economic models. These insights often induce economists to modify their theories of how people behave individually, socially, and in markets, expanding the concept of Homo Economicus to accommodate such phenomena as altruism, fairness, identity, and time-varying discounting. The course will draw on psychological topics such as impulsivity, loss-aversion, overconfidence, self-serving biases, and hedonics; sociological topics such as status, identity, and social networks; and new evidence on social preferences, cooperation, trust, and punishment from neuroeconomics. The course will focus on developing public policy recommendations for such behavioral phenomena as credit card borrowing, portfolio

choice, retirement saving, procrastination, addiction, crime, discrimination, affirmative action, unemployment, charitable giving, and public health. Classroom experiments and demonstrations will be occasionally conducted to illustrate key theoretical concepts and empirical regularities.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

### **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 three decades 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. AREA: SBS IDENTICAL WITH: AMST274  
SPRING 2010 INSTRUCTOR: RAYACK, WENDY SECT: 01

### **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 anti-poverty 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. AREA: SBS IDENTICAL WITH: FGSS235

### **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. AREA: SBS

### **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. AREA: SBS  
FALL 2009 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. AREA: SBS

### **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. AREA: SBS  
SPRING 2010 INSTRUCTOR: ADELSTEIN, RICHARD P. SECT: 01

### **ECON228 Investment Finance**

The course aims to develop an understanding of the application of the principles of economics to the study of financial markets, instruments, and regulations. The course emphasizes major financial institutions and methods: insurance, portfolio management, corporate management of dividends and debt, forwards and futures, options, and swaps. We will discuss the importance of human psychology in developing and utilizing financial tools as well as the difficulty of battling moral hazard. 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. AREA: SBS

### **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. AREA: SBS

### **ECON241 Money, Banking, and Financial Markets**

This course provides an introduction to money, banking, and financial markets, from both a theoretical and policy perspective. The class will emphasize the evolution of banking and financial market institutions—both in the United States and in other developed countries.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

### ECON256 Order and Planning in the History of Economic Thought

This course examines selected episodes in the history of political economy through the theoretical lens offered by the contrast between spontaneously ordered social systems, in which outcomes arise independently of the intentions of the participants, and centrally planned systems, whose outcomes reflect the design of a purposeful planner. Through this lens, we consider still-unresolved questions about the nature of social order, the relation of the individual to the collective, and the roles of knowledge and purpose in economic systems. After an introduction to the theoretical perspective itself, focused on the Socialist Calculation Debate of the 1930s, we turn to a series of specific topics, including industrialization in the United States, Taylorism, planning for war, Marx and his successors, and the Keynesian Revolution.

GRADING: A-F CREDIT: 1

### 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. AREA: SBS IDENTICAL WITH: LAST219  
FALL 2009 INSTRUCTOR: RODRIGUEZ, FRANCISCO RAFAEL SECT: 01

### ECON263 Entrepreneurship and Economic Development

This class examines the role of the entrepreneur in the firm and in the evolving structure of the economy. From Cantillon to Schumpeter, from Knight to the Harvard Business School, we pursue what the entrepreneur does, his special capacities, his personality. Attention is also given to institutional factors and economic policy regimes that shape the structure of incentives entrepreneurs face. Equipped with these theoretical perspectives, the focus is upon the determinants of entrepreneurial activity during the critical phase of industrialization. Our empirical case studies are the United States 1870–1914 and contemporary West Africa. Readings are extensive, and instructor-directed discussion requires the active class participation of every student. Since much of the course is concerned with the quantity and quality of entrepreneurial supply—rooted in psychological and sociological factors as treated in Weber, Young, McClelland, and Hofstede—the class is an interdisciplinary undertaking; majors from sociology and psychology are most welcome. Finally, *nota bene*, this class is intellectual rather than vocational in nature; it is not suited for those students who are interested in a business-school-type offering or who wish to set up their own company.

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

### 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 the last decade and a half. 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. AREA: SBS IDENTICAL WITH: REES235  
FALL 2009 INSTRUCTOR: BONIN, JOHN P. SECT: 01

### 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. AREA: SBS

### ECON267 Economies of East Asia

This course provides students with an overview of economies in East Asia. In particular, emphasis is placed upon the various economic policies that were used by the governments in the region in the context of rapid economic growth in East Asia. We will also examine the causes and consequences of the East Asian financial crisis. Toward the end of the course, we will study economic issues specifically related to the People's Republic of China.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: EAST267

### ECON268 Vulnerability, Development, and Social Protection in Latin America

Using a political economy approach, this course examines strategies for economic development in Latin America, its impact on social protection, and socioeconomic outcomes. This examination will emphasize the diversity of economic realities in the region and investigate the reasons why this is the case. We will then discuss the role of social protection in enhancing living standards and how national and multilateral organizations articulate social protection frameworks. Finally, we will look at individual cases and assess coverage of social risks using public-led schemes, market-based instruments, and informal arrangements.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: LAST267

### 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. AREA: SBS  
SPRING 2010 INSTRUCTOR: RODRIGUEZ, FRANCISCO RAFAEL SECT: 01

### ECON271 International Trade

Is trade beneficial to a country? Why do countries export certain goods and import certain other goods? Why do countries sometimes import and export the same goods? What is the relationship between trade and income distribution? If free trade is good, why do countries keep using protectionist policies?



These are some of the questions that we will explore in this course. For that purpose we will rely heavily on the microeconomic analysis of a series of trade models. Starting with the traditional Ricardian, specific factors, and Heckscher-Ohlin models, we then examine what happens when we relax some assumptions, for example, by allowing for scale economies or externalities. After making a more-or-less strong case for free trade, we then turn to the question of why countries use protectionist trade policies. After taking this course the student will gain an appreciation of why the free-trade-vs.-protectionism debate is so very much alive today, as it was 200 years ago.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

### 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. AREA: SBS

### 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: OPT CREDIT: 1 GEN. ED. AREA: SBS

FALL 2009 INSTRUCTOR: JACOBSEN, JOYCE SECT: 01

INSTRUCTOR: TIEN, PAO-LIN SECT: 02

SPRING 2010 INSTRUCTOR: HORNSTEIN, ABIGAIL SECT: 01

INSTRUCTOR: RAYACK, WENDY 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. AREA: SBS

FALL 2009 INSTRUCTOR: YOHE, GARY W. SECT: 01

INSTRUCTOR: SHEEHAN-CONNOR, DAMIEN FRANCIS SECT: 02

SPRING 2010 INSTRUCTOR: SHEEHAN-CONNOR, DAMIEN FRANCIS SECT: 01

### ECON302 Macroeconomic Analysis

This course develops a simple general-equilibrium framework for understanding the macroeconomy. The model includes treatments of consumption, investment, and wage- and price-setting behavior. Fiscal, monetary, and exchange-rate policy are all discussed and analyzed in detail. We discuss the interaction of these various patterns of individual behavior and government policies to produce the evolution of macroeconomic quantities such as output, unemployment, and inflation. An emphasis is placed on developing the ability to apply this framework to analyze the macroeconomic effects of a variety of events. Current events, both within the United States and abroad, are regularly discussed. We will discuss empirical testing of various parts of the theoretical framework. Upon completion of this course, students should be capable of an informed analysis of recent macroeconomic debates. They also should be prepared for upper-level electives on a variety of macroeconomic subjects.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

FALL 2009 | SPRING 2010 INSTRUCTOR: TIEN, PAO-LIN SECT: 01 | 02

### ECON308 Healthcare Economics

In this course, we examine the United States' healthcare system in some detail, with some attention to useful international comparisons. We will start with the questions: What makes healthcare provision different from that of other goods and services? And how are these differences reflected in the structure of the healthcare industry in the United States? We will use our new understanding of the U.S. health system to evaluate various reforms that have been proposed. Other questions that we will address include: What is health? How is it measured and valued? What do we get for the money that we spend on health care? And how do we decide whether what we get is a "good value" or not?

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

SPRING 2010 INSTRUCTOR: SHEEHAN-CONNOR, 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. AREA: SBS

SPRING 2010 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. AREA: SBS

### ECON316 Urban Economics

This course uses economic methods and perspectives to analyze urban issues. The first half of the course has a more theoretical focus; the second half, a more applied and empirical focus. Topics covered include how and why cities arise and develop and how their growth or decline is affected by various events. Policy areas studied in the second half of the course include regional development and zoning, housing programs and regulations, antipoverty programs, local public finance, development of transportation systems, education, and crime.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

### ECON318 Economics of 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. AREA: SBS

### 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 ag-

ricultural 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. AREA: SBS

### **ECON321 Industrial Organization**

This seminar focuses on advanced theoretical treatment of few major topic areas: extensions to the model of perfect competition, investment and preemption, network effects, and vertical interaction.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

### **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. AREA: SBS

### **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. AREA: SBS

SPRING 2010 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. AREA: SBS

### **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. AREA: SBS

SPRING 2010 INSTRUCTOR: TIEN, PAO-LIN 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 United States and in other developed countries.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

### **ECON342 Monetary Economics**

This course investigates monetized economies. Particular attention is given to the design and implementation of monetary policy institutions, from both theoretical and empirical perspectives. In addition to the Federal Reserve System in the United States, modern monetary arrangements throughout the world will be studied in a comparative way. Specific topics to be covered may vary with student interest.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

### **ECON349 Economic Growth**

What causes differences in economic performance across countries? Why are some nations much wealthier than others? What is the role of politics in the growth process? We will examine this set of questions with the aid of formal growth theory, political theory, statistical analysis, and an in-depth discussion of various country cases. Topics covered include the role of savings and technology in economic growth, democracy and growth, growth miracles, and economic policy reform.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

FALL 2009 INSTRUCTOR: RODRIGUEZ, FRANCISCO RAFAEL SECT: 01

### **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, the importance of credibility.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: 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. Students will be responsible for leading (and participating in) class discussions.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

### **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. AREA: SBS

### **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 payments 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. AREA: SBS

### **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. Students will be responsible for leading (and participating in) class discussions.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

### **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. AREA: SBS

### **ECON362 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. AREA: SBS IDENTICAL WITH: EAST368

### **ECON365 Economics of 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 analyzes the underlying economic issues of transition, drawing on the 15-year experiences of the European countries and the progress to date in the countries of the former Soviet Union. The rapid 20-year economic development of China is treated as a special case of transition to a market-oriented economy.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

### **ECON366 The Economics of Developing Countries**

This course presents an examination of the structural characteristics of Third World economies and an evaluation of the principal development models. Specific topics include population growth, agricultural development, industrialization strategies, the microenterprise sector, structural adjustment, the anatomy of foreign aid, and project analysis.

GRADING: OPT CREDIT: 1

### **ECON368 Globalization**

This course will critically examine the current wave of economic globalization. We will compare it to previous periods of global economic integration and carefully examine its defining features. We will then study the economic case for globalized capital and goods markets and weigh these arguments against the criticisms of the antiglobalization or global justice movements. Next, we will look at the functioning of the three dominant global economic institutions, the IMF, World Bank, and WTO, and critically assess the role they have played in the globalization process. We will also look at the role of multinational corporations (MNCs) in this process. We will then critically assess the potential for implementing global regulations, such as labor standards, to ensure more equitable outcomes for the world's poorest people. Finally, we will examine existing, non-governmental social and institutional innovations, such as fair trade and microfinance, that work within market-based frameworks to provide economic opportunity for the least well-off.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

### **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. AREA: SBS

### **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. Interested students should have some familiarity with the tools of calculus and linear algebra.

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

FALL 2009 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. AREA: SBS

SPRING 2010 INSTRUCTOR: RODRIGUEZ, FRANCISCO RAFAEL SECT: 01

### **ECON401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **ECON409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **ECON411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **ECON465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **ECON467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

# English

**PROFESSORS:** Henry Ablove; Christina Crosby; Ann duCille, *African American Studies*; Sean McCann; Joel Pfister, *Chair*; Ashraf Rushdy, *African American Studies*; William Stowe; Khachig Tölölyan, *College of Letters*

**ASSOCIATE PROFESSORS:** Harris Friedberg; Indira Karamcheti; Natasha Korda; Ruth Nisse; Stephanie Kuduk Weiner; Elizabeth Willis

**ASSISTANT PROFESSORS:** Sally Bachner; Lisa Cohen; Joseph Drury; Matthew Garrett; Amy Tang, *American Studies*; Deb Olin Unferth

**ADJUNCT PROFESSOR:** Anne Frank Greene

**ADJUNCT INSTRUCTOR:** Alice Hadler, *Associate Dean for International Student Affairs*

**RESIDENT WRITER:** Kit Reed

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** Stephanie Weiner (transfer of credit)

**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,” which 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 work out an individual major program consisting of **ENGL201** and at least nine additional courses, including two courses in literary history, one in literatures of difference, and one in theory. All but three of these 10 courses must be taken at Wesleyan or in the department’s Sussex program and at least five must be from the department itself. Courses fulfilling requirements must be taken in the Wesleyan English Department or the Sussex program. Details about fulfilling requirements are available in the pamphlet. Ordinarily, the courses counting toward the major must be numbered 200 or above, but students may count two writing courses numbered between **140** and **179**. One related upper-level course from outside the department may also be counted toward the minimum of 10; 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).

## ENGL102 Outsiders in European Literature

IDENTICAL WITH: COL102

## ENGL103 Humanizing the American: Management of Difference in American Literature

Literature is often described as a source of pleasure and knowledge about “human experience.” This description assumes that the category of “human” is natural, eternal, and unchanging and is simply re-presented in literature. In this course, we will challenge this idea by arguing that certain pleasures, knowledges, and experiences are claimed to be human through literature and are therefore used to justify the universality of the category. What we’ll read for are the ways in which the category of human is assumed, created, and naturalized in literature, and how this category functions in literature that has been labeled as uniquely American. How are differences and particularities imagined and represented in such literature? Keeping in mind

that literature is always imbued with as well as shapes the historical, the social, and the cultural, we will read novels, short stories, and literary criticisms in ways that challenge our commonsensical understanding of what it means to be human and what it means to be American.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST114

## ENGL105 Cities and Modern Literature

IDENTICAL WITH: COL107

## ENGL106 American Political Novel

This seminar discusses major American political novels. We will consider the ways that writers have imagined government and politics and their relation to society and private life.

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

**ENGL107 The City in American Fiction**

The Puritan John Winthrop wanted his followers to “build a city upon a hill” to demonstrate the righteousness of the newly-arrived inhabitants of America. Throughout our history, authors have written about the city, sometimes as utopian, sometimes dystopian, often as documentary, sometimes as a character, itself, in a fiction. We will examine fiction from the 19th and 20th centuries to review this complex and often exciting theme.

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: AMST112

**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 you “unpack” what is buried in the writing of others.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: BACHNER, SALLY SECT: 01

**ENGL109 Performing Values: Ethical Questions in Modern Theater**

Theater enacts, celebrates, and criticizes a society’s values and practices. In this course we will study three classic modern plays and four contemporary playwrights to see how men and women of different races have used language, performance, and the scenic arts to entertain, engage, and challenge audiences to reexamine their lives.

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

**ENGL110 Poetry and Democracy**

Politics and poetry both activate a broad range of issues related to voice and representation. In this course we will study 19th- and 20th-century American poetry, focusing on poems that explicitly or implicitly engage with American ideological concerns. In conjunction with our textual analysis, we will consider specifically the representation of individual and group identity, the relation between poetic form and political change, and the special demands on art in times of war.

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

**ENGL111 Shakespeare and Company**

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 attempts to remedy this deficiency by reading Shakespeare alongside a representative sample of some of the most compelling plays of his contemporaries and rivals.

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

**ENGL112 The Environmental Imagination: Green Writing and Ecocriticism**

The new discipline of ecocriticism affirms the inescapable thereness of the natural world while exploring the way we use our imaginations to understand it. We begin this course by applying ecocritical insights to paintings, and we end by examining environmental Web sites. In between we read poets, nature writers, scientists, novelists, and activists, seeking to understand the natural world as an inspiration and a responsibility and to balance the demands of activism with the joys of aesthetic ap-

preciation. Attention will be paid to critical writing, and there is a chance for some creative writing as well.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: STOWE, WILLIAM W. SECT: 01

**ENGL113 Reading the Third World**

This course is an introduction to writing from the Third World, including works from Africa, India, South America, and the Caribbean.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

**ENGL114 The Essay**

IDENTICAL WITH: COL112

**ENGL115 Literature of London**

This course examines the role of London in the literary imagination of Great Britain from 1800 to 1914. A vibrant multi-class 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. AREA: HA PREREQ: NONE

**ENGL116 Henry David Thoreau: His Art and Thought in Relation to His Times**

A close reading of *Walden* as art, as philosophy, and as it may cast light on the antislavery movement, American industrialization, American expansionism, American religion, and the American sex/gender system in the 19th century.

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

IDENTICAL WITH: AMST113

FALL 2009 INSTRUCTOR: ABELOVE, HENRY SECT: 01

**ENGL117 King Lear and The Tempest: The Worlds of Tragedy and Romance**

Himself a great playwright, Bernard Shaw once claimed that “It is impossible for the mind of man to conceive a greater tragedy than *King Lear*.” Shakespeare’s final play, *The Tempest*, is equally celebrated as a romance that presents a different but complementary way of imagining the world. This course will consist of a close study of these two masterpieces—supplemented by other plays, films, poems, and essays—created in response to Shakespeare’s texts.

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

**ENGL119 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 United States. 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 politics—of the United States 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

nonfiction 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 one first-person novel from each of four major literary periods: *The Blithedale Romance* from the American Renaissance, *The Great Gatsby* from the Jazz Age, and *Invisible Man* from the postwar period. Our last two texts, *Woman Warrior*, a work that combines memoir and fiction, and *Maus*, an illustrated novel (i.e., comic book), will lead us into postmodern forms of autobiography that challenge previous conceptions of the genre and the relation of the private stories to public histories.

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

### ENGL121 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). Brief weekly creative writing assignments keyed to the readings, two of which students will develop into longer pieces.

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

### ENGL122 Girlhood in African American Literature

IDENTICAL WITH: AFAM115

### ENGL129 Resisting the Romance in Black and White and Technicolor

IDENTICAL WITH: AFAM129

### 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. AREA: HA PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: HADLER, ALICE BERLINER SECT: 01

### ENGL131 Writing About Places

This course will explore 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. 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. AREA: HA PREREQ: NONE  
SPRING 2010 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 nondoctors who write compellingly about medically-related subjects (Camus in *The Plague*, Tracy Kidder on Paul Farmer, Ann Fadiman on cultural clashes).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: HADLER, ALICE BERLINER SECT: 01

### ENGL142 Storyfirst Online

Learn how short stories build from the idea you had into living, breathing fiction in this dynamic real-time writing workshop on StoryMOO, where you'll turn in a short story every two weeks and get preliminary feedback in classmates' notes posted before the workshop meets for the lively online discussion. Class

meets online in this electronic community created specially for the course. Discuss your stories with other writers in this special virtual space, with weekly workshops and regular one-on-one conferences with novelist Kit Reed, the instructor. In this user-friendly, text-based environment, anything is possible and nobody cares if you have a bad hair day, because you are what you type—and people know you by how well you can write. Writing-intensive. Tech help available. You can learn more about the class and visit StoryMOO by following instructions at: <http://storyfirst.web.wesleyan.edu>.

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

### ENGL143 Writing and Reading Short Stories

Good writers are exacting yet sympathetic readers. We write as readers of our own drafts, as of others' work. To learn to write a story is to learn to discern the instincts and logic that shape it. Because this is the course's premise, applicants will be asked to submit a sample of their work that demonstrates their competence as critical writers. Applicants need not be accomplished fiction writers; those who are won't have it held against them. The class will be one third reading seminar and two thirds writing workshop. We will learn to read like working writers by analyzing short stories by authors like Babel, Beckett, Barthelme, Foster Wallace, Kincaid, Murdoch, Malamud, Narayan, and others whose fiction flirts with the irrational. We will ask: What is the effect of a phrase or passage? How might it have been written otherwise and with what consequences? Students will keep a reading journal, to be mined for their own short story. Where appropriate, the works of students and published writers will be discussed side by side, and a similar editorial sensibility will be brought to both. The instructor will discuss students' work both in workshop and privately, operating always with the principle that if getting words down is the first part of a writer's task, revision is the better part of it. The aim of the course is to make students readers, writers, and revisers. Students will emerge from the course with a well-made story in hand, one that they like and believe in and are perhaps even proud of, and they will know what it takes to write another.

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

### ENGL144 Introduction to Fiction Writing

In this course, we will consider the fundamental elements of fiction, including language, voice, characterization, point of view, chronology, and the relationship between structure, style, and content. Writing exercises designed to sharpen prose and challenge the imagination will be assigned in conjunction with readings by selected authors, providing students with an introduction to the range of possibilities available to the fiction writer. Assigned readings will include work by Anton Chekhov, Donald Barthelme, Flannery O'Connor, David Foster Wallace, Junot Diaz, Lorrie Moore, Alice Munro, and Lydia Davis.

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

### ENGL145 Intermediate Fiction Writing

This intensive workshop will place an emphasis on the writing (and critiquing) of short fiction. The first few weeks of class will be devoted to reading short stories and discussing fundamentals such as plot, character, and voice. There will be some short take-home exercises. From there on out, the class will be devoted to critiquing student work.

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

### ENGL146 Advanced Fiction Writing

We will examine stories written by a wide range of contemporary authors, paying particular attention to characterization,



the relative merits of elaboration and compression, transitional elements, and the uses of memory, mystery, and surprise. This seminar is designed for students with experience in writing narrative fiction who wish to further develop their skills. Students will be expected to submit short stories and revisions on a regular basis, to be discussed in a workshop format in class. Readings by classic and contemporary authors will be assigned as well.

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

#### ENGL147 Reading and Writing Literary Nonfiction

Also known as “creative nonfiction,” literary nonfiction has assumed a central position in recent writing. In it, the journalist, historian, or biographer appropriates techniques of fiction to endow the presentation of factual material with the ambiguity and expansiveness of art. In this course, students will choose early in the term a topic for what will become a 20-page piece of literary nonfiction, will work on various drafts to develop it throughout the term as their major writing project, and will be required to keep a reporter’s notebook. Our models are such masterworks of the genre as Michael Herr’s *Dispatches*, Joan Didion’s *The White Album*, and Don DeLillo’s *Libra*. Whether telling stories through their subjects’ words or their own, each of the writers to be studied transcends the topicality of his or her material and addresses such matters as narrative perspective and the relationship of historical accuracy to truth. Each also confronts at least some of the same questions that writers in the course are likely to wrestle with: When in the writing of nonfiction does an informant become a character? When does sympathy with or antipathy to the informant distort a report? What obligations to the informant does the writer incur through his dependence on him or her?

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

#### ENGL152 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. AREA: HA PREREQ: NONE

#### ENGL156 Approaches to Writing Creative Nonfiction

In this weekly workshop on writing creative nonfiction, weekly short writing exercises will be assigned. Each exercise will focus on an essential component of nonfiction writing, such as conflict, tone, character, place, dialogue, and argument. Students will also complete one longer piece (5,000 words) by end of semester.

GRADING: A-F CREDIT: 1 PREREQ: NONE

#### ENGL159 The Grotesque

Disparaged by rationalists, realists, and Victorians, the grotesque nonetheless became one of the major styles of the last half century. This class will pair readings in the grotesque tradition with creative writing projects. We’ll consider the place of the grotesque in writing from Ovid to the present: how it works, and the uses (political, satiric, comic, etc.) to which it can be put.

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

#### ENGL161 The Supernatural

This creative writing class will consider the supernatural, the impossible, and even the absurd in literature. How do supernatural events (or characters, or settings) play with and against conventions of “realistic” fiction? How does the writer main-

tain (or trifle with) the reader’s belief? To what ends can the supernatural be put?

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

#### ENGL173 Poetry-Writing Workshop: The African American Tradition

IDENTICAL WITH: AFAM207

#### ENGL174 A Playwright’s Workshop

IDENTICAL WITH: THEA299

#### ENGL186 Recent American Fiction

IDENTICAL WITH: COL186

#### ENGL195 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: AMST195

#### ENGL201 The Study of Literature

This course will introduce students to the careful reading of texts, especially lyric poems, and familiarize them with the idea of literature as a part of history and culture.

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

FALL 2009 INSTRUCTOR: DRURY, JOSEPH SECT: 01

INSTRUCTOR: FRIEDBERG, HARRIS A. SECT: 02

INSTRUCTOR: GARRETT, MATTHEW CARL SECT: 03

INSTRUCTOR: NISSE, RUTH SECT: 04

SPRING 2010 INSTRUCTOR: STOWE, WILLIAM W. SECT: 01

INSTRUCTOR: TANG, AMY CYNTHIA SECT: 02

#### ENGL203 American Literature from the Colonial Period to the Civil War

An introduction to American literature and culture through the mid-nineteenth century. As we move from earliest narratives of European conquest of the New World to meditations on industrialization, readings will span the full range of genres. 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 also examine the consequences, both political and aesthetic, of literary conventions. Special attention to the writings of, among others, Winthrop, Rowlandson, Edwards, Wheatley, Equiano, Poe, Melville, Fuller, and Dickinson.

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

IDENTICAL WITH: AMST155

FALL 2009 INSTRUCTOR: GARRETT, MATTHEW CARL SECT: 01

#### ENGL204 American Literature, 1865–1945

Topics in this survey of American literature since the Civil War will include major prose writers and literary movements. We will make an effort to situate texts in their historical contexts.

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

IDENTICAL WITH: AMST156

SPRING 2010 INSTRUCTOR: PFISTER, JOEL SECT: 01

#### ENGL205 Shakespeare

Shakespeare’s career spans a troubled age that sees the emergence of the modern state and the deconsecration of the monarchy, the invention of modern subjectivity, and the interrogation of the patriarchal control of sexuality. This course intro-



duces students to the texts of Shakespeare's plays, their major genres, and themes of state, subject, and family. It assumes no previous knowledge of Shakespeare.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
 SPRING 2010 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. AREA: HA PREREQ: NONE  
 FALL 2009 INSTRUCTOR: ABELOVE, HENRY SECT: 01

### ENGL207 **Chaucer: Not the Canterbury Tales**

In this course, we will read all the great poems that Chaucer wrote besides *The Canterbury Tales*, including *Troilus And Criseyde*, *The Book Of The Duchess*, *The Legend Of Good Women*, *The House Of Fame*, *The Parliament Of Fowls*, and various lyrics. We will also read selections from some works by Chaucer's sources and contemporaries, as well as documentary sources from 14th-century England. Some of the topics we will consider are: the various genres of Chaucer's poetry (dream-vision, epic, satire), the ideology of chivalry and medieval romance, Chaucer's reinvention of the Classical world, 14th-century historiography, and medieval views of gender and sexuality. All 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. AREA: HA PREREQ: NONE  
 IDENTICAL WITH: MDST207

FALL 2009 INSTRUCTOR: NISSE, RUTH SECT: 01

### ENGL208 **Enlightenment to Modernism: British Literature, 1780–1900**

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 Thomas Hardy's portrait of a single young woman whose story is at once utterly individual and reflective of human experience; 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. AREA: HA PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: WEINER, STEPHANIE KUDUK SECT: 01

### ENGL209 **American Novel Before the Civil War**

This course surveys novels written and published in the United States through the first half of the 19th century. We will attend closely to literary form and will aim to come to conclusions about patterns of development, emphasizing the relationship between these novels and central matters of history and social change. We will think of novelistic themes in relation to the ways writers express them formally and to the ways audiences might have experienced the books in reading.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
 IDENTICAL WITH: AMST298

### ENGL210 **The 18th-Century British Novel**

This class will introduce students to the texts that have played the most central part in the critical debates surrounding the novel's development in the 18th century. Starting the class with a polished realist novel, Austen's *Sense And Sensibility*, we will try to define what we mean by a "novel" before turning to the ways in which supposedly "natural" forms like character, realism, and plausible plot were constructed in the course of the 18th century.

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

### ENGL211 **Ethics of Embodiment (FGSS Gateway)**

IDENTICAL WITH: FGSS210

### ENGL212 **Machines and Modernity**

Since the scientific revolution, philosophers and theorists have turned to machines and technological innovation to explain the distinctive cultural conditions of modernity. If technology has made possible miraculous new freedoms, it has also been implicated in new forms of political oppression, alienation, and environmental collapse. In this class we will trace the paradoxical power of the machine by reading some of the most influential philosophical and theoretical works from the Enlightenment through to contemporary posthumanism.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
 IDENTICAL WITH: SISP213

### ENGL213 **Introduction to Western Drama**

This course focuses on close reading of a dozen great plays of the Western tradition, with attention to contemporary trends as well. Leitmotifs running throughout the course will include the nature of dramatic heroes and antiheroes; considerations of genre—tragedy, comedy, and everything in between; and realism as myth—or why there's no such thing as realism (really). Not for skimmers; students should expect to read play texts with care and more than once.

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

### ENGL214 **Medieval Masculinities**

This course will explore the range of characteristics used to define masculinity, tracing themes that span from Anglo-Saxon times to early 16th-century England. Among the social roles most widely associated with the Middle Ages is the chivalric knight of Arthurian romance. These knights were supposed to embody the ideals of many definitions of manhood: powerful warriors, loyal courtiers, courtly lovers, and holy saints. We will examine the often contradictory codes that governed a knight's behavior and how these tensions manifest themselves in the literary works of their times. Other representations of masculinity will also be studied. Most of the works will be in translation, though we will include a few texts in Middle English.

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

### ENGL215 **Shakespeare and the Tragedy of State**

Power, rebellion, class, and justice in English Renaissance tragedy.

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

### ENGL216 **Introduction to Poetic Technique**

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. AREA: HA PREREQ: NONE  
 FALL 2009 INSTRUCTOR: WILLIS, ELIZABETH SECT: 01

**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. AREA: HA PREREQ: NONE

IDENTICAL WITH: FGSS213

SPRING 2010 INSTRUCTOR: DRURY, JOSEPH SECT: 01

**ENGL218 The Uses of Fantasy: A 20th-Century Sampler of Unreality**

"Fantasy is scrutiny," says the American poet Molly Peacock, implying that to fantasize is not only to turn away from the world, but also to pay attention to it. In this course we will scrutinize fantasy itself, recognizing it and its counterpart, reality, as mutable categories that shape-shift from author to author, place to place, time to time. We'll investigate the work of a variety of fantasists of the last 100 years.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**ENGL219 The Great American Novel**

In this survey of classic works of American fiction, we will focus on texts celebrated not just for their literary achievement but for their aspiration to define the nature of American life and the aesthetic forms suitable to it.

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

IDENTICAL WITH: AMST224

**ENGL220 Medieval Works in Performance**

Long before the plays of Shakespeare and Marlow hit the stage, medieval audiences turned out for 18-hour-long play cycles by the Wakefield Master and the York Realist. Though we often read these works silently on the page, this course will emphasize aspects of public performance—including music, recitation, and stagecraft—that brought them to life for the original audience. These performances served a communal role and helped define the relationships between the various communities that made up medieval England. We will look at how Chaucer's poetry inscribes audiences of listeners and their potential responses to the material, consider the often overlooked musical component of the *lais* of Marie de France, and explore the notion of performing piety. In addition, we will look at how the Middle Ages have been performed in modern film and stage productions.

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

**ENGL221 The Black Bildungsroman**

IDENTICAL WITH: AFAM210

**ENGL222 Langston Hughes, Zora Neale Hurston, Toni Morrison, and John Wideman**

Langston Hughes and Zora Neale Hurston were major figures in the Harlem Renaissance and beyond. Toni Morrison and John Wideman continue to produce major fiction in the modern era. We will examine these major African American writers and their work, paying particular attention to issues of gender, family, community, sexuality, and the literary politics affecting African American writers.

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

IDENTICAL WITH: [AFAM225 OR FGSS224]

**ENGL223 Medieval Legend and Myth in the British Isles**

This course will explore myths and legends—such as Robin Hood and King Arthur—originating in the British Isles and closely related surrounding cultures. From the dry wit to be found in Icelandic works such as *Hrafnkel's saga* and *Thrym's poem* to the passionate injustice in the Irish *Exile of the Sons of the Uisliu*, these works will challenge the way that our society continues to circulate the figures of the virtuous robber, the loathly lady, the heroic warrior, and the chivalric knight. Texts will be in translation, with a few selections in Middle English. In addition to reading the original texts and considering the rich social tapestry that produced them, we will consider modern versions of these figures in movies.

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

IDENTICAL WITH: MDST293

**ENGL224 Postwar British Novel, 1945–2005**

This course will explore British fiction after the Second World War, examining what British literature means when England is suddenly (what E. M. Forster called) a "shrinking island." What kind of novel is written in this post-period (postwar, postmodernist, postcolonial, postfeminist, posthuman)? What characterizes and drives this fiction, and what earlier genres does it attempt to incorporate? How does the postwar novel create a new version of literary realism, and how does it reflect or fail to reflect the reality of our current lived experience?

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

**ENGL225 The British Enlightenment**

This seminar examines sex, class, gender, empire, race, morals, and religion in the writings of Hume, Cleland, Swift, Johnson, Sterne, Boswell, Gibbon, Leapor, Equiano, Burke.

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

**ENGL226 The 1790s: British Literature and Culture**

The course is an introduction to British literature written during the 1790s, focusing on reading literary texts in historical context. Our narrow time frame will allow us to build a rich understanding of conversations carried out in literature among writers and between writers and their historical moment. We will address several main themes: (1) literary responses to the French Revolution and the Napoleonic Wars; (2) individualism and interiority; (3) the "rise of the novel"; (4) romanticism (including issues such as the relation between nature and the imagination; formal innovation; the self, emotion, memory, and lyric poetry; and political literature); and (5) political economy, culture, and society. Our central course materials are literary texts—novels, poetry, and aesthetic theory. In relation to these texts, we will also examine paintings and political and philosophical writings from the period.

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

**ENGL227 Women's Writing in the 20th Century**

This course will focus on fiction and poetry by British, American, and postcolonial women writers while giving equal importance to feminist critical and theoretical methodologies. Woolf, Hall, Stein, Hurston, Rich, Lahiri, and others will be taught, along with critical essays by Cixous, Showalter, Rich, Butler, Sedgwick, Carby, and Mohanty.

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

IDENTICAL WITH: FGSS251

**ENGL228 American Naturalism: Humans, Animals, Machines, Degeneration**

This course will interrogate the major cultural category of "nature" and its aesthetic partner, American literary "naturalism." What is nature's role in defining and producing the difference—if there is a difference—between human and animal,

human and machine, and human and inhuman? We will try to understand how this category emerged, what and whom it excludes, and how, as a result, it has been a flashpoint for the political and aesthetic agendas of those who write about, legislate, and demarcate “the human” and its others.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST249

### ENGL229 Fictions of Consumption

What is consumer culture and what does it have to do with literature and other forms of cultural production? This course is an introduction to the rise of consumer culture and to representations of that phenomenon in Europe and the United States from about 1850 to 1950. Our main areas of inquiry throughout the semester will be the principles of display and forms of visibility that characterize consumer culture; the gendered construction of the consumer; and the commodification of racial and ethnic identities.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FG55227

### ENGL230 Introduction to Asian American Literature

While the term “Asian American” dates back only to the 1970s, Asians have inhabited the U.S.—and the U.S. cultural imagination—for more than a century. This survey will examine texts by and about Asians in America, broadly conceived, from Herman Melville’s *Moby-Dick* (1850) to Jhumpa Lahiri’s *Interpreter Of Maladies* (1999). The course is organized chronologically, keyed to important moments in the history of U.S.—Asian interactions (Manifest Destiny, Asian exclusion, World War II, the cold war, the Vietnam War, etc.) to emphasize the ways in which these cultural artifacts reflect and influence their social and historical contexts. In the latter half of the course, as we enter the period in which Asian American literature becomes an institutional category in its own right, we will add to this historical framework a number of other analytical perspectives that have emerged from within Asian American studies itself: cultural nationalism; gender and sexuality; postcoloniality; cultural assimilation; and globalization.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST264  
FALL 2009 INSTRUCTOR: TANG, AMY CYNTHIA SECT: 01

### ENGL231 Prizing the Book

What is the relationship of the book to literary prizes? In a larger sense, how is our sense of literary value and meaning driven by prizes and their role in the publishing industry? We will look at four major prizes, the Nobel, the Man Booker, the National Book Award, and the Pulitzer, examining their histories and their choices. In each case, the histories will supplement an analysis of the most recent winners, including Doris Lessing, Orhan Pamuk, Kiran Desai, Denis Johnson, and Cormac McCarthy.

GRADING: A-F CREDIT: 1 PREREQ: NONE

### ENGL232 Plays in Pairs

Plays will be grouped in sets to bring out unexpected parallels and relationships, with results more intriguing than plausible.

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

### ENGL233 Ibsen, Shaw, and the Play of Ideas

This course is an intensive study of selected works by two of the greatest figures in modern drama whose careers remarkably parallel and intersect with each other. Shaw wrote the first book on Ibsen in English, and the two together were path-breakers in transforming 19th-century theatrical entertainment into 20th-century dramatic literature.

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

### ENGL234 Modern Drama: Classic Texts and Contemporary Inheritors

Modern drama is nearly 150 years old and just as vital as ever. This course explores the foundations of the movement in Ibsen, Strindberg, Chekhov, and Brecht, relating each of them to the work of more recent playwrights. Regular scene work by class members supplements the lecture-discussion format.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: STOWE, WILLIAM W. SECT: 01

### ENGL235 Black and Asian Workers in U.S. Culture and History

This course will examine changing articulations of what it means to be a “black worker” and an “Asian worker” in the United States through a reading of novels in their historical contexts. Specifically, we will study how literary representations, as a part of constant and ongoing practices that speak to different negotiations with power, have worked with the law and historical writings to shape identificatory categories and our understanding of them. Ultimately, this course seeks to complicate our understanding of race, citizenship, and class in the United States by studying how they have been constructed in culture and history.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [AMST247 OR AFAM235]

### ENGL236 Selected Caribbean Women Writers

IDENTICAL WITH: AFAM237

### ENGL237 The Sixties

This course will focus on the 1960s in the United States. Topics to be considered will include: the civil rights movement; the antiwar movement; the Goldwater conservative movement; gay liberation; second-wave feminism; pop art; the New York School poets; Judson School dance; the new journalism; tendencies and developments within American Protestantism, Catholicism, and Judaism; student movements; the black power movement; the rise of Asian American and Latino/a cultural nationalisms; electoral politics; environmentalism; Phyllis Schlafly and the Eagle Forum; the Cuban missile crisis; and the counter-culture. The approach will be multidisciplinary, drawing on the insights and interpretive methods of history, literary criticism, American Studies, government, art history, and the history of science. No previous knowledge of these various disciplines or of the topics of the course is presupposed. Preference will be given to sophomores.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [AMST251 OR HIST298]  
SPRING 2010 INSTRUCTOR: ABELove, HENRY SECT: 01

### 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 Western Movies: Myth, Ideology, and Genre

IDENTICAL WITH: FILM307

### ENGL240 Introduction to African American Literature

IDENTICAL WITH: AFAM202

### ENGL241 Literature and Theory of the U.S.-Mexico Border: Telling Border Stories

The U.S.-Mexico border is the longest, most highly policed border in the world, while the U.S.-Canadian border is the longest, least policed border. In this course we will consider a variety of literary, historical, filmic, and theoretical texts that examine and interrogate the social, economic, and political organization, representation, and significance of the U.S.-



Mexico border. Together, we will consider why, in the present moment of late capitalism and globalization, the border still looms large not only in the U.S. national imagination, but also in the legislation of the Southwest and the U.S. and Mexican nation-states more broadly.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST240

#### ENGL242 **Multiracial Literature of the American West**

First presented at the Chicago World Columbian Exposition in 1893, Frederick Jackson Turner's now (in)famous "frontier thesis" posits the West as the defining space of the developing nation, the site and seat of American exceptionalism. For Turner, the West was a blank slate. But what of those for whom the so-called frontier was already homeland and those brought by force to this nation? Drawing on a variety of authors (such as Filipino American Carlos Bulosan, Chicano Alejandro Morales, Japanese American Miné Okubo, African American Anna Deavere Smith, and Leslie Marmon Silko of the Laguna Pueblo), this course examines the ways in which literature (as a cultural production) both critiques and helps to constitute dominant notions of "America" and the "West." Through close textual analysis, students will gain an understanding of the relationship between location, literature, and national identity.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST243

#### ENGL243 **Asian American Literature and Its Discontents**

What is so Asian American about Asian American literature? The course will survey Asian American literature from its emergence as first anthologized in *Aiiieeee* (1974) fueled by the yellow power movement to the various cultural and literary challenges since then posed in terms of gender, sexuality, and colonialism. The class will give a brief overview of Asian American history in the 19th and 20th centuries to contextualize the two centuries of Asian American writing in the United States and how themes have evolved and been challenged through the 21st century. The class will develop close reading skills to interrogate literary (traditional and experimental novels) and filmic texts (melodrama and musical) by and about Asian/Asian Americans to raise questions about form, aesthetics, and the literary market as they relate to the larger project of Asian American studies. These texts offer not only different ways of understanding sexuality, gender, migration, and ethnicity, but also challenge how we ask ethical questions of texts and how we read literature.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [AMST244 OR FG55346]

#### ENGL244 **American Fiction from James to Pynchon**

A survey of American fiction in the first two thirds of the 20th century, with attention to literary history and cultural contexts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST248

#### ENGL245 **American First Persons in the 20th Century**

Individualism has always been an important theme for American literature. Through readings in fiction, poetry, and nonfiction, this course will examine how the project of self-definition changed in the contexts of modernity and postmodernity. We will consider how authors negotiate the demands of literary form as well as the demands of a cultural, ethnic, gendered, or sexual identity.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST245

#### ENGL246 **After the Realist Novel: Literary Narrative, 1880–1914**

With the waning of the cultural power and publishing might of the three-volume Victorian realist novel (works such as *Middlemarch* and *Bleak House*), there emerged a variety of new types of literary narratives that addressed new themes and put into practice new understandings of literature, narrative, art, and society. This course examines a wide range of these texts, including ultra-realist or "naturalist" fiction, short stories by "new women" writers, proto-modernist and modernist novels and novellas, and genre fiction such as science fiction, adventure stories, detective fiction, and children's literature. We will explore this remarkable proliferation in the subjects and forms of prose narrative and seek to understand how it related to the social, economic, and philosophical landscape of late-19th and early-20th-century Britain.

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

#### ENGL248 **The British Novel in the 19th Century**

Students will read some of the most important novels of the Victorian period, including works by E. Bronte, E. Gaskell, C. Dickens, W. Collins, G. Eliot, et al.

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

#### ENGL249 **Interpretation in Fiction: The Reader in the Text**

Detective novels, classic existential narratives, and postmodern fictions share a fascination with the process of interpretation. Their protagonists read clues, solve puzzles, and confront mysteries. In this course we read examples of all three as versions of the human search for understanding.

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

#### ENGL250 **Historicizing Early Modern Sexualities**

This course will examine recent historical and theoretical approaches to the history of sexuality in the early modern period. Our focus will be the historical construction of sexuality in relation to categories of gender, race, nationality, ethnicity, religion, and social status in a variety of cultural forms, including literary texts, 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 prostitution and pornography.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: FG55275

#### ENGL251 **Epic Tradition**

This course studies the poem of history, from the heroism of strife to the heroism of consciousness, 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. AREA: HA  
FALL 2009 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: DRURY, JOSEPH SECT: 01

### ENGL253 Renaissance Plays and Poems: The Tudor Period

In this study of Renaissance English literature from 1485 to 1603, including Marlowe, Shakespeare, Spenser, and the sonneteers, we shall study the emergence of modern subjectivity in tragedy and the lyric, the construction of sexuality in romance and domestic tragedy, and forms of class struggle in citizen comedy.

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

### 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: KORDA, NATASHA SECT: 01

### ENGL255 Theories and Fiction of Androgyny

IDENTICAL WITH: COL251

### 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, which 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: DRURY, JOSEPH SECT: 01

### ENGL257 Queer Literature and Studies

An exploration of theories, criticisms, texts, and cultures of a queer identity.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST257

### 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 some-

times 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: AMST269

SPRING 2010 INSTRUCTOR: GARRETT, MATTHEW CARL SECT: 01

### ENGL259 Shakespeare and the Category of the Human

IDENTICAL WITH: CHUM259

### 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: AMST325

FALL 2009 INSTRUCTOR: MCCANN, SEAN SECT: 01

### ENGL261 Aestheticism in Victorian Britain: Art for Art’s Sake Among the Pre-Raphaelites and the Wilde Circle

This course focuses on two groups of artists and intellectuals whose ideas about art and society were deliberately and self-consciously dissident and experimental: the Pre-Raphaelite Brotherhood, formed at Oxford in 1848 and active in London until the early 1870s, and the circle centered around Oscar Wilde in the 1890s. Why, we will ask, did these artists and intellectuals espouse a theory of art for art’s sake, and what did they mean when they did so? What were the philosophical, political, and artistic reasons they heralded aestheticism as a theory and practice of art, and what formal innovations and conventions did that practice entail? We will examine a variety of literary and nonliterary texts, from poetry and novels to aesthetic theory and paintings. Issues to be addressed include theories of art for art’s sake; experimental and avant-garde ideas and practices of art; the social and cultural space occupied by well-educated and often well-off artists—an “elite margin”; the interaction among various modes of artistic expression, most especially painting and poetry; the relation between high art and the aesthetic way of life that by turns embraced artisanal crafts, popular culture, industrial production, and the decorative arts; and the sexual, gender, class, and (inter-)national dynamics of artistic production and consumption during these years.

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

### ENGL262 Major English Poets: The Victorian Period

This course is an introduction to major poets and themes in English poetry written between 1830 and 1900. These themes include the romantic legacy; the role of poetry in an urban, democratic society; the changing role of nature and observation in lyric verse; and the wide range of approaches Victorian poets took to formal innovation and experimentation. Focusing on both close reading and historical context, we will place poets in conversation with one another and with the rapidly changing world of Victorian Britain. We will focus on four poets—Alfred Tennyson, Robert Browning, Matthew Arnold, and Gerard Manley Hopkins—with additional readings in both prose and poetry from many others, including working-class poets, women poets such as Christina Rossetti and Elizabeth Barrett Browning, and other writers involved in debates about poetry and aesthetics during these years, including Arthur Hugh Clough, Algernon Swinburne, George Meredith, Walter Pater, and Oscar Wilde.

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



**ENGL263 The Invention of Mark Twain: Reading the Major Works**

This course will explore the ways in which Samuel Clemens invented and constructed Mark Twain, his authorial persona, as both a literary master and a popular celebrity. We will examine his techniques from various perspectives, beginning with his innovative revision of existing genres, as when he revised older travel narratives to create *Innocents Abroad* and *Roughing It*, used Arthurian romance to fashion an important element of *A Connecticut Yankee In King Arthur's Court*, and used a wholesale parody of American popular culture to fashion *Huck Finn*. Second, we will look at the complex character relations Twain establishes between and within his novels (asking, for instance, why and to what effect a minor character in *Tom Sawyer* becomes the protagonist in *Huck Finn*). Third, we will pay particular attention to Twain's style, including his uses of dialect, social types, and unusual first-person narrators. Finally, we will consider the uneasy dialectic between realism and romance that shapes both individual books and the larger pattern of Twain's career. In approaching Mark Twain, we will also discuss his skillful use of humor to bring ideological issues before the American public, such as the lasting effects of slavery and the dangers of American exceptionalism as the United States became a global imperial power.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: KORDA, NATASHA SECT: 01

**ENGL265 Domesticity and Gender in 19th-Century American Literature and Culture**

The course will explore literary and cultural questions about the representation of domesticity and gender in works by Hawthorne, Poe, Melville, Sarah Grimke, Catherine Sedgwick, Margaret Fuller, Fanny Fern, Louisa May Alcott, Kate Chopin, and Susan Glaspell. We will also read selections from women's rights periodicals, Fourierist critiques of the family, ladies fashion magazines, phrenological advice books, and contemporary medical texts. Secondary readings include historical research on mid-19th-century family life, sexuality, and sex roles. Our study of historical context may include a field trip to Sturbridge Village. The course will conclude with some texts written in the late 19th century and early 20th century.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [FGSS257 OR AMST273]

**ENGL266 Victorian Realism**

Victorian novels are often called realistic. Reviewers applauded novelists for the lifelike fidelity of their representations of contemporary life, wherein the literate public discovered recognizable cityscapes and rural scenes and familiar characters whose lives unfold in chronological sequence as they pursue their familiar occupations. Novels are sometimes compared to photographs, a new technology of visual representation that

seemed to hold up a mirror to the world. Nonfictional writing declares itself to be realistic, too: Writers commissioned by newspapers sent back reports on London labor and the London poor that in their elaborate investigative detail and evocation of character are not unlike novelistic fictions. In this course we will read Victorian novels, nonfictional essays, and 19th-century literary criticism to ask what makes a work realistic and will read recent theoretical and critical work on realism as well. Our project will be to study both the formal elements of realistic representation and the effects such representations have in the world.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA

**ENGL268 Whose Melville? Close Readings of Melville's Major Works**

Since the Melville revival of the 1920s, Herman Melville, "the very type of the white, male, and culturally elite writer," has managed to remain at the center of American literary canons. His work continues to attract critics of all stripes, from formalists and feminists to queer theorists and postcolonialists. In this seminar we will consider what makes Melville's work so compelling. We will look at the genesis and vicissitudes of his career, at his sources and methods of invention, at the style and structure of his major works, and at the rich array of cultural, political, and metaphysical themes that resonate within them.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA

**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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: MCCANN, SEAN SECT: 01

**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. You may shape the assignments to suit your interests. The readings serve as models for these exercises.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: GREENE, ANNE F. SECT: 01

**ENGL272 Postcolonial Theory**

Postcolonial theory has taught us a great deal about power and its creation, its maintenance, and its resistance. This class will examine some of the major issues within the field of power, the construction of the colonial subject, the role of literary studies, the discourse of the nation, the female subject, and the problematic potential of postmodernism.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [FGSS272 OR AMST282]

**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 nov-

els, 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FG55289

### 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. Students will interview residents and transcribe accounts and memories as oral histories of the quarries, choosing the medium of transcription—print, voice only (CD or audio tape), video (TV or DVD)—and producing final documents that will be offered to Portland and Middletown for the local history collections and to Wesleyan University for Special Collections.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: KARAMCHETI, INDIRA SECT: 01

### ENGL275 Postcolonial Literature

Literature from those nations that were formerly colonies of the European empires raises important aesthetic and ethical questions in an increasingly globalized world. What is the proper relation between print culture and orality? What is the responsibility of the author to those he or she represents? What are the consequences of choosing to write in the languages of the former imperial cultures? What is the responsibility of the diasporic community to the home country? What strategies do readers in the First World employ to derive meaning from Third World texts? We will discuss such questions through the work of authors from such places as Africa, India, the Caribbean, the Pacific, and from diasporic communities in Canada, the U.K., and the United States.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: 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 from the revolutionary period to the present have depicted relations between their fellow citizens and the natural world. Paying special attention to exploration, farming, and the back-to-the-land movement, 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST219  
SPRING 2010 INSTRUCTOR: STOWE, WILLIAM W. SECT: 01

### ENGL278 Modernism and Its Manifestos

Why were modernists so angry? Eliot, Pound, Woolf, Lawrence, and others. The course will cover the genres of poetry and prose in British modernism and focus particularly on Eliot, Pound, Woolf, and Lawrence. Students will read not just the primary literature but also the manifestos, broadsides, and pronouncements about literature that modernist writers published. Taught together, the novels and manifestos will show both relations and divergences between art and pronouncements about art, and we will explore the ways in which the artists aimed to blast their way into the 20th century and created distance between themselves and their Edwardian and Victorian predecessors.

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

### ENGL279 Introduction to Latino Literatures and Cultures

In this course, we will read literature by Chicano/a, Puerto Rican American, and Cuban American authors and explore such issues as the connection between history, politics, and the ways in which authors creatively manipulate language and image to intervene in and disrupt dominant discourses that define America. We will begin by examining late 19th- and early 20th-century histories of U.S. expansionism/colonialism as well as ongoing immigration politics (later 20th century to today) beside Latino literary production to study the artistic forms of engagement, paying special attention to the roles that colonialism, political and economic displacement, immigration, assimilation, and nationalism have played in the shaping of contemporary discourses of identity and nation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [AMST278 OR LAST279]

### ENGL280 Staging Race in Early Modern England

This course aims to historicize interrelated conceptions of race, complexion, the humoral body, gender, and sexuality and their relation to religious, ethnic, and cultural identity as they are staged in early modern English drama.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
IDENTICAL WITH: FG55320  
SPRING 2010 INSTRUCTOR: KORDA, NATASHA SECT: 01

### ENGL281 Virginia Woolf: Literature, Autobiography, and Biography

This course will explore the borders between fiction and autobiography. It will ask why audiences are almost as fascinated by Virginia Woolf’s life as they are by the novels she wrote. The course will investigate how Woolf’s novels and essays themselves instigate questions about the conventions of the realist novel and simultaneously explore new forms that seek to represent what life is like “here, now.” We will examine explosive issues in Woolf criticism (snobbery, anti-Semitism, sexual molestation) while also analyzing the cult of literary celebrity and the current, sudden proliferation of fictional biographies.

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

### ENGL282 Feminist Theory

IDENTICAL WITH: FG55209

### ENGL284 Cultural Criticism Before Theory

IDENTICAL WITH: COL264

### 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 dis-

cussed include modernity and degeneration, class, primitivism and empire, gender and feminism, and tradition and history.

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

### ENGL286 History of the English Language

This course will track the development of the English language from Anglo-Saxon to modern English. It is designed to introduce students to historical linguistics and will consider English's relationship to Germanic and Romance languages and its Indo-European antecedents. We will use John Algeo's textbook to begin the work of understanding and applying the rules of phonetics, etymology, and other general principles of linguistics. Students will be asked to use their own language as a test; we will consider the arbitrary nature of correctness in language and discuss the differences between standard and nonstandard language varieties. Students will understand the modern English we speak as the product of its complicated political, social, religious, and economic history.

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

IDENTICAL WITH: MDST292

### ENGL287 Chicana Lesbian Literature: Speaking in Tongues

This course takes its subtitle from a phrase in Gloria Anzaldúa's now foundational text *Borderlands/La Frontera* (1984), in which the U.S.-Mexico border serves as a metaphor for the boundaries between human beings. Calling attention to race, class, gender, and sexuality, and to the material nature of the experience of oppression and marginalization, Chicana lesbian writers have helped transform not only Chicano studies but also American studies and women's studies. Drawing on the work of Anzaldúa, Cherrie Moraga, and Carla Trujillo, among many others, we will examine critically the ways in which Chicana lesbian writers challenge dominant notions of America, Chicano, woman, man, love, work, and family and, in the process, reconfigure and reinvigorate literary and social history.

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

IDENTICAL WITH: FG55288

### 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 took taking place during the late 18th and early 19th centuries.

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

SPRING 2010 INSTRUCTOR: WEINER, STEPHANIE KUDUK SECT: 01

### ENGL289 Poetry and Politics in New York City, 1930–1975

This course is a study of the relation between dissensual political and social movements—queer, communist, feminist, anarchist, African American nationalist, and Beat—and poetry written in and about New York City during the mid-20th century.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: AMST293

### ENGL291 Law, Race, and Literature: An Introduction to Critical Race Theory

Law and literature both inhabit the realm of interpretation, rhetoric, form, ethics, and epistemology; they mediate our relationship to society and shape how we imagine the world and ourselves. This course introduces critical race theory, an emerging movement in critical legal studies led by African American, Latino, and Asian American legal scholars. How does the law inform how we talk about and imagine race? Informed by lit-

erary studies, postmodernism, feminism, and continental political philosophy, this eclectic group of scholars and practitioners continues the civil rights tradition by challenging set liberal premises and racial orthodoxies to open up new ways of thinking about race and racism. Through careful close reading and writing assignments, the class will begin to explore a critique of liberalism, the legal construction of whiteness, how racism pervades civil institutions, and the complex, oftentimes incommensurate, intersections of race, gender, class, and sexuality. The class will then apply these critical skills in analysis of four literary works and the issues they raise about race, desire, and the law.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: [AMST291 OR AFAM291]

### ENGL292 Introduction to Nonfiction Techniques

This course is an introduction to contemporary creative nonfiction and to some of the major issues in the genre. It emphasizes the reading and discussion of works of memoir, travel literature, profiles, and lyric essays. This course is also an introduction to workshop procedures and ethics. Students will hone their skills as nonfiction writers and readers through a variety of exercises, experiments, and longer essays and will develop a critical vocabulary for analyzing each others' writing as well as the published texts.

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

FALL 2009 INSTRUCTOR: COHEN, LISA 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, Jameson, and postmodernism, and U.S. feminism.

GRADING: A-F CREDIT: 1 PREREQ: NONE

IDENTICAL WITH: [COL339 OR CCIV393 OR EAST340 OR FIST290 OR GRST231 OR RUSS340]

FALL 2009 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 for a variety of short stories.

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

FALL 2009 INSTRUCTOR: UNFERTH, DEB OLIN SECT: 01

### ENGL298 Queer Theory

IDENTICAL WITH: AMST310

### ENGL299 Asian American Popular Culture and Criticism

From kung-fu kicks and samurai swords to trash-talking Margaret Cho and underground raves, Asian America and icons of Asian-ness reach far into the American cultural psyche. This seminar will survey and read closely recent Asian American studies scholarship on culture, film, law, and literature to interrogate how these works theorize and offer alternative paradigms to the cultural and political coalition called Asian America. We will apply these theories to literary and filmic texts by and about Asian Americans to ask how such theories help us reconceptualize difference, nationhood, and citizenship toward a politics of difference. Reading an array of wide-ranging materials in relation to Asian diasporas (Southeast Asian and East Asian), this course examines the place of the United States, and America, in a larger global framework, paying close attention to the ways in which Asia haunts the



American imagination and conversely, how Asian America as a politicocultural project is imagined in Asian-North American cultural productions.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [EAST299 OR AMST299]

### ENGL300 Reading Melville: Melville's Theory of Reading

From his first book, *Typee*, based on his captivity by Polynesian cannibals, to his major work, *Moby-Dick*, Herman Melville drew on both his own experiences and his extensive reading of previous texts from which he borrowed at will. This course explores the proposition that for Melville, writing is reading, a process of interpretation, translation, and revision that becomes an explicit subject of his work. In addition to Melville's major works, we will examine source materials, letters, and contemporary responses to derive a collective sense of Melville's "theory of reading" and of how it informs his critique of 19th-century culture. Students who choose the research option will pursue topics of related interest—reading race, gender, class, or nature, for example—in contemporary Melville criticism.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA  
IDENTICAL WITH: AMST300

### ENGL301 Irish Plays and Politics

IDENTICAL WITH: THEA303

### 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 the 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. AREA: HA  
IDENTICAL WITH: AMST346  
SPRING 2010 INSTRUCTOR: GARRETT, MATTHEW CARL SECT: 01

### ENGL303 Narrative Theory

This course provides an introduction to the tradition of narrative theory through a sustained engagement with three core narrative-theoretical concepts: structure, text, and time. Melville's novella *Benito Cereno* will supply the 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 case, we will move from the theory itself toward approaches that challenge or modify its terms.

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

### ENGL304 Theorizing the Black Girl in the Long 19th Century

IDENTICAL WITH: AFAM305

### ENGL305 Black Women Writers

IDENTICAL WITH: AFAM216

### ENGL306 American Realism

This research seminar focuses on the major developments in American fiction from 1865–1910. We will examine the aesthetic and political aims that inspired the writers who saw themselves as combatants in what Stephen Crane called "the beautiful war" for realism, and we will consider the cultural, institutional, and commercial contexts that encouraged their ambitions.

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

### ENGL307 Studies of Early Modern Literature

A study of Shakespeare's sonnets.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: FRIEDBERG, HARRIS A. SECT: 01

### 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: COHEN, LISA SECT: 01

### ENGL309 Literature of American South

This course will examine the history and development of what is called southern American literature. We will begin with fiction from the early 19th century and move through the 1960s. There are many reasons why southern writing has its own history, and this has to do primarily with slavery, the Civil War, and the economic, social, and political ramifications attending this landscape. Writers from the South constitute some of the most important writers in American literature. We will examine why their regional identification is fundamental in approaching their work.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA 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 the major (and some 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. AREA: HA

### ENGL312 The Comic Novel from Fielding to Fielding

This course examines the tradition of the comic novel from the origins of the novel itself—in Henry Fielding's *Tom Jones* and Jane Austen's *Pride And Prejudice*—to Helen Fielding's blockbuster *Bridget Jones's Diary*. We will trace the ways later writers drew on and rebelled against the two models for the comic novel that *Tom Jones* and *Pride And Prejudice* established: a narrator who is colloquial and digressive or reclusive and ironic; a plot that is episodic and fragmentary or unified and spare; an ethical scheme that relies on satire and social commentary or upon poetic justice and the implications of theme. While enjoying these very funny books on their own terms, we will also take seriously their experiments with narrative form; their complicated relationship to the categories of "the novel,"

comedy, realism, and modernism; and their engagement with the social, economic, and political tensions of the world they depict, however hilariously.

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

### 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. AREA: HA PREREQ: NONE

### ENGL314 Americans Abroad: The Literature and Politics of Travel, 1675–1975

IDENTICAL WITH: AMST312

### ENGL315 Recent British Drama: Orton, Pinter, Churchill

This course explores British drama from the 1960s to the present with special emphasis on the work of Joe Orton, Harold Pinter, Caryl Churchill, and Tom Stoppard. In addition to reading a number of plays by each writer, we will discuss the way they negotiate the tensions between conventions and innovations, commercial popularity and artistic seriousness, political statement and entertainment.

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

### 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 poems—and, in many cases, entire books—that position themselves as documentary texts or objective records of their sociopolitical, economic, and/or eco-historical world. In addition to discussing and responding to the course texts, students will propose, complete, and revise their own semester-long creative projects.

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

SPRING 2010 INSTRUCTOR: WILLIS, ELIZABETH SECT: 01

### 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: AFAM297

SPRING 2010 INSTRUCTOR: KARAMCHETI, INDIRA SECT: 01

### ENGL321 Culture of Gay Liberation

This course is a close study of the intellectual and cultural dimensions of the sociopolitical movement of gay liberation in the United States, 1960–1980.

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

IDENTICAL WITH: AMST252

SPRING 2010 INSTRUCTOR: ABELOVE, HENRY SECT: 01

### ENGL322 Poetics of the Short-Short

This course investigates the genre of the modern short-short, that playful, provocative form that exploded during the 20th century and continues to be a vehicle for unique approaches to form, style, and narrative. Through discussions of the reading, craft studies, analytic papers, presentations, and comparative studies, students develop their own theories about the work.

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

SPRING 2010 INSTRUCTOR: UNFERTH, DEB OLIN SECT: 01

### ENGL323 African American Literature at Mid-Century

IDENTICAL WITH: AFAM323

### ENGL324 Contemporary African American Narratives of Slavery

In this course, we will primarily be concerned with examining in some detail the recent proliferation of African American fiction about slavery. After a preliminary study of some notable antebellum slave narratives, we will discuss the three major forms of representing slavery in contemporary narratives of slavery: historical novels set in the antebellum South; novels set in late 20th-century America but tracing modern social relations within an explicit representation of the slave experience; and contemporary rewritings of antebellum slave narrative forms and conventions. The three major topics students should be engaged in to prepare for this seminar are the historiography of American chattel slavery, the slave narrative as political and literary representation, and contemporary African American literary history and theory.

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

IDENTICAL WITH: [AFAM324 OR AMST334]

### ENGL325 Intermediate Nonfiction Workshop

This seminar-style course offers students with prior experience with and understanding of creative nonfiction writing a chance to develop their own new work and to engage in an ongoing discussion of contemporary nonfiction. Class meetings will focus on the constructive analysis of essays submitted by members of the workshop, as well as discussion of a range of published work. Assignments will include several essays, a selected number of revisions, and short response papers on the readings. A portfolio of work completed during the semester is due at the final class meeting.

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

FALL 2009 INSTRUCTOR: COHEN, LISA SECT: 01

### ENGL326 Advanced Nonfiction Workshop

This seminar-style course offers students with prior experience with and understanding of nonfiction writing a chance to develop their own new work and to engage in an ongoing discussion of contemporary nonfiction. Class meetings will focus on the constructive analysis of essays submitted by members of the workshop, as well as discussion of a range of published work. Assignments will include several essays, a selected number of revisions, and short response papers on the readings. A portfolio of work completed during the semester is due at the final class meeting.

GRADING: A-F CREDIT: 1 PREREQ: NONE

SPRING 2010 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 examine 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* and Lisa Robertson’s *Xeclogue*.

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

**ENGL328 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 spending weeks reading James Joyce’s *Ulysses* and other modernist classics, we will read some arguably minor novels as well. We will spend considerable time on what is called “late modernism,” that is, the period from the early thirties to modernism’s official end in 1945. 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. AREA: HA  
FALL 2009 INSTRUCTOR: BACHNER, SALLY 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

**ENGL330 American Modernism**

This research seminar focuses on the innovative literature published by American writers during the first half of the 20th century.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST327

**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 PREREQ: NONE  
IDENTICAL WITH: AFAM330  
FALL 2009 INSTRUCTOR: RUSHDY, ASHRAF H.A. SECT: 01

**ENGL332 Romanticism, Criticism, and 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 Romanticists, 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 some prior knowledge of British Romantic literature but 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 Faulkner and Morrison**

This course will examine the prose of two major American writers whose brilliant use of language in exploring race, history, identity, and love are without peer. We will read William Faulkner, discovering the texture of his Yoknapatawpha County, and Toni Morrison, in whose hands the centrality of race in American culture challenges and responds to Faulkner.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**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 éminence 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: KARAMCHETI, INDIRA SECT: 01

**ENGL335 The American Inner-Self Industry**

IDENTICAL WITH: CHUM333

**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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: WILLIS, ELIZABETH SECT: 01

**ENGL337 Advanced Poetry Workshop**

This seminar-style course will focus on the reading and constructive discussion of poetry submitted by members of the workshop. It will also include 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. A final portfolio—consisting of 15 pages of revised poetry and a statement of poetics—is due at the end of the semester.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: WILLIS, ELIZABETH SECT: 01

**ENGL339 Intermediate Fiction Workshop**

This is a short-story workshop for students who already have a basic understanding of how to write narrative fiction, either by having taken an introductory course (e.g., ENGL160) or by other means.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: UNFERTH, DEB OLIN SECT: 01

**ENGL340 American Tropics: Literature from the U.S. Colonies—Hawaii, the Philippines, and Puerto Rico**

By extending its borders to incorporate tropical lands and peoples through its neocolonial adventures at the turn of the 20th century, the U.S. nation-state created an American tropics as part of its national identity. How does America imagine the tropics and, in turn, how do the tropics incorporate America? As colonized spaces, the islands of Hawaii, Puerto Rico, and the Philippines, among others, also imagine and write America, turning and distending America's borders upon itself. The class shall read novels by authors from each area or its diaspora (Hawaii, Puerto Rico, Philippines) and make connections across these American tropics. We will explore the texts' relationships to their aesthetic, historical, and cultural connections with each other, the United States, and the idea of America. We will then ask how we begin to rewrite and reimagine America from these colonial outposts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: IBST302

**ENGL341 Reading the Vietnam War**

IDENTICAL WITH: CHUM344

**ENGL342 Advanced Fiction Workshop**

This course in short or shortish 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. Heavy workshop component; students will make copies of their own work and distribute them to the class at least a week in advance of its being discussed.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
SPRING 2010 INSTRUCTOR: UNFERTH, DEB OLIN SECT: 01

**ENGL343 Making History in the Contemporary American Novel**

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 and how it shapes our understanding of the postmodern.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST343

**ENGL344 Spoken and Unspeakable: Violence in Contemporary Literature and Theory**

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, that is, it is 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 theorists, novelists, and even some poets. We will pay particular attention to the special status of literature in this debate. The course will

be organized by keywords that will include trauma, terrorism, torture, murder, and hate speech.

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

**ENGL345 American Literature as American Studies**

IDENTICAL WITH: AMST331

**ENGL352 Plotting Marriage in African American Fiction**

IDENTICAL WITH: AFAM318

**ENGL355 Theory of Literary Genres**

Aristotle classified genres, or the types of literature, into three major categories: lyric, epic or narrative, and drama, mirrored in our modern categories of poetry, novel, and drama. But we also have a proliferation of other literary kinds: epic, tragedy, comedy, satire, biography, essay, pastoral, and so on. What are the rules, the conventions, of the different genres? How do authors and readers use genre to create and either fulfill or flout the expected reading experience? Literary genre has been studied extensively by some literary critics and theorists—the neoclassical critics, the American Chicago critics or neo-Aristotelians, Northrop Frye and his theory of archetypes, and structuralists such as Roland Barthes. Our contemporary literary discussions have focused on questions of social, historical, and political contexts, and genre has consequently moved into the background. This class asserts that genre theory remains an important part of literary study in general. We will examine some of the historical discussions of genre and analyze some particular generic types.

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

**ENGL401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ENGL409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ENGL411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ENGL465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ENGL467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## Environmental Studies Program

**PROFESSORS:** Barry Chernoff, *Biology, Earth & Environmental Studies, Director*; Fred Cohan, *Biology*; Marc Eisner, *Government*; Donald Moon, *Government*; Peter Patton, *Earth & Environmental Sciences*; Joseph T. Rouse Jr., *Philosophy*; William Stowe, *English*; Sonia Sultan, *Biology*; Johan Varekamp, *Earth & Environmental Sciences*; Krishna Winston, *German Studies*; Gary Yohe, *Economics*

**ASSOCIATE PROFESSOR:** Lori Gruen, *Philosophy*; Katja Kolcio, *Dance*; Suzanne O'Connell, *Earth & Environmental Sciences*

**ASSISTANT PROFESSORS:** Mary Alice Haddad, *East Asian Studies, Government*; Dana Royer, *Earth & Environmental Sciences*; Michael Singer, *Biology*; Erica Taylor, *Chemistry*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:**

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

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 Sciences

**Core Electives Area 1**

- AFAM213 The Science and Politics of Environmental Realism
- PHIL212 Introduction to Ethics
- PHIL215 Humans, Animals, and Nature
- SISP205 or 207 Social and Cultural Practices of Science

**Core Electives Area 2**

- ECON210 Economics of the Environment
- GOVT206 Public Policy
- GOVT221 Environmental Policy
- GOVT222 Regulation and Governance

**Core Electives Area 3**

- BIOL219 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. The electives may be selected from the entire list (see attached), including those courses listed in core 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. The following are only a few examples of what might serve as thematic, interdisciplinary concentrations. Students are encouraged to develop their own thematic concentrations that require approval by their ENVS advisor.

**Example 1—Conservation**

- BIOL219 Ecology
- BIOL220 Conservation Biology
- E&ES233 Geobiology
- BIOL/E&ES312 Conservation of Aquatic Ecosystems

**Example 2—Public Health**

- BIOL222 Issues in the Health Sciences
- BIOL273 Global Change and Infectious Disease
- CCIV225 Medicine and Health in Antiquity
- SOC315 The Health of Communities

**Example 3—The Human Environment**

- AFAM213 The Science and Politics of Environmental Realism
- GOVT222 Regulation and Governance
- PHIL334 Biomedical Ethics Seminar
- SOC247 Environmental Sociology

**Example 4—Climate Change 1**

- E&ES290 Oceans and Climate
- ECON210 Economics of the Environment
- ECON310 Environmental and Economics
- GOVT212 Environmental Policy

**Example 5—Climate Change 2**

- E&ES290 Oceans and Climate
- E&ES359 Global Climate Change
- ECON210 Economics of the Environment
- GOVT221 Environmental Policy

**Example 6—The Human Environment**

- AFAM213 Environmental Justice and Sustainability
- GOVT222 Environmental Policy
- PHIL334 Biomedical Ethics Seminar
- SOC247 Environmental Sociology

**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 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 will take place in the spring semester and will count as 0.25 credits. The colloquium will provide 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, the 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 department 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 exceptions of **ENGL112** (The Environmental Imagination: Green Writing and Ecocriticism), **ECON148** (The Economics of Climate Change), and the introductory courses, **100-level** 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.

**ENVS 135 American Food**

IDENTICAL WITH: HIST135

**ENVS200 Social and Cultural Practices of Science**

IDENTICAL WITH: FGSS200

**ENVS205 Sciences as Social and Cultural Practices**

IDENTICAL WITH: SISP205

**ENVS206 Public Policy**

IDENTICAL WITH: GOVT206

**ENVS210 Economics of the Environment**

IDENTICAL WITH: ECON210

**ENVS212 Introduction to Ethics**

IDENTICAL WITH: PHIL212

**ENVS213 The Science and Politics of Environmental Racism**

IDENTICAL WITH: AFAM213

**ENVS215 Humans, Animals, and Nature**

IDENTICAL WITH: PHIL215

**ENVS216 Ecology**

IDENTICAL WITH: BIOL216

**ENVS220 Conservation Biology**

IDENTICAL WITH: BIOL220

**ENVS221 Environmental Policy**

IDENTICAL WITH: GOVT221

**ENVS222 Regulation and Governance**

IDENTICAL WITH: GOVT222

**ENVS233 Geobiology**

IDENTICAL WITH: E&ES233

**ENVS280 Environmental Geochemistry**

IDENTICAL WITH: E&ES280

**ENVS290 Oceans and Climate**

IDENTICAL WITH: E&ES290

## Feminist, Gender, and Sexuality Studies Program

- PROFESSORS:** Mary Ann Clawson, *Sociology*; Christina Crosby, *English*; Jill G. Morawski, *Psychology*
- ASSOCIATE PROFESSORS:** Lori Gruen, *Philosophy*; Natasha Korda, *English, Chair*; Ellen Nerenberg, *Romance Languages and Literatures*; Aradhana Sharma, *Anthropology*; Magda Teter, *History*; Jennifer Tucker, *History*; Gina Ulysse, *Anthropology and African American Studies*
- ASSISTANT PROFESSORS:** Sarah Croucher, *Anthropology*; Mary-Jane Rubenstein, *Religion*
- DEPARTMENT ADVISING EXPERT 2009–2010:** Natasha Korda

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** (Ethics of Embodiment), **FGSS221/PHIL274** (Sex, Morality, and the Law), **FGSS237/ANTH226** (Feminist and Gender Archaeology), **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), 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 Theory (**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 description 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.

The concentration rationale is a brief explanation (one or two pages) of the student's chosen concentration within the major and a rationale for the courses the student chooses 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—race, class, sexuality, and ethnicity.
- *Feminist Theory (FGSS209).* What is feminist theory? What is the relationship of feminist theory to feminist practice? How has this relationship evolved since the advent of second-wave feminism during the civil rights era? This course examines various, and often conflicting, responses to these large questions by tracing 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 intensively work through the theoretical, methodological, and practical concerns connected with their senior research projects.

### REQUIREMENTS

#### CORE COURSES:

- *Gateway courses.* In 2009–2010, these include **FGSS207/ANTH207** (Gender in a Transnational Perspective), **FGSS221/PHIL274** (Sex, Morality, and the Law), **FGSS237/ANTH226** (Feminist and Gender Archaeology), and **FGSS277/PHIL277** (Feminist Philosophy and Moral Theory).
- **FGSS209** (Feminist Theory) and **FGSS405** (Senior Seminar)
- *Distribution requirement:* A distribution requirement of two courses from two different feminist, gender, and sexuality areas of study categories; the courses 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.

#### AREAS OF STUDY:

- *Gender and history.* Courses offered explore the use of gender as a category for historical analysis; the construction of gendered bodies in historical contexts, and idea of gender as something that needs to be historicized.



- *Gender and society.* Students are introduced to major social-scientific perspectives on gender. Topics might include socialization; intellectual and personal development of gendered, raced, and sexualized bodies; theories of gender inequality; and analysis of the major social institutions organizing gender relations, such as the family, the labor market, media, and the polity.
- *Gender and representation.* Gender is studied as a social category in relation to theories of representation. These theories have been used fruitfully as tools of analysis in the study of fine arts, literature, film, music, dance, and popular culture.
- *Gender and science.* This scientific study of sexual difference and gender, including work in genetics, physiology, psychology, and primatology, also includes studies of scientific explanation of the historical, philosophical, and sociological analysis of science as knowledge about sex and gender.

**Concentration.** Four courses forming the area of concentration should represent a coherent inquiry into some issue, period, area, discipline, or intellectual approach. Normally the courses will be drawn from various departmental offerings and will be selected in consultation with an advisor. Courses that are relevant to the theme of the concentration need not necessarily have women or gender as a primary concern, nor do they need to be cross-listed with FGSS.

**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 five of the eight courses that count for the major. These five include the following: the gateway course, **FGSS209** (Feminist Theory), 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 in the second semester of the junior year a transcript on which they have identified the five courses that meet this requirement (or will meet it by the end of the semester).

### **FGSS118 Reproduction in the 21st Century**

IDENTICAL WITH: BIOL118

### **FGSS119 Social Norms and Social Power**

IDENTICAL WITH: AMST118

### **FGSS120 Introduction to African American Poetry: Ways of Looking**

IDENTICAL WITH: AFAM177

### **FGSS121 Poverty in the United States**

IDENTICAL WITH: HIST142

### **FGSS124 Paule Marshall**

IDENTICAL WITH: AFAM110

### **FGSS148 Biology of Women**

IDENTICAL WITH: BIOL148

### **FGSS173 Poetry-Writing Workshop: The African American Tradition**

IDENTICAL WITH: AFAM207

### **FGSS200 Social and Cultural Practices of Science**

In this course we will investigate together several recent topics that have been important for scholars studying scientific work, including feminist science studies; 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 course presumes no prior knowledge of science studies scholarship.

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

IDENTICAL WITH: [SISP207 OR ENV5200]

### **FGSS201 The Classics Reconsidered**

IDENTICAL WITH: ALIT201

### **FGSS202 Economics of Race and Ethnicity in U.S. Labor Markets**

IDENTICAL WITH: ECON209

### **FGSS203 Qualitative Research Methods in Psychology**

IDENTICAL WITH: PSYC202

### **FGSS204 Intimacy and Asian Migrations**

IDENTICAL WITH: AMST211

### **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 femi-

nist 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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: ANTH207

SPRING 2010 INSTRUCTOR: SHARMA, ARADHANA SECT: 01

### **FGSS208 Japanese Women Writers: Modern and Contemporary Periods**

IDENTICAL WITH: ALIT207

### **FGSS209 Feminist Theory**

What is feminist theory? What is its role vis-à-vis a feminist movement, and how has this role evolved since the advent of second-wave feminism during the civil rights era? This course will examine various, and often conflicting, responses to these large questions by tracing contemporary developments in feminist theory. We will consider 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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: ENGL282

FALL 2009 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: [ENGL211 OR AMST281]

### **FGSS211 Women and Pots**

IDENTICAL WITH: CCIV243

### **FGSS212 The Black Bildungsroman**

IDENTICAL WITH: AFAM210

**FGSS213 Harlots, Rakes, and Libertines**

IDENTICAL WITH: ENGL217

**FGSS214 Gender, Sexuality, and Violence in Late Imperial Chinese Narrative**

IDENTICAL WITH: ALIT210

**FGSS215 Politics and Sex After 1968: Queering the American State**

IDENTICAL WITH: HIST213

**FGSS216 Stereotyped Japan: A Critical Investigation of Geisha Girls and Samurai Spirit**

IDENTICAL WITH: ALIT220

**FGSS217 Key Issues in Black Feminism (FGSS Gateway)**

IDENTICAL WITH: AFAM205

**FGSS219 Women in U.S. History**

IDENTICAL WITH: HIST244

**FGSS220 Black Women Writers**

IDENTICAL WITH: AFAM216

**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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: PHIL274

SPRING 2010 INSTRUCTOR: GRUEN, LORI SECT: 01

**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 Langston Hughes, Zora Neale Hurston, Toni Morrison, and John Wideman**

IDENTICAL WITH: ENGL222

**FGSS225 Marriage and Death in Ancient Greece**

IDENTICAL WITH: CCIV224

**FGSS226 Japanese Horror Fiction and Film**

IDENTICAL WITH: ALIT202

**FGSS227 Fictions of Consumption**

IDENTICAL WITH: ENGL229

**FGSS228 Women and Literature in France, 1945–2002: A Complete Revolution?**

IDENTICAL WITH: FREN328

**FGSS229 The Psychology of Women**

IDENTICAL WITH: PSYC270

**FGSS231 The Family**

IDENTICAL WITH: SOC228

**FGSS232 Gender Politics in Modern Chinese Literature and Culture**

IDENTICAL WITH: ALIT233

**FGSS233 Women Writers of Traditional and Modern China**

IDENTICAL WITH: ALIT232

**FGSS235 The Economics of Gender**

IDENTICAL WITH: ECON217

**FGSS236 Selected Caribbean Women Writers**

IDENTICAL WITH: AFAM237

**FGSS237 Feminist and Gender Archaeology (FGSS Gateway)**

IDENTICAL WITH: ANTH226

**FGSS240 The Gendering of Music in Cross-Cultural Perspective**

IDENTICAL WITH: MUSC291

**FGSS241 Transnational Sexualities**

IDENTICAL WITH: ANTH228

**FGSS243 Television: The Domestic Medium**

IDENTICAL WITH: ANTH244

**FGSS245 Images of Women in Spanish Film**

IDENTICAL WITH: SPAN256

**FGSS246 Rereading Gendered Agency: Black Women's Experience of Slavery**

IDENTICAL WITH: ANTH220

**FGSS248 Theories and Fiction of Androgyny**

IDENTICAL WITH: COL251

**FGSS249 Feminist Literature in Spain: From the Dictatorship to the Democratic Era**

IDENTICAL WITH: SPAN259

**FGSS250 Perspectives on Motherhood**

Motherhood is a central experience in many women's lives, but its meaning varies widely in different social contexts and has changed dramatically over time. This seminar will examine motherhood as individual experience, cultural construction, public policy, and political force. Focusing on the United States from the 18th century to the present, we will explore changes in pregnancy and birth, ideas about rearing children, combining work and child care, and the political meanings of motherhood. Readings will include historical documents, literature, and scholarship providing historical, anthropological, and feminist perspectives on motherhood.

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

IDENTICAL WITH: AMST256

**FGSS251 Women's Writing in the 20th Century**

IDENTICAL WITH: ENGL227

**FGSS254 Gender and Social Movements (FGSS Gateway)**

IDENTICAL WITH: SOC233

**FGSS256 Social Movements**

IDENTICAL WITH: SOC246

**FGSS257 Domesticity and Gender in 19th-Century American Literature and Culture**

IDENTICAL WITH: ENGL265

**FGSS259 Anthropology of Development**

IDENTICAL WITH: ANTH259

**FGSS260 From the Diary to the Stage: Women Writers and Literary Genres from the 17th to the 20th Centuries**

IDENTICAL WITH: FREN256

**FGSS262 Blurred Genres: Feminist Ethnographic Writing**

IDENTICAL WITH: ANTH223

**FGSS263 Introduction to Trans Studies: Interdisciplinary Approaches**

IDENTICAL WITH: AMST265

**FGSS264 Women and Buddhism**

IDENTICAL WITH: RELI350

**FGSS265 Work and Leisure: The Sociology of Everyday Life**

IDENTICAL WITH: SOC265

**FGSS269 Sophomore Seminar: Gender and History (FgssGateway)**

This Sophomore Seminar is designed to introduce students to the use of gender as a category for historical analysis and to the idea of gender as something that needs to be historicized as part of our scholarly work in other fields. The course highlights critical perspectives on the history of gender categories, the ways in which disciplinary and interdisciplinary approaches create choices for how we study gender, and the relationship between gender identity and sexuality. Students will also acquire tools for analyzing the ways in which politics construct gender and gender constructs politics. Throughout the course, attention will be paid to the intersection of gender with other primary modes of power: race, class, sexuality, nationalism,

and ethnicity. The course is especially appropriate for prospective history and feminist, gender, and sexuality studies majors.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: HIST179

**FGSS271 Engendering the African Diaspora (FGSS Gateway)**  
IDENTICAL WITH: HIST273

**FGSS272 Postcolonial Theory**  
IDENTICAL WITH: ENGL272

**FGSS275 Historicizing Early Modern Sexualities**  
IDENTICAL WITH: ENGL250

**FGSS277 Feminist Philosophy and Moral Theory**  
IDENTICAL WITH: PHIL277

**FGSS279 French Feminisms: Texts, Pre-Texts and Contexts**  
IDENTICAL WITH: COL269

**FGSS284 Philosophy of Law**  
IDENTICAL WITH: PHIL273

**FGSS286 Sophomore Seminar: Gender and Science**  
IDENTICAL WITH: HIST186

**FGSS288 Chicana Lesbian Literature: Speaking in Tongues**  
IDENTICAL WITH: ENGL287

**FGSS289 South Asian Writing in Diaspora**  
IDENTICAL WITH: ENGL273

**FGSS290 The Psychology of Gender and the Gendering of Psychology**  
IDENTICAL WITH: PSYC290

**FGSS291 Masculinity: Psychology, Science, and History**  
IDENTICAL WITH: PSYC289

**FGSS298 Gender and Sexuality Before Modernity: Jewish and Christian Perspectives**  
IDENTICAL WITH: HIST298

**FGSS302 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ANTH302

SPRING 2010 INSTRUCTOR: SHARMA, ARADHANA SECT: 01

**FGSS304 Gender in South Asian Contexts**  
IDENTICAL WITH: ANTH304

**FGSS307 Feminist and Gender Archaeology**  
IDENTICAL WITH: ANTH305

**FGSS309 Christianity and Sexuality**  
IDENTICAL WITH: RELI379

**FGSS315 American Indian Women and Constructions of Gender**  
IDENTICAL WITH: AMST315

**FGSS320 Staging Race in Early Modern England**  
IDENTICAL WITH: ENGL280

**FGSS321 Rereading Gendered Agency II: Black Women's Experience of Slavery**  
IDENTICAL WITH: AFAM320

**FGSS326 Intimacy Matters: The Reform Aesthetic in Victorian America**  
IDENTICAL WITH: HIST326

**FGSS328 The Immigrant City in the United States, 1880–1924**  
IDENTICAL WITH: HIST328

**FGSS331 Life Science, Art, and Culture**  
IDENTICAL WITH: HIST331

**FGSS332 Black Feminist Thoughts and Practices**  
IDENTICAL WITH: AFAM331

**FGSS333 American Literature as American Studies**  
IDENTICAL WITH: AMST331

**FGSS338 Anthros and the Archive**  
IDENTICAL WITH: CHUM338

**FGSS346 Asian American Literature and Its Discontents**  
IDENTICAL WITH: ENGL243

**FGSS349 Intimate Histories: Sexed Bodies, Embodied Selves**  
IDENTICAL WITH: HIST349

**FGSS353 Slavery, Empire, and Sexuality: An African Research Seminar**  
IDENTICAL WITH: HIST353

**FGSS358 Women's and Gender History in Africa**  
IDENTICAL WITH: HIST359

**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

**FGSS388 The Political Economy of Women in the Modern United States**  
IDENTICAL WITH: HIST388

**FGSS397 Early Modern Masculinities**  
IDENTICAL WITH: HIST397

**FGSS398 Queer/Anthropology: Ethnographic Approaches to Queer Studies**  
IDENTICAL WITH: ANTH398

**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/ CREDIT: 1 PREREQ: NONE  
FALL 2009 INSTRUCTOR: SHARMA, ARADHANA SECT: 01

**FGSS494 Gender, Identity, and Art**  
IDENTICAL WITH: RELI494

**FGSS401/402 Individual Tutorial, Undergraduate**  
GRADING: OPT CREDIT: 1 PREREQ: NONE

**FGSS409/410 Senior Thesis Tutorial**  
GRADING: OPT CREDIT: 1 PREREQ: NONE

**FGSS411/412 Group Tutorial, Undergraduate**  
GRADING: OPT CREDIT: 1 PREREQ: NONE

**FGSS465/466 Education in the Field**  
GRADING: OPT CREDIT: 1 PREREQ: NONE

**FGSS467/468 Independent Study, Undergraduate**  
GRADING: OPT CREDIT: 1 PREREQ: NONE

## Film Studies

**PROFESSORS:** Jeanine Basinger, *Chair (Spring)*; Leo A. Lensing, *German Studies*

**ASSOCIATE PROFESSORS:** Lisa Dombrowski, *Co-Chair (Fall)*; Scott Higgins, *Co-Chair (Fall)*

**ASSISTANT PROFESSOR:** Stephen Collins

**ADJUNCT ASSISTANT PROFESSOR:** Jacob Bricca

**DEPARTMENTAL ADVISING**

**EXPERT 2009–2010:** Jeanine Basinger, *Chair (Sabbatical Fall 2009)*; 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 designated entry-level courses **FILM304** and **FILM310**. A minimum grade of B+ must be earned in each of these courses. 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: [www.wesleyan.edu/filmstudies/](http://www.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, a limited number of film history/theory courses from other institutions may be transferred to the Wesleyan major. 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. 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 chairman of Film Studies for further details.

**Gateway Classes (Minimum grade of B+ must be earned in each class.)**

\***FILM304** History of World Cinema to the 1960s

\***FILM310** Introduction to Film Analysis

**Group I Additional Required Courses After Entry into the Major**

**FILM414** Senior Seminar

**FILM450** Sight and Sound Workshop (or approved equivalent)

**Group II Electives**

**FILM306** Understanding Television: Industrial System, Cultural Form, and Everyday Life

**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

**FILM316** Nationality and Power at the Movies: The Combat Film

**FILM320** The New German Cinema

**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 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 in Context

**FILM353** Visual Effects: History and Aesthetics

**FILM365** Kino: Russia at the Movies

**Group III (Count toward graduation but not the major)**

**FILM453** Animation in the Digital Age

**FILM454** Screenwriting

**FILM456/457** Advanced Filmmaking (fall/spring)

**FILM409/410** Senior Thesis Tutorial (fall/spring)

\***FILM304** and **FILM310** must be completed before admission to the major.

**FILM140 Making the Science Documentary**

IDENTICAL WITH: **MB&B140**

**FILM145 Animating Science**

This course will provide first-year students with a hands-on introduction to creating science films within the virtual world of 3D graphics. Students will learn to work with computer animation software to create 3D models of scientific concepts and processes. The course focuses on the challenges of visual-

izing abstract scientific concepts, understanding the rhetoric of images, and mastering technical skills. Grading is based on a series of exercises leading up to a final project. The final project will use Maya to visualize a scientific concept, form, or process that will be introduced to the class by Wesleyan science faculty. Enrollment is limited to 8 students. First-year students have priority.

GRADING: A-F CREDIT: 1 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: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [PHIL160 OR HIST129]  
SPRING 2010 INSTRUCTOR: ROTH, MICHAEL S. SECT: 01

**FILM202 Science and Film: Defining Human Identity**

IDENTICAL WITH: MB&B202

**FILM304 History of World Cinema to the 1960s**

This class will cover prehistory, early cinema, 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. (A mark of B+ or better in any course used to enter the film major is required.)

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: HIGGINS, SCOTT SECT: 01

**FILM306 Understanding Television: Industrial System, Cultural Form, and Everyday Life**

IDENTICAL WITH: ANTH306

**FILM307 Western Movies: Myth, Ideology, and Genre**

Western movies form the oldest of American film genre. They have also been the most important modern vehicles for one of the oldest and most significant of American cultural myths—the myth of the frontier. The course surveys the development of the Western film genre and sets it in historical and cultural context. In addition to viewing 20 or more feature films, we will study some of the precinematic sources of Western themes and images (novels, paintings). There will also be readings in the history of movies, critical and cultural theory, and political history.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [AMST235 OR ENGL239]

**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. AREA: HA PREREQ: NONE

**FILM309 FilmNoir**

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. AREA: HA PREREQ: NONE

**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-scene, editing, narrative structure, and narration. Emphasis will be placed on discerning the function of formal elements and their effects on the viewing experience. Each week will include two film screenings, a lecture, and a discussion section; students will work closely with a writing tutor on each of the writing assignments. This class is designed to be a general education course as well as a gateway course for those wishing to declare the film major.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: DOMBROWSKI, LISA A. SECT: 01-05

**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 Lumiere and Edison companies, Porter, Melies, Sjöstrom, Griffith, DeMille, and Hollywood studios during the 1920s.

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

**FILM314 Directorial Style: Classic American Film Comedy**

This course examines the personal style (both formal and narrative) of various American film directors and personalities in the comic tradition. The course will discuss the overall world view, the directorial style, and the differing functions of humor in films of each director and/or personality—Keaton, Lubitsch, Capra, Hawks, Tashlin, Blake Edwards, Billy Wilder, Jerry Lewis, and others, covering the silent era through the early '60s.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST222

**FILM316 Nationality and Power at the Movies: The Combat Film**

IDENTICAL WITH: AMST362

**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: NONE  
IDENTICAL WITH: AMST336

**FILM323 Anthropology and the Nonfiction Cinema**

IDENTICAL WITH: ANTH285

**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. AREA: HA PREREQ: NONE  
 FALL 2009 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. AREA: HA PREREQ: NONE

#### 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  
 FALL 2009 INSTRUCTOR: DOMBROWSKI, LISA A. SECT: 01

#### FILM344 Color 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, Houston, 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  
 FALL 2009 INSTRUCTOR: DOMBROWSKI, LISA A. SECT: 01

#### 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: NONE  
 SPRING 2010 INSTRUCTOR: DOMBROWSKI, LISA A. SECT: 01

#### FILM348 Postwar American Independent Cinema

What exactly defines an independent film or filmmaker? How free is an independent from the creative and industrial constraints of mainstream filmmaking? 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 1940s 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. Prior knowledge of the American film industry is recommended for this course.

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

#### FILM349 Television: The Domestic Medium

IDENTICAL WITH: ANTH244

#### 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, Moshen 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. AREA: HA

#### 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: HIGGINS, SCOTT SECT: 01

**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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: HIGGINS, SCOTT SECT: 01

**FILM363 Making Anthropological Video and Visual Anthropology**

IDENTICAL WITH: ANTH363

**FILM365 Kino: Russia at the Movies**

IDENTICAL WITH: RUSS265

**FILM366 Celebrating Elia Kazan**

On September 7, 2009, Elia Kazan would have been 100 years old. Celebrating Elia Kazan will serve as an exploration of Kazan's directorial style in the medium of cinema and his impact on American filmmaking. Materials from the Wesleyan Cinema Archives, which include Kazan's personal notebooks and archival papers, will be referenced through the semester. Archival staff will be on hand to explain research techniques and use of these materials. Students will be expected to undertake archival research for at least one assignment during this course, in addition to other analytical exercises. Screenings will encompass selections from Kazan's most celebrated films to his most underrated masterpieces, including many of his lesser-known movies that are seldom screened.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
FALL 2009 INSTRUCTOR: LONGENECKER, MARC ROBERT SECT: 01

**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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: BASINGER, JEANINE D. SECT: 01

**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. AREA: HA PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: COLLINS, STEPHEN EDWARD 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. AREA: HA PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: BRICCA, JACOB PAUL SECT: 01

**FILM453 Animation in the Digital Age**

This course will serve as an introduction to the art of animation, including a brief history of its development and the technology that has brought it into the 21st century. The class will begin with a foundation of classical animation and then apply these essential principles and techniques to the 3D world. Students will learn to use Maya to create basic models and scenes and gain an understanding of how Maya is used in film production. The course will also touch briefly on the various career paths available to computer graphic artists. The final project will be a short animation created in Maya that demonstrates an understanding of dimensional space and communicates a story.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: KUSHNER, MATT M. SECT: 01

**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. AREA: HA PREREQ: NONE  
SPRING 2010 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: COLLINS, STEPHEN EDWARD SECT: 01

**FILM457 Advanced Filmmaking**

This workshop is designed for senior film majors who, having successfully completed FILM450, are prepared to undertake an individual or small team project. Because of space and equipment, the number of projects that can be approved is limited. Students must petition for enrollment by proposal at the end of their junior year. Production costs are borne largely by the student.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: BRICCA, JACOB PAUL SECT: 02

**FILM401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**FILM409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**FILM411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**FILM465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**FILM467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

# German Studies

**PROFESSORS:** Leo A. Lensing, *Chair*; Krishna R. Winston

**ASSISTANT PROFESSOR:** Ulrich Plass

**ADJUNCT ASSOCIATE PROFESSOR:** Iris Bork-Goldfield

**DEPARTMENTAL ADVISING**

**EXPERT 2009–2010:** Leo 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, except **GRST101** and **102**. 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. Majors are expected to 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 **GRST214**. 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. For additional practice in German, majors taking courses taught in English by faculty in the department are strongly encouraged to do part of the reading and writing in German and to have extra sessions with the instructor to discuss the material in German. All majors must take **GRST299**, Seminar in German Studies, and **GRST301**, Advanced Seminar in German Literature. **GRST299** is offered almost every year in the first semester and should be taken in the sophomore or junior year. **GRST301**, offered annually, should be taken in the junior or senior year. Majors are expected to spend a semester in Germany, preferably with the Wesleyan-Vanderbilt-Wheaton 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; students should consult their major advisor about whether a given course will count.

## 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** and must fulfill the departmental requirements for **GRST301** and **GRST299** stated above.
- **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 GRST Thesis Tutorial), unless he or she is a candidate for honors in both 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 traditional research thesis; a detailed analysis of a text, to be presented in written form; 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.

**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

### GELT257 Art After Auschwitz? Literature, Painting, and Film in Postwar Germany

IDENTICAL WITH: GRST257

### GELT259 Feminists, Femme Fatales, or Father's Little Girl? The "New" German Woman

IDENTICAL WITH: GRST259

### GELT260 Giants of German Prose

IDENTICAL WITH: GRST260

### GELT263 The Goethe and the Kafka Effect

IDENTICAL WITH: GRST263

### GELT264 Kafka and Jesus

IDENTICAL WITH: GRST264

### GELT268 Understanding Modernity: Marx, Nietzsche, and Freud

IDENTICAL WITH: GRST268

### GELT271 Jewish Writers Writing Germany

IDENTICAL WITH: GRST271

### GELT273 Sex and Text in Freud's Vienna

IDENTICAL WITH: GRST273

### GELT274 Religious and Philosophical Readings in Kafka

IDENTICAL WITH: RELI497

### GELT275 Twilight of Modernity: Art and Culture in the Weimar Republic

IDENTICAL WITH: GRST275

### GELT299 Going Too Far: Transgressive Texts (Seminar in German Studies)

IDENTICAL WITH: GRST299

## GERMAN STUDIES

### GRST101 Elementary German

This course helps lead to communicative competency in German by building the four primary skills—speaking, listening, reading, and writing—while developing participants'

knowledge of life and culture in the German-speaking countries. Learning German and its grammar will also enhance students' awareness of commonalities between the English and 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. More Europeans are native speakers of German than of French, Spanish, or English. After English, German is the language most used on the Internet. A knowledge of German provides access to foundational texts in many fields, from philosophy and psychology to history, art history, musicology, the natural sciences, religious studies, literature, and more. These three courses prepare students to study abroad in Regensburg, Germany, on the Wesleyan-Vanderbilt-Wheaton Program.

GRADING: A-F CREDIT: 1 PREREQ: NONE

FALL 2009 INSTRUCTOR: BORK-GOLDFIELD, IRIS SECT: 01-02

### GRST102 Elementary German

This is the second part of the two-semester sequence in elementary German (see **GRST101**). Students will continue their study of the four primary skills, German grammar and culture, increase their ability to read a variety of simple texts, handle everyday conversational situations, and compose original sentences in writing.

GRADING: A-F CREDIT: 1

SPRING 2010 INSTRUCTOR: BORK-GOLDFIELD, IRIS SECT: 01

INSTRUCTOR: PLASS, ULRICH SECT: 02

### GRST104 German for Reading Knowledge

This course is designed specifically for graduate and undergraduate students who wish to acquire proficiency in reading German texts without taking the time to master speaking and writing. Emphasis on recognition of grammatical constructions, idioms, and vocabulary. Readings of general interest will be supplemented by materials from the areas in which the course participants specialize. This course offers excellent preparation for graduate students required to pass a reading examination in German and for undergraduates planning to write senior theses or essays on topics that involve texts written in German.

GRADING: A-F CREDIT: 1 PREREQ: NONE



**GRST105 Elementary German—Accelerated**

This rigorous double-credit course is designed to present the essentials of German grammar in one semester. It includes practice in aural comprehension, reading, speaking, and writing and is intended for students who have studied at least one other foreign language and have facility in language-learning.

GRADING: A-F CREDIT: 2 PREREQ: NONE

**GRST211 Intermediate German**

This course typically follows **GRST101** and **102** or **GRST105**.

Its goal is to help students increase their proficiency in German language while emphasizing authentic cultural contexts. The textbook *Stationen* introduces students to eleven cities or regions in the German-speaking world. It combines engaging cultural topics 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 and develop tools and discourse strategies for culturally authentic interaction with native speakers. Classes focus on an active use of the language, such as discussions, partner work, group projects, and creative role-playing. Feature films and 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 will be improved communication and reading skills, an expanded vocabulary, more accurate and diverse written expression, as well as greater insight into cultural features of the German-speaking world. Students who satisfactorily complete this course are eligible for study in Regensburg on the Wesleyan-Vanderbilt-Wheaton Program.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
FALL 2009 INSTRUCTOR: BORK-GOLDFIELD, IRIS SECT: 01

**GRST214 Practice in Speaking and Writing German**

This course is designed to build and strengthen skills in oral and written German. The course emphasizes attaining ease and fluency in oral expression through group discussion and achieving accuracy and stylistic felicity in writing. The thematic focus will be the history and culture of the city of Berlin.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
SPRING 2010 INSTRUCTOR: BORK-GOLDFIELD, IRIS 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 the new Europe and the world, Germany as a multicultural society, German pop culture, contemporary culture. The course will provide extensive practice in speaking and writing, using structured conversation, debates, analysis of different types of texts—journalistic, rhetorical, poetic, visual, scholarly, etc.—and writing assignments in different genres.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
FALL 2009 INSTRUCTOR: HOECKER, ARNE SECT: 01

**GRST231 Reading Theories**

IDENTICAL WITH: ENGL295

**GRST239 Wagner and Modernism**

IDENTICAL WITH: ARHA339

**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 Man* (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: *Kuble 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*.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FILM352

FALL 2009 INSTRUCTOR: LENSING, LEO A. 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: [FILM320 OR GELT253]

SPRING 2010 INSTRUCTOR: LENSING, LEO A. SECT: 01

**GRST257 Art After Auschwitz? Literature, Painting, and Film in Postwar Germany**

What issues and burdens do German writers and artists struggle with in creating art after Auschwitz? How do they respond to these challenges in different political contexts in the democratic West, the socialist East, and now the reunified Federal Republic? How does their work engender social critique and influence social change? This course examines the works of controversial writers and visual artists in the German postwar period, with particular attention to artistic strategies, contentious works, and the ways in which artists and their works advance or frustrate Germany's coming to terms with its Nazi past. Artists discussed include the novelists Günter Grass and Christa Wolf, the painter Anselm Kiefer, and the filmmaker Leni Riefenstahl. Students will read and interpret novels, film, photography, poems, and paintings, with supplemental texts drawn from a variety of areas, including film theory, ethnographic photography, cultural studies, and history. Readings and discussions are in English.

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

IDENTICAL WITH: GELT257

**GRST259 Feminists, Femme Fatales, or Father's Little Girl? The "New" German Woman**

In Germany, the turn of the 20th century saw a new sense of nationhood (Germany was unified as an empire in 1871), a population surge, and increased industrialization. Opportunities for women were expanding as well, but these were far more resistant to radical change. This course will examine the social and cultural tension surrounding the emergence of a New Woman in the last decades of the 19th century and the first three decades of the 20th. Using novels, short stories, and film, we will explore how women were portrayed in mainstream culture, how women "performed" their gender in the period in question, and how some wrote about their own experiences and ideals.

GRADING: OPT CREDIT: 1 PREREQ: NONE IDENTICAL WITH: GELT259

**GRST260 Giants of German Prose**

In this course significant novels and novellas written by German, Austrian, and Swiss authors between the 19th and 21st centuries will be carefully read and discussed. Particular attention will be paid to the portrayal of social and political issues, to narrative strategies, and to thematic and stylistic continuities and discontinuities in the cultures of the German-



speaking regions. Several films based on works read in the course will be viewed and analyzed.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [GELT260 OR COL273]

### GRST263 The Goethe and the Kafka Effect

In this course we will explore some of the major works of two of the biggest names in German literature. In spite of their popularity, however, Johann Wolfgang Goethe and Franz Kafka have hardly anything in common. Goethe is the icon of the bourgeois artist and universal genius, an Enlightenment philosopher, a researcher of nature, a poet, and a minister in the state of Weimar. The modernist German-Jewish author Franz Kafka, on the other hand, worked as an agent in a Prague insurance firm, suffered from a weak constitution, and is well-known for his enigmatic and opaque but often shockingly realistic and humorous texts. This course will focus on the novelistic writings of these two authors. In the first half of the semester, we will explore the genre of the so-called *Bildungsroman*, or psychological novel, for which Goethe's 1795 *Wilhelm Meister's Apprenticeship* provides the prototype. Based on the consistency of a narrative perspective, this genre explores the moral and intellectual development of the individual in the mode of biographical storytelling. Franz Kafka's writing is also closely connected to this concept. No other author has emphasized the relation between writing and life more prominently than Kafka. In his novels, however, the protagonist's perspective from which his life can be told is strangely displaced and often taken by impersonal institutions that generate biographies. In the second half of the course, we will focus on Kafka's two later novels *The Trial* and *The Castle* and on their relation to biographical narratives, and we will ask whether they can be characterized as modernist versions of the *Bildungsroman* or, more precisely, as "institutional" novels. (Readings and discussions in English.)

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: GELT263

### GRST264 Kafka and Jesus

One of the most interesting developments in Kafka scholarship of the last two decades has been the impulse to contextualize his work, to demonstrate its connections to the literary and cultural environment from which it sprang. In this course, we will investigate critically what might be called the Jewish subtext of Kafka's work. While due attention will be given to studies that have emphasized analogies between his work and that of the Kabbalah and other Jewish mystical traditions, we will also consider the startling evidence in his work of an implicit synthesis of Jewish and Christian traditions. A focus of the course will in fact be Kafka's interest in the figure of Jesus, who was, after all, not only the Christian messiah but also a bachelor, a storyteller, and a Jew in crisis. The basic texts will comprise two of the three major novels, several stories, including those that may be read as artist narratives, and the diaries and letters.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [COL285 OR GELT264]

### 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/soci-

ety, 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [GELT268 OR COL268]  
SPRING 2010 INSTRUCTOR: HOECKER, ARNE SECT: 01

### GRST271 Jewish Writers Writing Germany

How large has the Jewish population in post-World War II Germany been? Why have children and grandchildren of Shoah survivors chosen to make Germany their home? What do they have to say about contemporary German society? This course will examine these questions and others as we read literary and autobiographical texts in translation by contemporary German Jewish authors. Special attention will be paid to how the authors create identity positions in the texts and situate themselves within the context of German cultural history. To better understand the complex cultural and social positions of Jews in Germany—both East and West—and Austria after World War II, we will read Leslie Morris and Jack Zipes's *Unlikely History*, as well as short theoretical pieces on identity politics and gender theory. Major readings will include several short texts by Maxim Biller, Esther Dischereit, and others, excerpts from Robert Schindel's *Geburtig* (all in *Jewish Voices, German Words*), as well as Ruth Kluger's memoir, *Still Alive: A Holocaust Girlhood Remembered*, and Jurek Becker's *Bronstein's Children*.

GRADING: OPT CREDIT: 1 PREREQ: NONE IDENTICAL WITH: GELT271

### 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: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: GELT273  
FALL 2009 INSTRUCTOR: LENSING, LEO A. SECT: 01

### GRST274 Religious and Philosophical Readings in Kafka

IDENTICAL WITH: RELI497

### GRST275 Twilight of Modernity: Art and Culture in the Weimar Republic

This course investigates the cultural and artistic productions of the now legendary Weimar Republic (1918–1933), Germany's first, and ultimately unsuccessful, experience with democracy, imposed by the victors in the First World War, rife with political turmoil, afflicted with the shock of hyperinflation, and destroyed by the rise of Nazism. Cultural life during this period—that had its magnetic center in the young and chaotic metropolis of Berlin—resembled a dynamic (and explosive) laboratory of modernity that is best studied by looking at both high and low culture, including literature, journalism, music, cultural theory, and the visual arts. Through the comparison of a variety of documents, we will examine the differing and

often conflicting incarnations of modernity characteristic of this period. For example, we will look at how the artistic technique of montage migrated from Dada and the cinema to the novel (Alfred Döblin's *Berlin Alexanderplatz*) and other kinds of avant-garde writings (Walter Benjamin's *One-Way Street*). Other possible topics include the rapid development of new media technologies and the concomitant revolutionary changes in perception; "new objectivity" and the culture of distance; the assertion of a previously taboo range of gender identities; the emergence of proletarian mass culture and its theory; and the Frankfurt School and the critique of modernity.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [COL276 OR GELT275]

### 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 at 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: COL293

FALL 2009 INSTRUCTOR: HOECKER, ARNE SECT: 01

### GRST279 Hansel and Gretel and Co.

Once upon a time, there were two brothers by the name of Jakob and Wilhelm Grimm. Some of the tales they collected and edited have lived happily ever after, being translated into many languages, adapted to other media, and quoted or alluded to in many contexts. Others are known today only in the German-speaking countries or not at all. In this course we will examine these and many other German fairy tales from a number of perspectives - literary, cultural, psychological, sociological. Through close readings of the texts and study of some of the scholarship on fairy tales, we will look for answers to questions such as, How grim are the Grimms' tales? What is the relationship between fairy tales and myths? What fairy-tale motifs or plots occur in other (folk) literatures? What function do fairy tales fulfill for children and adults?

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

### 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 re-

mains of this legacy in contemporary American and European debates on art and aesthetics.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [COL280 OR ARHA262]  
FALL 2009 INSTRUCTOR: PLASS, ULRICH SECT: 01

### GRST290 Poetry and Philosophy

Since the beginning of Western philosophical thinking in ancient Greece, philosophy has had a productive and problematic relationship with literature, especially poetry. Plato famously commented on "the old quarrel between philosophy and poetry" and wanted poetry banned from the city for its presumed betrayal of truth. If poetry is characterized by feeling, subjectivity, metaphor, and pure form and philosophy by reason, abstraction, logic, and objective truth, where and how do the two intersect? This course will investigate the rivalry and attraction between these two genres by focusing on modern poets such as Georg Trakl, Rainer Maria Rilke, and Stefan George, as well as two poets who have particularly fascinated modern philosophers: Friedrich Hölderlin and Paul Celan. We will read selected poems and analyze a variety of philosophical responses to those poems by 20th-century and contemporary German and French philosophers.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: COL279

### GRST291 Genius and Madness

This course will explore the popular conception of an intimate link between genius and madness from the perspectives of literature and philosophy. Aristotle is said to have claimed that there is no genius without a tinge of madness. The philosopher Adorno warned of a glorification of the original genius: "The producers of important artworks are no demigods but often neurotic and damaged people." We will consider crucial historical examples of the intersection of exceptional artistic ability and mental illness. Examples will include the evolution of the notions of madness and genius in ancient Greek tragedy and philosophy, the hugely influential aesthetic paradigm of genius in Kantian aesthetics and its successors, the clichéd but culturally persistent problem of eccentric musical genius, the role of madness in 19th- and 20th-century philosophy, the idea of artistic creativity "under the sign of Saturn," vacillating between mania and depression, the destruction of the myth of genius in stories by Grillparzer and Kafka, and Harold Bloom's recent attempt to revive genius as a critical category. We will also investigate debates about and depictions of artistic creativity in terms of divine inspiration, enthusiasm, possession, and its unsettling proximity to rage, transgression, and destruction and consider the ideological implications of how our culture values originality and authenticity.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: COL281

### 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: HOECKER, ARNE SECT: 01

### GRST297 Exile Modernism: German Kultur, American Culture

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 produced 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [COL302 OR AMST303]

### GRST299 Going Too Far: Transgressive Texts (Seminar in German Studies)

The annual Seminar in German Studies serves as an introduction to the increasingly diverse and interdisciplinary field of German studies. The goal of the seminar is to help students critically examine significant themes in the culture of the German-speaking countries through a variety of media and genres (literature, music, the visual arts, philosophy, and historiography). The course will emphasize the improvement of analytic and interpretive skills and the expression of complex problems in a concise and lucid fashion. The topic for 2009 is "Going Too Far: Transgressive Texts." Can a text go "too far"? Excess, violation, and transgression are frequent topics in literature, and in this course we will study (in translation) a number of German and Austrian texts that either present stories of transgression or are transgressive in their particular narrative or textual form. Themes to be studied include war and the dissolution of social and political order; madness and the disintegration of a unified ego; crime and punishment; the crisis of political legitimacy and the terrorist response; the transgression of taboos and social conventions; the crisis of communicative language and the artistic response; repression and sexual transgression.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [COL299 OR GELT299]

### GRST301 Advanced Seminar in German Literature

This course offers German majors and other interested students an opportunity to explore a significant topic in German litera-

ture within a chronological context. The topic for 2009 is the individual in the family and society.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA

### GRST317 Once Upon a Time Is Now

While Briar Rose, a.k.a. Dornroschen, had her 100-year-long beauty sleep in the Kingdom of Magic, the Brothers Grimm produced a collection of more than 200 "Children's and Household Tales" in the real world. Many of these are now famous all over the world, while some are known only to scholars. This course will focus on close readings of the Grimms' work, on their sources and successors, and on folk and literary tales from several European countries. By consulting the ever-increasing research in comparative literature, history, sociology, and psychology, we will discover many new threads in the fabric of fantasy and fiction.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: COL317

### GRST334 Production and Performance of a German Play

This course entails intensive study of a play from the German repertoire, followed by production. If possible, students interested in the project should inform the German Studies Department during the preceding fall semester. All aspects of the production, including costuming, directing, technical aspects of staging, and preparing the program, will be in the hands of the participants.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: THEA334

### GRST340 Goethe, Poet of the Germans (*Goethe und kein Ende*)

This course provides an introduction to Germany's most important writer. The focus will be, first of all, on close reading of key texts from the poetry, prose, and drama. Goethe's biography and its sometimes revealing, sometimes problematic contextualization of the works will provide another major focus. Some attention will be given to the checkered reception of Goethe in German and Austrian literature, as well as to recent controversies concerning his reactionary politics.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA  
IDENTICAL WITH: COL340

### GRST345 Heinrich von Kleist: Literature of Terror, Language of Destruction

Heinrich von Kleist (1777–1811) is one of the most provocative writers in modern German literature. Although he was a contemporary of Goethe and the Romantics, his work opposes the humanistic ideals of Weimar classicism as well as the Romantic cult of radical inwardness. Oddly, it was the philosophy of Immanuel Kant that had a very strong impact on Kleist: he lost confidence in the cognitive and communicative faculties of man. In this course we will follow Kleist through his so-called Kant-crisis, discuss how it is related to a crisis of language, and see how this crisis unfolds its destructive energy in some of Kleist's most startling dramas and novellas. Readings and discussions in German.

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

### 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. AREA: HA



**GRST365 Postwar German Literature: Confrontations with the Past**

This advanced course focuses on the German literary and cultural developments after Germany's defeat in 1945. The process of reconstruction and of coming to terms with the past or *Vergangenheitsbewältigung*, will be examined through literary and nonliterary texts and films from the two Germanys, Austria, and Switzerland.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: COL363

**GRST376 The Volksstueck Tradition**

Stylistic and thematic study of the 19th- and 20th-century Austrian and German genre of the *Volksstueck*, or popular play. Topics that will receive particular attention: the problematic concept of the Volk, the authors' use of dialect or synthetic dialect, the phenomenon of inarticulateness, shifts in the understanding of social class, urban vs. rural settings, and the increasing influence of the mass media on speech and thought.

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

**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  
SPRING 2010 INSTRUCTOR: LENSING, LEO A. SECT: 01

**GRST383 Kafka and Viennese Modernism**

This course will focus on a relatively neglected but important framework for understanding Kafka's work in context: Viennese modernism. Readings will explore analogies and interactions related to literary impressionism (Altenberg), psychoanalysis and its early literary applications (Freud, Rank, Stekel, Wittels), satire and aphoristic form (Karl Kraus), anti-ornamentalism and classical form (the polemical essays of the architect Adolf Loos), expressionist art (Kokoschka, Kubin, Schiele, Gerstl), and cinema (*The Cabinet Of Dr. Caligari*).

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

**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 and Thomas Bernhard, as well as experimental poets such as Ernst Jandl and Norbert Kaser.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: COL384

**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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: PLASS, ULRICH SECT: 01

**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. AREA: HA IDENTICAL WITH: COL390

**GRST401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**GRST409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**GRST411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**GRST465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**GRST467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## Government

**PROFESSORS:** Marc Eisner; John E. Finn, *Chair*; Giulio Gallarotti; James McGuire; J. Donald Moon; Russell D. Murphy; Peter Rutland; Nancy Schwartz

**ASSOCIATE PROFESSORS:** Douglas C. Foyle

**ASSISTANT PROFESSORS:** Sonali Chakravarti; Erica Chenoweth; Erika Fowler; Mary Alice Haddad; Elvin Lim; Michael Nelson; Anne Peters; Sarah Wiliarty

**ADJUNCT ASSOCIATE PROFESSOR:** Melanye Price, *Coordinator of Internships*

**ADJUNCT LECTURER:** Louise Brown, *Dean for Academic Advancement*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** Erica Chenoweth; Marc Eisner (*Fall*); John Finn; Douglas Foyle (*Fall*); Giulio Gallarotti; Mary Alice Haddad; Elvin Lim; James McGuire; J. Donald Moon; Russell Murphy (*Fall*); Michael Nelson; Melanye Price (*Spring*); Peter Rutland; Nancy L. Schwartz; Sarah Wiliarty

The Government Department 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 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 your 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 your 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.

**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:

1. *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.
2. *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.
3. *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.
4. *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.** **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**. An Introduction to Quantitative Analysis, 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.** Departmental honors in government may be awarded through one of two tracks: the thesis track or the exam track. This dual track system is effective beginning with the Class of 2011 and is described in more detail below and on the department's website.

### I. Entry into the Government Department Honors Program

Early in the spring semester of each year, the Department of Government's Committee on Honors will identify and nominate approximately 20 students as potential candidates for departmental honors. The nominations will be submitted to the entire department faculty for amendment and approval.

Students designated as honors-eligible will be informed by the department and invited to apply to write an honors thesis. All honors-eligible students may apply, but this track will only be open to a limited number of students who submit a compelling research statement and have the support of a faculty mentor. To apply, students must submit an application and a prospectus in late March that will be forwarded by the students' thesis advisors to the department for its review and approval.

Honors-eligible students who do not apply to write theses and students whose theses proposals are not approved by the department remain eligible to pursue departmental honors via the examination track and will be thus informed.

The schedule for determining eligibility for the various honors tracks will be made in a timely fashion and in advance of the spring semester preregistration period.

A second "late" entry into the exam track will occur after the fall semester of the senior year. At that time, the department chair will identify students, if any, who were not eligible for honors in the second semester of the junior year. The late entry is designed to accommodate those students whose performance improves significantly during junior year (spring semester) and fall semester of the senior year. Late entrants are restricted, however, to the exam track.

### II. The Thesis Track

Students approved for the thesis honors track will be required to enroll in the Capstone Thesis Seminar during spring preregistration for the fall semester. The seminar will be a permission-of-instructor course to accommodate students other than those approved to write department theses (see below), should space be available.

Before departing for the summer, students will expand on the March prospectus in consultation with the students' faculty mentors/thesis advisors. As part of this process, the students and mentors/advisors will develop a summer reading list/research activity schedule.

The Capstone Thesis Seminar will meet weekly during the fall semester of the senior year. Successful completion of this seminar will require one or two chapters of high quality that at a minimum contain the following:

- An articulation of the central question of the thesis
- A review of the literature that addresses that question
- A research design statement
- An articulation of the theory/argument of the thesis
- A detailed outline of the thesis

Students who fail to meet this minimum requirement, or who otherwise do not perform satisfactorily in the seminar, will no longer be eligible to pursue the thesis honors track. They would, however, be allowed to pursue the exam honors track.

During the fall semester, the usual function of thesis advising will be divided between the instructor of the Capstone Thesis Seminar and the actual thesis advisor. During this fall semester, the instructor will work closely with the student to develop the thesis literature review, methodology, and structure. The thesis advisor will act as a consultant during the fall semester, meeting as needed to advise the student on these matters (likely 3–4 times in the fall). In the spring semester, the instructor's role in the thesis would end. All of the thesis advising duties would revert to the thesis advisor (who would enroll the thesis student in the 410 tutorial).

On a space-available basis (defined as a class size not exceeding 15), nonGovernment students may, at the discretion of the instructor, be allowed to enroll in the Capstone Thesis Seminar. Maximum thesis length will normally be 100 pages (plus the bibliography).

### III. The Exam Track

Students wishing to take this option may enroll in a directed reading seminar, *Capstone Seminar in Political Science*, during the spring semester of their senior year. Only those students eligible for honors will be allowed into this course.

The Capstone Seminar in Political Science will focus on the exam readings for the general portion of the exam, many of which will overlap with works in the various subfields in which students concentrate. A list of both general political science readings and more specialized readings in each of the concentrations will be created and posted on the government web site. The exam will consist of five questions of which the student will be required to answer two. The page limit is five double-spaced, typed pages for each part (10 pages total on the exam). The grade for the seminar would be a function of the evaluation of the exam taken at the end of the second semester. High honors, honors, and no honors will be granted separately from the grade in the course (i.e., two separate determinations by the reader). The task of grading will be divided among the department in a manner to distribute the work load equally among active faculty.

### IV. Class Cancellation

If a Capstone Seminar does not have enough students to meet the Academic Affairs minimum requirements for the course to count as a class (5 students), that course will be cancelled and:

- The thesis track would revert to the traditional process of the student enrolling in **409** in the fall and **410** in the spring, provided that an advisor is available and willing to advise the student. Failing that, the student remains eligible for the exam track. Maximum thesis length would remain approximately 100 pages.
- The exam track would revert to a student-directed preparation effort to read and interpret the material on the reading list. The exam would take place as planned above.

The decision to cancel the thesis track seminar will be made at the end of registration in the spring. The decision to cancel the exam track seminar will be made at the end of registration in the fall.

### V. Review

The department will evaluate this new system in its third year, after it has been in operation for two full years.

**Department activities.** Please see the Government Department Web site for more information, [www.wesleyan.edu/gov](http://www.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. AREA: SBS PREREQ: NONE

#### GOVT105 Culture and Cuisine

In a broad sense, cuisine—the culture of food—includes such things as the social institution of the restaurant and social practices of dining, the development of home economics and culinary professionalism, cookbooks and food writers (including M. F. K. Fisher, Calvin Trillin, the Sterns, Paula Wolfert, and John Thorne) as a distinctive literary genre, attitudes and beliefs about health and diet, and many other things. Its breadth and impact on daily life make cuisine an especially useful way of understanding popular culture and society. Food fashions and trends, for example, reflect larger social inclina-

tions and changing understandings about such things as ethnic diversity, the role of women in society and at home, and assorted philosophies about health, diet (witness fear of food), and religion. Our exploration will range across a wide variety of materials, including scholarly books and articles, fiction good and bad, readings in popular journals and newspapers, films, and the Internet.

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

#### GOVT106 Politics and Ethics in Times of War

In this course, we will consider various political situations during times of war that raise ethical dilemmas for the participants and questions about the ethics of actions taken. In particular, we will analyze individual and state-sponsored decisions and situations during World War II and the Vietnam War from a variety of ethical approaches to better understand the issues involved and values at stake. For example, we will examine, among other case studies, the Sonderkommandos at Auschwitz in Poland, the Japanese-American internment in the United States during World War II, the My Lai massacre, and GI resistance, as well as the U.S. decision to use Agent Orange during the Vietnam War. Students will research and present on selected topics raised by the war in Iraq.

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

#### GOVT107 Law and Society

This course introduces students to the judicial process in the United States. It focuses upon the nature of legal reasoning—or what I shall typically call “legal logic”—and the structure of the legal process, both in federal and in state courts. We shall examine how the law works to resolve private disputes

between citizens (especially through the law of torts) and disputes between the state and citizens (especially through the criminal law). We shall also examine how the participants in the process understand their roles and how the logic of the legal process influences not only the participants, but all of us.

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

FALL 2009 INSTRUCTOR: LIM, ELVIN SECT: 01

INSTRUCTOR: MURPHY, RUSSELL D. SECT: 02

SPRING 2010 INSTRUCTOR: LIM, ELVIN SECT: 01

### 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. AREA: SBS PREREQ: NONE

FALL 2009 INSTRUCTOR: GALLAROTTI, GIULIO SECT: 01,03

INSTRUCTOR: NELSON, MICHAEL B. SECT: 02

SPRING 2010 INSTRUCTOR: CHENOWETH, ERICA SECT: 01

### GOVT157 Democracy and Dictatorship: Politics in the Contemporary World

In this introduction to politics in industrialized capitalist, state socialist, and developing countries, we explore the meaning of central concepts like democracy and socialism, the strengths and weaknesses of different kinds of political institutions (e.g., presidentialism vs. parliamentarism in liberal democratic countries), the causes and consequences of shifts between types of political systems (e.g., the collapse of state socialism), and the relations among social, economic, and political changes (e.g., among social justice, economic growth, and political democracy in developing countries).

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

FALL 2009 INSTRUCTOR: MCGUIRE, JAMES W. SECT: 01

INSTRUCTOR: PETERS, ANNE MARIEL SECT: 02

SPRING 2010 INSTRUCTOR: HADDAD, MARY ALICE 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. AREA: SBS PREREQ: NONE

FALL 2009 INSTRUCTOR: SCHWARTZ, NANCY L. SECT: 01

SPRING 2010 INSTRUCTOR: CHAKRAVARTI, SONALI SECT: 01

### GOVT201 Applied Data Analysis

IDENTICAL WITH: QAC201

### GOVT202 The Administrative State

We live in a bureaucratic era, in a society in which the one-room schoolhouse, the volunteer night watch, and scribes hunched over accounts books are as anachronistic as the kerosene lamp, the horse and buggy, and the outdoor privy. These have been replaced by modern technology and modern management, and in the process, society has become increasingly dependent on bureaucracies large and small—on complex organizations characterized by extensive internal specialization and staffed by all manner of experts. The dependence is as marked in the private sector as in the public. But the public sector presents a special challenge, at least in a democratic society. In a democratic society, government is supposed to be dependent on and serve its citizens, but many claim the reverse is now the case. Increasingly, it is said, governments are dominated by bureaucracies that have taken on a life of their own—as self-sustaining and self-directing forces that are far less subordinate to the electoral process than democratic theory would have it. This course will explore two broad questions with respect to bureaucracy in the United States. The first is whether people wish bureaucrats to be somehow subordinate to the electoral process or whether they would prefer instead that politicians not interfere with the work of the experts and professionals who run the bureaucracies. We will try to shed light on this question by examining a second, namely, past and present efforts to control the bureaucracy, focusing particularly on this country's enduring faith in the efficacy of institutional engineering.

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

### 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. AREA: SBS PREREQ: NONE

FALL 2009 INSTRUCTOR: FINN, JOHN E. SECT: 01

### GOVT204 Quantitative Methods for Political and Policy Analysis

This course introduces students to 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. AREA: SBS

### GOVT205 The Judicial Process

This course is an introduction to the judicial process in the United States. It introduces students to the nature of legal reasoning and the structure of the legal process, both at the federal and state level. We shall examine how the legal process works to resolve private disputes between citizens, how the participants in the process understand their roles, and how the logic of legal reasoning influences not only the participants, but the wider community as well. It is an introductory-level course.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**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. AREA: SBS IDENTICAL WITH: ENV5206  
FALL 2009 INSTRUCTOR: EISNER, MARC A. SECT: 01

**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. AREA: SBS PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: FOWLER, ERIKA FRANKLIN 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; Federalist-Antifederalist debate, especially 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. AREA: SBS  
SPRING 2010 INSTRUCTOR: LIM, ELVIN SECT: 01

**GOVT218 Congress and the Presidency**

This course examines the interactions between two branches of our government and their impact on the politics of legislation to better understand relations between presidents and Congress in the formulation and implementation of public policy.

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

**GOVT219 Organizing for Popular Rule: State and Local Governments and the Future of the Democratic Experiment**

No matter where you live, you are subject to some form of public authority. In the United States, this includes a complex system of state and local governments—states, county, municipality, township, school district, and a host of others, including some with exotic and unfamiliar names such as gores and surpluses. Although at times overshadowed by the national government, state and local governments remain crucial actors in the nation's system of governance, raising and spending billions of dollars annually and being responsible for such key functions as education, law enforcement, public health, and zoning. This course is about these governments—what they are, how they are organized, what they do and how well they do it, and their place in a federal system that some insist is no longer truly federal. It is also a course about democracy and the ways state and local governments have given concrete expression to the ambitious but often ambiguous promises of this political philosophy. Democratic theory is not a comprehensive, detailed blueprint for action. It requires choices, and in the United States, these

choices have been influenced by a persistent concern about the political competence of ordinary citizens. This concern has been reflected over the years in the efforts by institutional engineers to distance policy making from politics and to replace parties and elections with professionalism. The result has been a wonderfully complex and often baffling system of state and local government that while at times seemingly nonsensical, in fact, makes a great deal of sense.

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

**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 globalization and the adequacy of existing institutions.

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

**GOVT221 Environmental Policy**

This course explores the history of U.S. environmental regulation. We will examine the key features of policy and administration in each major area of environmental policy. Moreover, we will examine several alternatives to public regulation, including free-market environmentalism and association—and standards-based self-regulation. Although the course focuses primarily on U.S. environmental policy, at various points in the course, we will draw both on comparative examples and the challenges associated with coordinating national policies and practices on an international level.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ENV5221

**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, 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ENV5222



**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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: LIM, ELVIN SECT: 01

**GOVT232 Politics, Campaigns, and Elections**

This course allows students to analyze and evaluate 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. AREA: SBS  
FALL 2009 INSTRUCTOR: FOWLER, ERIKA FRANKLIN SECT: 01

**GOVT249 The "Invention" of Free Speech**

We tend to think of freedom of speech as a central element of the American creed, an idea as old as the nation itself. But while the notion of protecting speech appears in unusually direct language of the first amendment ("Congress shall make no law..."), which was ratified in 1791, it wasn't until the early and middle decades of the 20th century that the Supreme Court addressed what freedom of speech meant in real terms. That era, defined roughly by cases emerging from the First World War and the landmark rulings of the Warren Court in the 1960s, is the focus of this course, a period of enormous intellectual vitality in which some of the nation's greatest legal figures—Oliver Wendell Holmes, Learned Hand, Felix Frankfurter, Louis Brandeis, Hugo Black, William Brennan, and Benjamin Cardozo—engaged in a crucial dialogue over the interplay between competing values: between speech and equality, speech and privacy, speech and security, and speech and community. Their work, both speculative and experimental, had the trial-and-error quality of the laboratory at a time when so much of modern life was being "invented": not only the integration of new machines like the automobile and the radio and the motion picture camera into the lives of ordinary people, but new conceptions of the relationship between government and citizen that led to the modern liberal states. We are living with the results of that age of invention that, for our purposes in the class, includes a society that values speech perhaps more than any in human history.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: 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. AREA: SBS  
SPRING 2010 INSTRUCTOR: FINN, JOHN E. SECT: 01

**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. James Scott defines the hidden transcript 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 Micheal Parenti, "viewed from the bottom."

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AFAM289  
SPRING 2010 INSTRUCTOR: PRICE, MELANYE SECT: 01

**GOVT258 Prejudice in Black and White**

This course will explore the lengthy debate over the last two decades surrounding the changing nature of race prejudice. It will start with classic readings in the area and move to one of the most important and contentious debates in the study of American public opinion. We will explore both theories and methodological approaches to understand the way prejudice is defined and measured. Much of this research will focus on black/white prejudice, but we will also attempt to generalize beyond this dichotomy. We will try to answer the following questions: Is categorization based on race and other salient characterizations inherent to the American psyche? How is prejudice defined? How is race used both implicitly and explicitly in political decision making? How have race and race prejudice informed important American political institutions and processes? How have innovations in the areas of survey research and experimental methods allowed scholars to get around individual efforts to give only socially desirable answers? These and other questions of interests will be explored.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: AFAM256

**GOVT259 Blacks in the American Political System**

In this course students will examine the relationship between African Americans and the American political system to gain a broader perspective of the American political process. Issues of leadership, representation, and strategies for empowerment will be addressed. We will consider both mainstream and nontraditional forms of participation as we examine African America's quest for political empowerment. We will also consider the behavior of African Americans within political institutional settings and at various levels of government. It is hoped that this course will provide students with a structured opportunity to struggle with the issues challenging both scholars and interested citizens. What are some of the historical dynamics shaping the relationship between African Americans and the government? How much and in what situations have blacks been able to exert political influence? What are some of the alternative forms of participation that African Americans have used when traditional channels have been



closed? What are some of the political psychological barriers to increased cooperation among blacks and other groups? How has the increased presence of African Americans in traditional government institutions changed the face of politics? Last, can we generalize the African American case to emerging minority groups and their prospect for political incorporation? Addressing these and other questions will be the foundation for this course.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AFAM257

### GOVT269 The Politics of Minority Coalitions

This course will look at those factors that both encourage and hinder the formation of coalitions among communities of color around common interests. It will look at examples of successful moments when coalition politics have led to political success for racial minorities in the American political process and when animosity among these groups has been effectively exploited to decrease their strength in the political process. We will look at historical and contemporary examples of minority coalition building.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: AFAM270  
SPRING 2010 INSTRUCTOR: PRICE, MELANYE SECT: 01

### 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 formation, regime type, social movements, and economic development. However, a secondary focus of the course will explore the domestic sources of international phenomena, such as war, alliances, transnational terrorism, and foreign economic policy.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: PETERS, ANNE MARIEL SECT: 01

### 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [LAST271 OR EAST271]  
SPRING 2010 INSTRUCTOR: MCGUIRE, JAMES W. SECT: 01

### GOVT274 Russian Politics

After a brief review of the character of the Soviet political and economic system, the course moves on to analyze the reasons for the collapse of the U.S.S.R. In the second half we examine the challenges facing President Putin and the politics and economics of the new states that have emerged in the former Soviet Union.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: REES280

### GOVT275 Democracy in Developing Countries

During the last two decades, a trend toward increased democracy has swept through the developing world. This trend was late in coming, however, and has left many countries virtually untouched. In addition, the events of recent years have often

underscored the fragility and superficiality of new democracies. This course will explore the challenges of establishing, maintaining, and deepening democratic regimes in the developing world, with some emphasis on recent processes of democratization. We will explore general conceptual and theoretical questions, as well as examine the experiences of three specific countries: Argentina, Egypt, and Nigeria.

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

### 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. AREA: SBS PREREQ: NONE  
FALL 2009 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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: WILIARTY, SARAH E. SECT: 01

### GOVT286 Transitions to Democracy in Southern Europe and Latin America

This course will investigate the so-called third wave of transitions to democracy as it played itself out in Southern Europe and in a variety of Latin American countries. The course begins with an examination of a general theoretical framework for transitions to democracy, with a special focus on the roles of nondemocratic structures and legacies, of the military, and social movements. The course continues by investigating several cases of transition, including Spain, Portugal, Brazil, Argentina, Chile, and Nicaragua. It will assess and compare the motivations behind the different institutional choices in each country and their consequences for the consolidation of democracy. Finally, the course concludes with a discussion of the role the United States plays in influencing the course of Latin American political developments.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: LAST286

### GOVT295 Politics of East Asia

This course explores politics in East Asia. We will investigate domestic political processes of China, Japan, North and South Korea, and Taiwan. We will compare political institutions, political cultures, and policy consequences in these political sys-

tems. Issues related to regional economic cooperation, security, and their implications for foreign policy of the United States will be covered in **GOVT326**. East Asia consists of a diverse mix of countries. By examining political systems of East Asia alone, we gain a lot of insights about functions of political institutions around the world. We can observe a stable democracy, new democracies, and a total dictatorship. We can observe a parliamentary system as well as presidential systems. We can also trace historical processes of democratization and economic transition. The political leaders of China are not subject to the outright forces of popular electoral competition. Japan is a relatively established and stable democracy, where a single dominant party has been in power for approximately 50 years. South Korea and Taiwan are relatively new democracies that successfully underwent transitions from authoritarian rule, where the partisan control of the executive has begun to alternate. North Korea is a longtime military dictatorship. China has already begun to grow vibrantly, whereas Japan is at the stage of economic maturity. In addition to building up familiarity with politics in East Asia, students are expected to learn methods of comparative and social scientific reasoning.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: EAST295

#### **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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: EAST296  
FALL 2009 INSTRUCTOR: HADDAD, MARY ALICE SECT: 01

#### **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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: EAST297  
SPRING 2010 INSTRUCTOR: HADDAD, MARY ALICE SECT: 01

#### **GOVT300 International Security in the Post-Soviet Space**

This course examines the security dilemmas facing Russia and the other newly independent states that emerged from the collapse of the Soviet Union. These new states found themselves in a global security environment that was itself undergoing profound changes. To the west they face the opportunities and challenges of economic integration with the European Union, while to the south they face ethnic warfare, terrorism, and collapsed states.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: REES300

#### **GOVT301 Comparative Political Parties**

This course is an introduction to the study of political parties and interest groups in democratic countries. The class exam-

ines 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. AREA: SBS PREREQ: NONE

#### **GOVT302 Latin American Politics**

This course explores democratization, revolution, and poverty in Latin America, with special attention to Argentina, Brazil, Cuba, and Nicaragua. Questions to be addressed include: Why does Argentina lurch 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 current democracies? Why did postrevolutionary Cuba wind up with a more centrally-planned economy and a more authoritarian political system than postrevolutionary Nicaragua? Which Latin American countries have been most successful at poverty reduction, and what accounts for their success?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: LAST302  
FALL 2009 INSTRUCTOR: MCGUIRE, JAMES W. SECT: 01

#### **GOVT303 The Evolution of War**

IDENTICAL WITH: CHUM303

#### **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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: EAST304  
FALL 2009 INSTRUCTOR: HADDAD, MARY ALICE SECT: 01

#### **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. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: PETERS, ANNE MARIEL SECT: 01

#### **GOVT311 United States Foreign Policy**

This course provides a survey of the content and formulation of American foreign policy with an emphasis on the period after World War II. It evaluates the sources of American foreign policy including the international system, societal factors, government processes, and individual decision makers. The course begins with a consideration of major trends in U.S. foreign policy after World War II. With a historical base established, the focus turns to the major institutions and actors in American foreign policy. The course concludes with an examination of the challenges and opportunities that face current U.S. decision makers. A significant component of the course is the intensive discussion of specific foreign policy decisions.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: FOYLE, DOUGLAS C. SECT: 01-02

#### **GOVT312 Technology and the International System**

This course will focus on the impact of technological advances on the historical evolution of the international system. Specifically, we will explore how technological changes and advances have affected the economic incentives and opportu-

nities as well as the security concerns and power capabilities of states over time. Major revolutions in warfighting, communications/information, and transportation technology have not only changed the trade-offs states make between military and trading strategies, but have changed how power is actually defined in the international system. There will be a special emphasis on the relationship between a state's size and the nature of its foreign economic and security policies.

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

#### **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. AREA: SBS PREREQ: NONE

#### **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. AREA: SBS

#### **GOVT323 War in the 21st Century**

IDENTICAL WITH: CHUM323

#### **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. AREA: SBS PREREQ: NONE

SPRING 2010 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 re-enacted. 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. The class will essentially function as a working committee, considering a different problem or issue each week.

Preparations for decisions and diplomatic bargaining will rely both on assigned readings as well as additional outside materials collected by the students. A significant part of the preparations and class activities will involve extensive team work.

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

#### **GOVT326 International Politics in East Asia**

This course examines the nature of international relations in East Asia. Topics will include the historical development of international relations in East Asia since the mid-19th century, World War II and its legacy, domestic institutions and foreign policy outcomes, regional security issues, regional economic relations, and the implications of these issues for the United States. In addition to building students' familiarity with international relations of East Asia, this course intends to expose the students to theoretical and empirical inquiry of the international relations literature. Through carefully reading and evaluating the course materials, students are expected to enhance their ability to make use of social-scientific reasoning and to present their own opinions in a logically consistent way.

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

IDENTICAL WITH: EAST326

#### **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. AREA: SBS

SPRING 2010 INSTRUCTOR: CHENOWETH, ERICA SECT: 01

#### **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. AREA: SBS

#### **GOVT330 The Causes of Modern War**

The course explores the causes of interstate war, with a focus on preventable causes. Topics to be examined include the security dilemma, diversionary war, deterrence, power transition theory, misperceptions, the role of regime type, and economic causes of war. These theories will be examined in the context of some of the major wars of the modern era, including the Crimean War, World War I, World War II, Korea, Vietnam, the Six-Day War, and the Gulf Wars.

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

#### **GOVT331 International Law**

International law plays an increasingly important role in global politics. This course will examine the interaction of law and politics at the international level and how each influences the other. The course will examine the sources of international law; the roles played by international organizations such as the United Nations, the World Trade Organization, and the International Criminal Court; and the roles played by various participants in global governance, including both state and nonstate actors. We will focus on several key issue areas, such

as: human rights, economic governance, 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. AREA: SBS PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: NELSON, MICHAEL B. SECT: 01

### GOVT332 Politics of Arms Control

This course will investigate the roles of military power and armaments in international relations and explore states' attempts to limit them to decrease the probability of conflict and improve international security. We will examine the concepts of arms racing and arms control and evaluate various theoretical approaches for understanding these phenomena. Specifically, we will also attempt to answer a number of important questions. What, if any, is the relationship between arms races and war? How do states approach innovation and technological change? How do they manage the crucial trade-off between providing for one's own security versus potentially improving the likelihood of war by driving a rival to take similar actions? Can cooperative arms control initiatives significantly reduce the likelihood of conflict? Moreover, we will also attempt to discern practical lessons from past arms races and arms control initiatives to address current policy challenges such as the proliferation of weapons of mass destruction, regional arms races, and the activities of rogue regimes.

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

### 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. AREA: SBS  
 FALL 2009 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. AREA: SBS PREREQ: NONE

### GOVT335 Game Theory and Political Theory

Over the last two decades, game theory has become an increasingly important, as well as a controversial, methodological tool for framing and understanding many problems in political science. It is indispensable for the rigorous understanding of a number of very general problems of strategic interaction that span the entire field of political science. Examples of such problems are collective action, commitment problems, moral hazard, signaling, etc. The principal aim of the course is to introduce the students to the formal tools and concepts that underlie the analysis of these problems in political science. The study of the formal concepts will be combined with applications.

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

### GOVT336 International Relations of East Asia

This course will serve as an introduction to the international relations of East Asia. Though the region has a much longer history, we will focus our investigation beginning in the mid-1800s to examine and understand the reactions of the major powers (most notably China and Japan) to Western imperialism. From there we will follow their trajectories through the 20th century and conclude with an examination of current political problems facing the region. The course readings will encompass a great deal of history, which we will review utilizing different analytical approaches and research traditions from the field of international relations theory. In doing so, we seek to understand and unlock various "empirical puzzles," to learn not just what happened at a given point in time, but why. Do patterns emerge over time that would lead us to predict certain behaviors? How much do ideas matter versus material constraints? Can changes in identity fundamentally alter our conceptions of interest? By the end of the class, we hope to answer some of the questions with a deep appreciation of the East Asian experience and a confidence in applying various theoretical approaches.

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

### 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 freedom, the relation between knowledge and power and between politics and salvation. Readings will include Plato, Aristotle, Augustine, Maimonides, Aquinas, and Machiavelli.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
 SPRING 2010 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. AREA: SBS PREREQ: NONE

### 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. AREA: SBS PREREQ: NONE  
 FALL 2009 INSTRUCTOR: CHAKRAVARTI, SONALI SECT: 01

### GOVT341 Global Justice, International Pluralism, and War

IDENTICAL WITH: CHUM341



**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 and emotion; and authority, technology, power, and passion. Also, how are theory and action joined in these theories and movements?

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

**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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: SCHWARTZ, NANCY L. SECT: 01

**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. AREA: SBS PREREQ: NONE

**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. AREA: SBS PREREQ: NONE

**GOVT352 Critical Theory**

This course investigates the development of a particular school of 20th-century social theory known as critical theory. Influenced by Hegel, Marx, Nietzsche, and Freud, the critical theorists sought to move beyond standard class-based approaches in social analysis to investigate the unique challenges posed by capitalism, modern bureaucracy, and mass politics. We will read the works of Theodor Adorno, Max Horkheimer, Walter Benjamin, Herbert Marcuse, and Jurgen Habermas, among others. The course will consider the strengths and limitations of critical theory by looking at feminist, postmodernist, and liberal critiques.

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

**GOVT354 Genocide in the 20th Century**

This course will examine mass murder in the 20th century. Through the careful analysis of four modern genocides—Armenia, the Holocaust, Cambodia, and Rwanda—we will investigate definitions and conceptions of genocide and consider its place in history. We will also discuss different theories of responsibility, guilt, justice, and evil; issues of survivorship (among both victims and perpetrators); and gradations of political violence. The final weeks of the course will be devoted to considerations of international criminal tribunals, truth commissions, and human rights.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS 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. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: CHAKRAVARTI, SONALI SECT: 01

**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. AREA: SBS PREREQ: NONE

**GOVT366 An Introduction to Quantitative Analysis: Democracy and the Social Sciences**

IDENTICAL WITH: SOC256

**GOVT369 Black Power Movements in the 1970s**

This course will examine the lasting cultural and political impact of black power movements in the United States in the 1970s. It will examine its black nationalist ideological foundations, memoirs and critical essays, cinematic and artistic texts, and recent scholarly works on the politics of the era. Students will have the opportunity to understand and explore the political importance of this era as well as consider the long-term impact of this time on contemporary black politics.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AFAM367

**GOVT370 Researching Race and Politics**

This course is intended to be an extension of GOVT258 that examines research methods and the study of white racial attitudes. In GOVT258, we spend time discussing research design and analysis and students are required to create an in-depth research design. In this course, students will be given the opportunity to expand those research design papers into full-length research papers that analyze data and report findings.

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



**GOVT371 American Constitutional Theory**

In the first few weeks of the course, we shall read and discuss recent works on the subject of constitutional interpretation generally, as well as highly detailed works in the subfield of due process and equal protection. We shall experience the enterprise of constitutional interpretation in much the same fashion as the American Supreme Court does: as an activity bounded by the constitutional document, legal logic, politics, and precedent.

GRADING: A-F CREDIT: 1

**GOVT372 Topics in Jurisprudence**

This is an advanced seminar in which we shall explore classic treatises and important new works in Anglo-American jurisprudence. Among the topics we will consider are the nature and origins of law, crime and punishment, law and morality, feminist legal theory, critical legal studies, and critical race theory.

GRADING: A-F CREDIT: 1

**GOVT373 Comparative Constitutional Politics**

This course examines constitutional interpretation, conceived as a broadly political, legal, and literary enterprise, in the United States, the Federal Republic of Germany, Canada, Japan, Australia, Italy, Ireland, and sometimes India. Our purpose is to understand how a variety of constitutional democracies have chosen to conceptualize, and to resolve, a number of basic problems inherent in the ideal and practice of constitutional government.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: 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. AREA: SBS PREREQ: NONE

SPRING 2010 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. AREA: 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. AREA: SBS PREREQ: NONE

FALL 2009 INSTRUCTOR: MURPHY, RUSSELL D. SECT: 01

**GOVT379 The Politics and Theory of the First Amendment: The Religion Clauses**

This course will examine the historical origins, philosophical foundations, and case law of the religion clauses of the First Amendment to the United States Constitution. Among the issues we will consider shall be what types of expression and religious belief the amendment protects and what it does not protect. In each of these areas, and in the other areas we will cover, our purpose will be to explore the fundamental issues in democratic and constitutional theory that these subjects raise.

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

**GOVT382 Civil Society in Comparative Perspectives**

This course is an overview of civil society around the world. The main theme of the course is civil society's role in mediating the dynamic interaction between the society and the state. We will examine the full range of civil society from local volunteer associations to international nongovernmental organizations, exploring the ways that these organizations influence governmental policy as well as how they are affected by governmental authority. The course will examine civil society in the advanced democracies of North America, Europe, and Asia, and well as in several developing countries in different regions.

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

IDENTICAL WITH: EAST382

**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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: [EAST383 OR LAST383]

SPRING 2010 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 polices 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FGSS385

### 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 PREREQ: NONE  
SPRING 2010 INSTRUCTOR: WILIARTY, SARAH E. SECT: 01

### GOVT386 Political Geography and International Conflict

All politics are embedded in geographical space. The purpose of this course is to introduce students to the often underappreciated role of geography—both natural and constructed—in historical and contemporary international conflicts (and in their aftermath). The course will begin with an introduction to the theories of geopolitics, economics, and the spatial distribution of territory that have (both explicitly and implicitly) informed both the strategic calculations and operational behavior of political and military leaders across the ages. Thereafter we will move onto a deeper exploration of these concepts by examining them through the lens of a variety of historical cases, from ancient Greece to the modern-day United States. In exploring the cases, we will utilize primary and secondary sources, as well as maps, charts, political cartoons, and an array of other historical documents and graphical resources.

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

### 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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: FOYLE, DOUGLAS C. SECT: 01

### 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. AREA: 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 dimensions of international relations today: on domestic and international political systems and on social relations, on cultural, and on international economic relations. Through analytical, critical and theoretical approaches, the course attempts to ascertain the nature and impact of globalization; and ultimately shed light on the fundamental question: To what extent is globalization a force for good and evil in the modern world system?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS  
SPRING 2010 INSTRUCTOR: GALLAROTTI, GIULIO SECT: 01

### 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 U.S. presidential foreign policy decision making, the fundamental aspects of good and poor judgment remain controversial. With a focus on the U.S. presidency since World War II, this course starts with a consideration of the effects of both individual character and decision 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. AREA: 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 PREREQ: NONE

### GOVT392 Gender in Political Thought

What is the relation of gender to politics? Is politics a sphere of power, authority, and action that inevitably privileges certain men? Or is it the sphere of freedom? Feminist theory questions women's relative exclusion from politics and recently has problematized the concept of gender. Is participation in politics predicated on certain gender identities? Do different experiences of gender lead to different conceptions of justice? We will read classical and contemporary theorists on the embodiment of desire, on the emotions, and public reason; on conflict, coalitions, and leadership in forming justice.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: 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 PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: SCHWARTZ, NANCY L. SECT: 01

**GOVT395 Democratic Theory**

Although democracy has become the only legitimate form of government for most of the world, its meaning is sharply contested, and many are skeptical that its promise can be realized. What are the conditions necessary for, in Lincoln’s words, “government of the people by the people for the people”? Can these conditions be realized today, given the large numbers of people in a modern polity, the complexity of the issues that must be decided, the enormous concentrations of economic and other forms of power, the growing prevalence of cultural and religious diversity, and the increasing importance of international and global forces? The seminar will examine these questions, with a special focus on the work of John Rawls.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

**GOVT396 Justice, Forgiveness, and Reconciliation**

This course will investigate the possibilities and limitations of justice and forgiveness in societies emerging from a recent history of mass political violence. What are the moral and practical tools available for reconciliation, and how should reconciliation be understood? We will look at the uses of truth commissions and trials in transitional societies, as well as the roles of civil society and political elites, and consider how transitional political constraints affect ethical demands for accountability, victim recognition, truth-telling, the establishment of the rule of law, and the fostering of reciprocal norms of respect and tolerance.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
 IDENTICAL WITH: LAST396

**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. AREA: 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 post modern perspectives.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
 FALL 2009 INSTRUCTOR: CHAKRAVARTI, SONALI SECT: 01

**GOVT401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**GOVT409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**GOVT411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**GOVT465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**GOVT467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

# History

**PROFESSORS:** Judith C. Brown; Richard H. Elphick; Nathanael Greene; Patricia Hill; Oliver W. Holmes; William D. Johnston; Bruce Masters; Laurie Nussdorfer, *College of Letters*; William Pinch, *Chair*; Philip Pomper; Claire Potter; Ronald Schatz; Vera Schwarcz; D. Gary Shaw; Ann M. Wightman

**ASSOCIATE PROFESSORS:** Demetrius Eudell; Erik Grimmer-Solem; Ethan Kleinberg, *College of Letters*; Cecilia Miller; Magdalena Teter; Jennifer Tucker

**ASSISTANT PROFESSORS:** Juvier Castro-Ibaseta, *College of Letters*; Paul Erickson; Lorelle D. Semley; Kirk Davis Swinehart

**INSTRUCTORS:** Courtney Fullilove, *African American Studies*; Leah Wright, *African American Studies*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:**

Ronald Schatz, *United States*; Oliver W. Holmes, *Intellectual*; Richard H. Elphick, *Religion and History*; Nathanael Greene, *Europe*; Bruce Masters, *Worlds, Empires, and Encounters*; Lorelle D. Semley, *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 History Department has defined six areas (concentrations) in which you may acquire this knowledge. Three are geographically defined: Africa, Asia, and Latin America; Europe; and the United States. The others are thematically conceived and cut across geographical boundaries: intellectual history, religion and history, and gender and history. 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 2009–2010 the History Department's FYI courses are:

**FALL 2009**

- **HIST101** History and the Humanities (Oliver Holmes)
- **HIST125** American Food (Courtney Fullilove)
- **HIST116** Education in Society: Universities as Agents of Change, Ivory Towers, or Knowledge Factories (Judith Brown)
- **HIST120** Nationhood, the Quest for German Unity, 1815–1980 (Erik Grimmer-Solem)

**SPRING 2010**

- **HIST102** History and the Humanities II (Oliver Holmes)
- **HIST134** Magic and Witchcraft in Early Europe (Gary Shaw)
- **HIST251** World History: A Psychohistory of the Modern World (Philip Pomper)

First-year students also have preference in enrolling in the gateway courses in European history, which are offered as follows in 2009–2010:

**FALL 2009**

- **HIST201** Medieval Europe (Gary Shaw)
- **HIST203** Modern Europe (Nathanael Greene)

**SPRING 2010**

- **HIST202** Early Modern Europe (Madga Teter)

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 2009–2010 the sophomore seminars are:

**FALL 2009**

- **HIST163** The Origins of Global Capitalism—Economic History Since 1600 (Erik Grimmer-Solem)
- **HIST166** Kings, Queens, and the Foundations of European Society (Gary Shaw)
- **HIST188** Subject Peoples (Ann Wightman)

**SPRING 2010**

- **HIST157** India in Love and at War (William Pinch)
- **HIST160** The Spanish Civil War, 1936–39 (Nathanael Greene)
- **HIST175** American Utopias in the 19th Century (Patricia Hill)

**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 Ann Tanasi at the department office in PAC113. 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 2009–2010 are Ronald Schatz, *United States*; Oliver W. Holmes, *intellectual*; Richard H. Elphick, *religion and history*; Nathanael Greene, *Europe*; Bruce masters, *Worlds, Empires and Encounters*; Lorelle D. Semley, *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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: HOLMES, OLIVER W. SECT: 01

#### **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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: HOLMES, OLIVER W. SECT: 01

#### **HIST103 Travel Narratives and African History**

This first-year seminar examines Arab, European, African, and American travel narratives about various regions of Africa dating back to the 14th century. First, while remaining cognizant of the biases of the authors, we will mine travel accounts for descriptions of local contexts. Second, we will explore what travel writing says about the author's perception of self, home, and "other." Ultimately, we will determine how the image of travel in Africa influences both our perceptions of Africa and the writing of African history.

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

#### **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 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/ CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

#### **HIST111 The Scientific Revolution, 1450–1690**

This course will examine some of the intellectual, social, and psychological changes in society in the 16th and 17th cen-



turies that have led historians to call this the period of the scientific revolution. Much of the time, class periods will be devoted to class discussion; other classes will feature lectures designed to help you place the readings in context. Most of our readings will be from classic works, translated from the original into English.

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

#### **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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: COL114

#### **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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST117  
FALL 2009 INSTRUCTOR: BROWN, JUDITH C. SECT: 01

#### **HIST118 Baroque Rome**

IDENTICAL WITH: COL104

#### **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 analyses 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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: GRIMMER-SOLEM, ERIK SECT: 01

#### **HIST121 The Italian Renaissance**

IDENTICAL WITH: COL106

#### **HIST122 The Civil War Experience**

This FYI seminar will explore the myriad ways Americans experienced the Civil War and Emancipation. We will read many firsthand accounts and memoirs as well as some important secondary historical analyses. This is *not* primarily a military history course. However, we will discuss the social history of the battlefield, soldiers' experiences, and other issues related to the broader cultural impact of militarization on civilian life. Other topics we will consider include the escalation of sectional conflict in the 1850s, the effects of the war on the home front, the destruction of slavery, freed people's expectations for freedom, the cultural legacy of the war, and its historical meaning for modern America.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AFAM122 OR AMST122]

#### **HIST124 The Enlightenment and the Birth of the Modern World**

IDENTICAL WITH: COL110

#### **HIST125 The Great Separation: Politics, Religion, and the Modern West**

IDENTICAL WITH: COL115

#### **HIST126 Segregated Spaces: School, Work, and Home Since 'Brown'**

IDENTICAL WITH: AFAM116

#### **HIST128 Religion and Society in Modern Europe**

IDENTICAL WITH: COL111

#### **HIST129 The Past on Film**

IDENTICAL WITH: FILM160

#### **HIST130 Ten Photographs That Shook the World: Visual Technologies of Historical Memory**

"Great photographs do not answer our questions. They show us why the questions must be asked ....." When photographer Matthew Brady urged the federal government to support the creation of a visual record of the American Civil War as a kind of commemorative act, he presented photography as "the eye of history." For Brady, and for others since the dawn of photography, the photograph could seem to provide unproblematic, direct access to historical events, such that the overriding question for them about its use was simply how well the photographer had captured the reality on film. Today, the widespread use of photographs for historical or actual effect, whether in works of history, visual documentation, television, museum displays, or teaching materials, renders this rather unreflective attitude no longer possible. This leads us today to ask new questions about photography and its role in historiography: In what ways can photographs tell us about the past? Do photographs differ in character from other kinds of historical sources? What conventions guide historical observation in photography, and how do they compare to those governing written sources? What role

does the intention of photographers play? Why do some pictures, and not others, acquire iconic power and come to represent in condensed fashion a historical moment? This seminar is an introduction to the history and theory of photography from its invention in 1839 to the image-hungry present day. No prior knowledge of history of photography is assumed. The course is organized around the theme of historical memory. We will examine how photographs shape the way that people experience and remember historic events, and we will discuss a variety of different ways of interpreting photographs as historical documents. To analyze the impact that specific images have had in society, discussions will focus on 10 photographs that “shook the world” with their revelations. These images might include, for example, “Iwo Jima”; “Old Glory” (1945); “Children Fleeing a Napalm Strike” (1972); “Making Human Junk” Lewis Hine, (1915); “Migrant Mother” (Dorothea Lange, 1936); the “Moonshot” color photograph (NASA, 1968); photographic portrait of Emmet Till (circa 1955); first “spirit” photograph (William H. Mumler, 1869); Abu Ghraib prison photographs; death picture of Che Guevara (1967); and galloping/trotting horses (Edward Muybridge). Particular attention will be paid to questions of audience and circulation, as well as contexts of production and visual display. The core assignment of the course will be a 15-page individual research paper exploring some aspects of historical interpretation raised by an individual photograph, perhaps selected from the photographic holdings of the Davison Art Center or the archives or microfilm records of photographically illustrated newspapers and magazines in Olin Library.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST130

### HIST131 The History That Literature Makes

IDENTICAL WITH: AFAM183

### HIST132 Writing Historical Biography

This first-year seminar offers students the chance to write serious historical biography. How does character-driven narrative nonfiction differ from traditional, i.e., explanatory, history-writing? Can narrative life stories advance an argument in the same way that more theoretical books do? How does the biographer conduct research and use his or her subject to make larger claims about that subject’s time and place? In addition to reading a range of distinguished writers and conducting independent archival research, students will share their writing with one another in sessions designed to sharpen their skills as stylists, researchers, and narrators. Some writing exercises will be traditional, others more experimental. The seminar will have readings in common, with longer biographies assigned to and purchased only by individual students, who will present on their chosen biographies to the seminar. The final assignment—a 30-page biography of a grandparent—will be submitted in installments of three. There will be guest speakers and several films, too.

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: AMST132

### HIST133 Race and American Mass Culture

IDENTICAL WITH: AFAM219

### 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: MDST134  
SPRING 2010 INSTRUCTOR: SHAW, GARY SECT: 01

### HIST135 American Food

This course surveys the history of food production and consumption in the United States from the colonial period to the present. Topics addressed include the variety of local and regional foodways, 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AMST135 OR ENV5135]  
FALL 2009 INSTRUCTOR: FULLILOVE, COURTNEY ANN SECT: 01

### HIST136 India in Love and at War

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. 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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: PINCH, WILLIAM R. SECT: 01

### HIST142 Poverty in the United States

Who are the poor, and what historic function has poverty served for the larger social, economic, and cultural order in the United States? This seminar will address knowledge about poverty and poor people’s movements from the late 19th to the late 20th century. The course will address shifts in capital accumulation, class formation, and industrial organization that produce, or change the conditions for, poverty. Attempts to redress poverty through welfare and self-help will also be a focus. Our readings will combine structural and political analyses with cultural theory that address the meaning of work, ideologies of self-improvement and community empowerment, public re-

sponsibility for the poor, and struggles over the meaning and ethics of welfare.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AMST142 OR FGSS121]

### 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.

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

### HIST155 Sophomore Seminar: The Intelligentsia and Power: The Struggle for Socialism in the Early Soviet Period

This course investigates the struggles among Soviet leaders during the first major crises facing the Bolsheviks: civil war, economic collapse and revival, Lenin's death, the experiments of the 1920s with cultural transformation and women's liberation, the evolution of the Communist International, and other Soviet foreign and domestic challenges. The political machinations and ideological manipulations surrounding Stalin's victory over Trotsky and Bukharin will receive special attention.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: REES268

### 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [RELI234 OR REES156]

### 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. AREA: SBS PREREQ: NONE

### 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 dic-

tatorial 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: IBST303  
SPRING 2010 INSTRUCTOR: GREENE, NATHANAEI SECT: 01

### 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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: GRIMMER-SOLEM, ERIK SECT: 01

### 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. AREA: SBS PREREQ: NONE

### **HIST165 Sophomore Seminar: The United States and the Middle East: From the Shores of Tripoli to Baghdad**

The United States 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 it 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 Mid-East 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. AREA: 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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: MDST166

FALL 2009 INSTRUCTOR: SHAW, GARY SECT: 01

### **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. AREA: SBS PREREQ: NONE

### **HIST171 Exploring Middletown's History: A Research and Writing Workshop**

"An American town, large enough to contain a fairly complete representation of the different classes and types of people yet not so large that individualities are submerged in the general mass, or the line between the classes blurred and made indistinct, is the real epitome of American life," the socialist intellectual Randolph Bourne declared in 1913. Middletown, Connecticut, is exactly that sort of town and has been throughout its 350-year-long history. Yet there is no in-depth history of the city. In this seminar we will help fill up that void. Rather than reading secondary works, as is the case in most history courses, students will work like historians themselves, developing their own specific topics, working in archives, discussing findings with each other, writing draft essays, reading and discussing each other's drafts, and then revising and submitting the final project. In the process students will not only contribute to a greater understanding of Middletown's history but develop their abilities as researchers and writers. This seminar is ideal for sophomores considering history as their major, but other students are more than welcome.

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

### **HIST173 Sophomore Seminar: History of the Southern Civil Rights Movement**

In this sophomore seminar, students will learn (and put into practice) the key skills of historical research and writing. Taking as our subject the modern black freedom struggle, the class will undertake a group research project related to some aspect of the history of the civil rights movement. The civil rights movement of the 1950s and 1960s was one of the most important events in 20th-century American history. In this course, students will be introduced both to the most recent scholarly work on the movement and to a wide variety of primary sources about the movement. The course will examine the protests of the '50s and '60s in the context of the much longer struggle for full racial equality. This is a methods class: We will spend the semester working together as a group to learn the practices of the discipline of history. Much of the course will be spent working on collaborative research that will result in an article-length history essay.

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

IDENTICAL WITH: AFAM238

### **HIST174 Sophomore Seminar: Race and Nation**

This seminar addresses the history of the western United States, with particular attention to race, ethnicity, and national affiliation. Questions we will address include: How have the categories of race and the nation depended on each other for meaning in postindustrial America? What are the transhistorical and transnational implications of identity categories, and how are they refracted/experienced through gender and sexuality? How do governments and economic groups use racial ideologies and nationalisms to extend and solidify power? As a sophomore seminar in the History Department, this course places a strong emphasis on close reading, imagining and articulating research questions, evaluating primary materials, and developing practices of scholarly writing.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

### **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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: AMST231

SPRING 2010 INSTRUCTOR: HILL, PATRICIA R. SECT: 01

### **HIST177 Sophomore Seminar: Life Science, Art, and Culture, Medieval to Present**

This seminar introduces students to the study of visual images and image production in the history of the life sciences and medicine. We will look at and discuss scientific and medical illustrations made from the Middle Ages to the present day, including topics such as the artistic activities of Leonardo da Vinci; the drawings made by English Renaissance naturalists; the impact of an expanding print culture on scientific illustration; early modern European anatomical drawings; images of gender; the role of gardens, libraries, and museums as international centers for specimen collection and artistic production; art and European travel; mapping and imperialism; anatomical atlases; ethnographic film; photography and the American West; modern medical imaging (especially PET and CAT scans); and scientific imaging in the age of computer technologies. This seminar is especially keyed to students interested in in-depth exploration of the intersections of art and science.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

IDENTICAL WITH: SISP277

### **HIST178 Sophomore Seminar: Early American Encounters: Colonists in the New World**

This sophomore seminar explores the diverse ways in which Europeans came together with native and African peoples between Jamestown's founding in 1607 and the first decade of the 19th century. Among the topics to be discussed: theories of colonialism, spiritual conversion, slavery, interracial sex, captivity, biological warfare, and historical writing more generally. Because so much of the finest work about Britain's empire concerns India, some of that scholarship will take us far from North America's shores. We will examine objects and images, too, and take a field trip to the Yale Center for British Art.

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

IDENTICAL WITH: AMST123

### **HIST179 Sophomore Seminar: Gender and History (FGSS Gateway)**

IDENTICAL WITH: FGSS269

### **HIST181 Sophomore Seminar: Gandhi**

Mohandas K. Gandhi's life has been the subject of enormous scholarly, philosophical, and artistic reflection. In this sophomore seminar, we will seek to understand the man himself, his transition from Mohandas to Mahatma, and the history that surrounded him. We will learn in the process about the historian's craft, including how to find sources, use a library, and make an argument.

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

### **HIST186 Sophomore Seminar: Gender and Science**

This course provides an introduction to the study of the interaction of gender and sciences. Our culture is filled with numerous and often conflicting mythologies and stories about how science functions and how it has developed. Some stories are that science objectively and impersonally discovers the truth about the natural world. Other stories note that science has not been so unbiased, that women have been excluded from participating in the science, and that ideas of sex and gender difference developed by the sciences have been biased. By giving special attention to the persona of the scientist, we will

examine how such stories have developed in the physical, biological, and social sciences since the Enlightenment.

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

IDENTICAL WITH: [FGSS286 OR SISP286]

### **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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: LAST188

FALL 2009 INSTRUCTOR: WIGHTMAN, ANN M. SECT: 01

### **HIST189 Sophomore Seminar: Political Ideals and Social Realities in Renaissance Italy**

Renaissance Italy was the birthplace of some of the most fundamental ideas in European political thought. These ideas would influence political thought in many parts of the world in modern times. This course explores the relationship between the political ideals expressed in the Italian Renaissance and the social realities from which they came and that they affected.

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

IDENTICAL WITH: [MDST129 OR COL121]

### **HIST192 Sophomore Seminar: Stalin and Stalinism**

This seminar offers students the opportunity to explore in-depth the many problems associated with Stalin and his era, among them, Stalin's methods as a political actor, the connections of Stalinism and Leninism, Stalinism in the context of the dictatorships of the 1920s to 1940s, Stalin's role in formulating and implementing collectivization and the Great Terror, Stalin and Soviet culture, Stalin's foreign policy and its impact on world Communism, Stalin as wartime leader, Stalin's psychology, and the long-term impact of his rule.

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

IDENTICAL WITH: REES192

### **HIST201 Medieval Europe**

This introductory lecture course is the first of three that cover the history of Europe from the Middle Ages to the contemporary period. This course is a history of European politics, culture, and institutions from roughly 300 through 1520, moving from the disintegration of the Roman Empire to the disintegration of Catholic Europe. Within this chronological framework we shall focus on the creation of nations and government; the growth and crises of papal-dominated Christianity—its crusades and its philosophy; the rise and role of the nobility and the knight; the development of law and the crises of the later Middle Ages, including the Black Death, heresy, and mysticism, all of which contributed to the beginnings of the Renaissance and the Reformation, developments that ended the medieval period.

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

IDENTICAL WITH: MDST204

FALL 2009 INSTRUCTOR: SHAW, GARY SECT: 01

### **HIST202 Early Modern Europe**

This course explores major developments in European, and Western history and culture from the late Middle Ages to the advent of modernity, covering roughly three centuries from the late 15th century to the end of the 18th century. It will explore the interplay of politics, religion, economy, and culture in the



successes and failures of the religious movements of the time; transformations of states from medieval monarchies to modern states; expansion of Europe across the Atlantic and into Asia and Africa; and the information revolution that came with the introduction of the printing press into Europe. We will discuss cultural and social transformations that ultimately helped shape modern Western society, typically associated with religious diversity, toleration, human rights, democracy, and consumerism. The course will also examine a broader European society and culture and its relationship with the rest of the world, as Europe came increasingly dependent on products supplied by the Americas, Asia, and Africa. Among questions explored will be: How did European expansion change European society? How did Western states transform to allow a participation of Jews in the political process of their states, but continue to exclude women and slaves? And what role did women and gender play in these transformations? Were women only nuns, wives, witches, and, occasionally, queens? How did the concept of marriage and family change following the Reformation? The course will cover the continuities and change in early modern Western society and will seek to show a geographically and religiously diverse range of experiences. The course will include films.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: TETER, MAGDA 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. AREA: SBS PREREQ: NONE  
 FALL 2009 INSTRUCTOR: GREENE, NATHANAEAL SECT: 01

### HIST204 Greek History

IDENTICAL WITH: CCIV231

### HIST205 Roman History

IDENTICAL WITH: CCIV232

### 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 content 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. AREA: SBS PREREQ: NONE  
 IDENTICAL WITH: [COL208 OR MDST208]

### 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. AREA: SBS PREREQ: NONE

### HIST210 American Jewish History

This course will explore the history of American Jews from the first settlements in North America during the mid-17th century and earlier settlements in the Spanish and Portuguese colonies until recent times. Many topics will be considered including the lives and cultures of Jews in Europe before emigration; Jews in the American economy and labor force; the influence of Jews in American literatures and popular culture; relations between Sephardic, Central European, and Eastern European Jews: political convictions including Zionism, liberalism, socialism, Communism, feminism, conservatism, and neo-conservatism; the evolution of Judaism in the United States; anti-Semitism and philo-Semitism in America; relations between Jews, other immigrants, and African Americans; policies and attitudes of the U.S. government, the general public, and American Jewry toward Nazism and the murder of Jews in Europe; relations of American Jews in the U.S. government to the state of Israel and intermarriage; and the question of Jews' future in America. Although our primary focus will be on the United States; we will frequently make comparison to European nations, Canada, Argentina, Israel and other countries.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
 SPRING 2010 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. AREA: SBS PREREQ: NONE  
 IDENTICAL WITH: MDST205

### HIST212 African History Since 1870

European colonial rule came to most of Africa during the late 19th-century. Africans engaged with colonial policies in complex ways, sometimes rejecting European interventions outright, at other times taking advantage of social and economic change. This course examines the colonial and postindependence eras from African and European perspectives, covering colonial administration, critiques of imperialism, Pan-Africanism, postcolonial conflicts, development, and democratization. We will use multiple source materials including primary documents, novels, and film.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
 IDENTICAL WITH: AFAM212

FALL 2009 INSTRUCTOR: SEMLEY, LORELLE D. SECT: 01

### HIST213 Politics and Sex After 1968: Queering the American State

This class will examine the history of state formation in relation to the emergence of new sexual identities, sexual communities, and campaigns to control sexuality that play an increasingly prominent role in United States politics after 1968. In addition to examining the nature of state regulation aimed at defining categories of sexual citizenship, the course will em-

phasize the means of attaining citizenship available to sexual minorities; among these are the production of knowledge, litigation, electoral participation, and rights-based organizing.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AMST213 OR FGSS215]

#### **HIST214 The Rise of the British Empire**

This lecture course explores the origins of the British Empire, beginning with the Tudor conquest of Ireland and ending with Kenya's Mau Mau Rebellion in the 1950s. After the American Revolution, Britain would go on to control two fifths of the globe; the resulting empire would create as well as destroy and generate some of the fiercest debates in world history. What was the purpose of colonization? Who administered the Empire? Was the Empire always brutal? How did Britons make sense of imperial expansion? In what ways did colonized peoples accommodate or resist colonization? This course takes an episodic approach to British imperial history and introduces students to a range of methodological concerns. Students will read and discuss secondary works as well as primary sources.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST215

#### **HIST215 European Intellectual History to the Renaissance**

This is the first of a two-semester survey in European intellectual history. The fall semester will examine some of the major texts in Western thought from ancient Greece to the Renaissance. Emphasis will be placed on close analysis of the texts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: MDST225

FALL 2009 INSTRUCTOR: MILLER, CECILIA SECT: 01

#### **HIST216 European Intellectual History Since the Renaissance**

This is the second of a two-semester survey in European intellectual history. The spring semester will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close analysis of the texts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: COL332

#### **HIST217 African History Before 1870**

Adaptation, exchange, and mobility characterized African history before the era of formal European colonialism. This course examines these themes across all the regions of the continent including ancient Egypt, the West African Sahel, the Swahili coast, and southern Africa. We also analyze how source materials shape our understanding of key themes in African history including state-building, slave trades, gender, and the spread of Islam and Christianity.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AFAM211

#### **HIST218 Russian History to 1881**

This course surveys Russian history from the origins of the Kievan state to the period of the Great Reforms of Alexander II, ending with his assassination in 1881. We focus upon the factors that shaped Russian culture (including its political culture) and gave modern Russia a history punctuated by desperate but futile upheavals from below and costly changes forced from above. Along the way we study the Mongol conquest, the rise of a Great Russian state under the Muscovite Tsars; the reign of Ivan the Terrible and the Time of Troubles; the transition to a Western-oriented imperial state under Peter the Great; the vast but futile social upheavals of the early modern period; and the formation of one of the great imperial powers of the modern era under Catherine the Great and her successors.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: REES218

#### **HIST219 Russian and Soviet History, 1881 to the Present**

We will focus on the following: the dynamics of a revolutionary movement leading to Bolshevik victory; the international and internal processes that transformed an international socialist project into a Soviet imperial one; and the endurance of nationalism within the Soviet imperial framework. We will also explore in some depth the role of personalities in politics. In terms of coverage, we begin with the crises of the Romanov regime and study the Russian revolutions of 1905 and 1917, the Civil War, the Soviet period, Stalinism, the Second World War, and the Cold War. We move to the arms races and nuclear perils of the Cold War and study the failed efforts to reform the Soviet system. Finally, we will examine the struggles of both Gorbachev and the post-Soviet leadership to integrate their state into a world order dominated by democratic values and capitalist markets while sustaining or reviving the Russian and Soviet empires' traditional great-power status.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: REES219

FALL 2009 INSTRUCTOR: POMPER, PHILIP 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 1990s. It will survey the history of 130 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FRST212

SPRING 2010 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: OPT CREDIT: 1 PREREQ: NONE  
IDENTICAL WITH: SISP221

SPRING 2010 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 (551–479BC) was the first of many Chinese thinkers to place historical consciousness at the heart of individual and cultural identity. Speaking in the first person (a rare event), he said in the *Analecst*: “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: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: EAST223  
FALL 2009 INSTRUCTOR: SCHWARCZ, VERA SECT: 01

### 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: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: EAST224  
SPRING 2010 SECT: 01

### HIST225 Piety and Politics: The Age of European Reformations

IDENTICAL WITH: COL272

### HIST227 Empire and Imperial Systems

This course examines the concept of empire and the history of imperial systems, primarily in the Asia-Pacific region, during the 19th and 20th centuries. After surveying the rise and fall of premodern empires, we will study how imperialism influenced and was influenced by nationalism, colonialism, modernization, and state formation in the modern era and will learn how imperialism affected life at home as well as in the lands under imperial rule. We will also examine opposition to empire and study visual, literary, musical, theatrical, material, and cinematic representations of how it felt to exercise and live under imperialism. In the last part of the course, we will assess the forms of and reasons for the persistence of empire in the world today.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS 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. The Ottoman Empire will serve as a model for pre-modern Islamic states, and the role of Islam in its political, social, and economic institutions will be emphasized, as well as Ottoman influences on the formation of modern Europe and the Middle East. 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. AREA: 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. AREA: SBS PREREQ: NONE  
SPRING 2010 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [RELI253 OR MDST251]  
SPRING 2010 INSTRUCTOR: MASTERS, BRUCE A. SECT: 01

### HIST233 The Age of Augustus

IDENTICAL WITH: CCIV227

### 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, 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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: MASTERS, BRUCE A. SECT: 01

### HIST235 Topics in United States Intellectual History

Using a history-of-ideas approach, this course examines the major intellectual formulations defining the United States from the colonial to the progressive era. These include such ideas as exceptionalism, Puritanism, republicanism, race, manifest destiny, evangelical revivalism, Victorian domestic/gender roles, and social/moral reformism. The rupture (and later reconciliation) that emerged in the wake of the Civil War will also be examined. The course will attempt to illustrate the way in which the self-conception of the United States was initially instituted and reproduced and how such a model of identity has had tremendous triumphs as well as profoundly tragic consequences.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST236  
SPRING 2010 INSTRUCTOR: EUDELL, DEMETRIUS L. SECT: 01

### HIST237 Colonial America

This course surveys North American history from the founding of Jamestown in 1607 to the eve of the Revolution, with particular attention given to the struggle of European colonizers for control of the continent and its indigenous population, Puritanism and witchcraft, the Atlantic slave trade, material culture, and the origins of American political and cultural institutions. In addition to training students in the use of primary sources—objects, images, contemporary written documents—the course models a cultural approach to the study of colonization and everyday life in colonial America. Such an approach



necessarily combines aspects of social, political, intellectual, and economic history to provide the fullest picture possible of America's growth during two of its most violent and discordant centuries.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST151  
SPRING 2010 INSTRUCTOR: SWINEHART, KIRK DAVIS SECT: 01

### HIST238 Problems in Brazilian History

The history of North Americans studying race, class, and sexuality in Brazil has often been contentious. To some Brazilians, those categories represent a North American "intellectual trinity" and an imperial imposition. This seminar provides an opportunity to learn about Brazilian history and also enter into past and current debates. As categories of historical analysis, what can race, class, and sexuality show us and what do they hide? Is any one concept especially useful or problematic? What other concepts might we add to our tool box? In addressing these and other questions, our goal will be to gain a basic understanding of recent Brazilian history and to establish new points of reference for our own place in the world.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [LAST305 OR AFAM224 OR AMST319]  
FALL 2009 INSTRUCTOR: HERTZMAN, MARC ADAM SECT: 01

### 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. The interpretation of primary sources will form a significant part of weekly assignments, discussion, and exams.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST152  
FALL 2009 INSTRUCTOR: FULLILOVE, COURTNEY ANN SECT: 01

### HIST240 The United States During the 20th Century

In this course we will explore many dimensions of U.S. history during the 20th century, including immigration; urbanization; economic expansion; depression; inflation; feminism; civil rights; labor relations; race relations; suburbanization; education; culture; music; sports; changing conceptions of the Constitution, the judiciary, and the presidency; foreign policies; warfare; and, above all, politics.

The unifying theme will be the emergence of modern liberalism—the idea that government should bring equality to Americans and oppressed peoples around the world. New in the early 20th century, this idea became nearly unanimously accepted in the U.S. by the third quarter of the 20th century, only to be so discredited by the 1980s and 1990s that even philosophically liberal politicians shunned the "L" word. How and why did modern liberalism emerge, triumph, and then collapse? We also will inquire about the repercussions during recent times.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST230

### HIST241 African American History, 1444–1877

IDENTICAL WITH: AFAM203

### HIST242 Introduction to Modern African American History

IDENTICAL WITH: AFAM204

### HIST243 Who Owns Culture? A History of Cultural and Intellectual Property in the United States and Latin America

IDENTICAL WITH: LAST318

### HIST244 Women in U.S. History

This course explores major themes and competing theoretical paradigms in U.S. women's history. Women's familial, social, economic, and political roles will be examined with comparative attention to class, race, and ethnicity. Special attention will be paid to ideas about female citizenship and to the distinctive relationship of women to social reform in American culture.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AMST292 OR FG55219]

### 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, development of social and cultural pluralism, and 20th-century political movements, and contemporary crises. 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: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: LAST245  
SPRING 2010 INSTRUCTOR: WIGHTMAN, ANN M. SECT: 01

### HIST246 Culture and Society in Renaissance Italy

Renaissance Italy was the birthplace of artists like Leonardo da Vinci and Michaelangelo, of writers like Petrarch, political thinkers like Machiavelli, and international bankers like the Medici. This extraordinary development occurred in a brief time period and in cities barely larger than Middletown. How and why did this happen? What were its consequences? This course examines the astonishing transformation that took place in the culture and society of Renaissance Italy from the 14th through the 16th centuries. What were its roots, essential features, and importance for the history of Europe and beyond? The course will pay particular attention to the connections between social, economic, and political structures to art, literature, and the history of ideas.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [MDST246 OR COL247]  
SPRING 2010 INSTRUCTOR: BROWN, JUDITH C. SECT: 01

### HIST247 Jewish History: From Biblical Israel to Diaspora Jews

The course will explore the history of Jews from biblical times to 16th century, a period during which Judaism, Christianity, and Islam formed, shaping foundation of attitudes among these groups for centuries to come. The course will examine the transformations of identity from biblical Israelites to Jews and will address 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. It is a lecture course, but student participation is expected.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: RELI261

**HIST248 Jewish History: Out of the Ghetto**

This course explores Jewish history from the 16th-century through in 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 the 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 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.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

IDENTICAL WITH: RELI262

FALL 2009 INSTRUCTOR: TETER, MAGDA SECT: 01

**HIST249 Roman Urban Life**

IDENTICAL WITH: CCIV328

**HIST250 Romans and Christians: The World of Late Antiquity**

IDENTICAL WITH: CCIV275

**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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: PSYC298

FALL 2009 INSTRUCTOR: POMPER, PHILIP SECT: 01

**HIST252 History of "Black Music" in the Americas and Beyond**

IDENTICAL WITH: LAST385

**HIST253 The Scientific Revolution**

This lecture and discussion course provides an introduction to the history of modern science by studying its origins in the period around 1500–1700. In areas ranging from astronomy to alchemy, medicine, natural history, and mathematics, Europeans developed new ways to see, understand, and shape the world around them. In addition to studying the origins of new practices for securing systematic knowledge, this course will focus connections between the traditions of natural phi-

losophy, natural magic, and experimentation. We will also the examine the developments in the cultural and social role of natural knowledge and the ways it was organized and supported. The weekly class discussion will focus on primary sources.

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

IDENTICAL WITH: [MDST253 OR SIS253]

**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.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

IDENTICAL WITH: SIS254

FALL 2009 INSTRUCTOR: ERICKSON, PAUL HILDING SECT: 01

**HIST256 The Environmental Sciences**

The course treats the history of the sciences of the earth and environment from classical times to the plate tectonics and geospace physics of the late 20th century. Topics include early cosmogonies and cosmologies; the nature of hierarchically ordered space; the role of change played by heat, water, and time; the Great Scale of Being; teleology in nature; the introduction and use of mathematics and the physical sciences in geology and biology; international cooperation in the geosciences; the discovery of the unknown (new worlds, polar regions, space); human response to boundary limits; environmental bonanzas and tragedies; and big science.

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

IDENTICAL WITH: SIS256

**HIST258 Mughal India**

At the peak of their power, the Mughals ruled over a massive swath of southern Asian terrain: from Afghanistan in the northwest, Kashmir in the north, Bengal in the northeast, and deep into the Deccan south. Despite the fact that most of the inhabitants of the Indian subcontinent were Hindu, during the 16th and 17th centuries, Mughal India became a major cultural, intellectual, and political center of the Islamic world, rivaled only by the Ottomans to the west. This course examines how this polity and its culture evolved during nearly three centuries of Mughal imperial rule in India (ca. 1500–1800), despite—or perhaps because of—the considerable religious differences between the ostensibly Muslim rulers and their putatively Hindu subjects.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: COL258  
FALL 2009 INSTRUCTOR: KLEINBERG, ETHAN SECT: 01

### **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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: EAST260

### **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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [RELI257 OR AMST261]

### **HIST262 War in Greco-Roman Society**

IDENTICAL WITH: CCIV239

### **HIST263 Inside Nazi Germany, 1933–1945**

This survey course seeks to give a firm historical grounding in the processes that led to Hitler's rise to power, the nature of the National Socialist regime, and the origins and implementation of policies of aggression and genocide. The basic premise of this course is that National Socialism was from the outset driven by a belligerent and genocidal logic. The course will therefore critically analyze the racial, eugenic, and geopolitical ideology of National Socialism and the policies of discrimination, conquest, economic exploitation, and extermination that followed from it. At the same time, the role of structural factors in explaining these outcomes will also be explored in great depth. We will analyze how German society was shaped by Nazism, considering conformity and opposition in the lives of ordinary people in both peacetime and war. The course seeks to impart an awareness of the complex of factors that produced a regime of unprecedented destructiveness and horror, and it aims to develop a critical understanding of the ongoing problems of interpretation that accompany its history. 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. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: GRIMMER-SOLEM, ERIK SECT: 01

### **HIST264 Waterways: Boats and Oceans in World History**

In this survey course students will learn about the human past through the double lens of boats and oceans. The approach will combine a focus on the long-term structures and conjunctures of world history with thematic inquiries around social and cultural problems—such as the rise of agrarian civilizations, the changing nature of warfare, long-distance trade and cultural change, industrialization and global capitalism, problems of transportation and technological innovation, the spread and evolution of religion, and the changing nature of empire. Particular attention will be given to the role of the sea in the "expansion" of Europe and the history of the global environment since 1500.

GRADING: A-F CREDIT: 1 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: RELI333

FALL 2009 INSTRUCTOR: ELPHICK, RICHARD H. SECT: 01

### **HIST266 U.S. Labor History**

How does the history of labor in the United States of America compare to that in other highly industrialized nations? For example, how did the system of slavery shape industrialization in the United States? Why were the socialist and communist movements much weaker in the United States than in Germany, France, and Italy, and why was there no major labor party in the United States as there was in England and Australia? Why have American workers been extraordinarily more militant in job actions than their counterparts elsewhere? How have the religious convictions of the American people affected industrial relations? And why do Americans flinch at the word "class"? It is not a problem for the English, French, or Germans. What explains the difference?

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

### **HIST268 The History of the Civil Rights Movement**

IDENTICAL WITH: AFAM201

### **HIST269 Modern Britain: 1688 to the Present**

This course is designed to give students a deeper understanding of the historical forces that shaped the development of nations and cultures that today form the United Kingdom. It combines a discussion of internal social and political developments with an examination of Britain's changing international and imperial role. Topics include state structures and national identity, political and social reform, the rise of London as a showcase for a socially diverse urban culture, industry and labor, immigration and Empire, the international status of Britain, the production of feminist sexual politics, world wars and the welfare state, decolonization and its consequences, Americanization and mass consumerism, youth culture and fashion, racial strife and the politics of "Britishness." The course is especially appropri-

ate as background for the study of European history, gender and history, modernity, colonialism and postcolonialism, and theory and history. It emphasizes doing history by introducing students to primary sources, including speeches, letters, census records, novels, and films, that will be contextualized through lectures, debates, and supplementary texts. Students learn how historians define historical questions and shape material into historical narratives and discover new approaches to using gender, race, sexuality, and class as categories for historical analysis of social phenomena such as power, agency, and experience.

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

### **HIST270 Anglo-American Masculinities Through the Great War**

This interdisciplinary course surveys the history of manhood in Britain and America from the 17th century through the First World War, with attention given to our own time as well. In addition to reading literature and history, students will analyze and discuss letters and diaries, as well as some of the most controversial paintings and photographs of the 19th century. The course will explore the emergence of male homosexuality as a category of self-identification and the history of homosocial relationships more generally, particularly in times of war and in the context of industrialization.

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

IDENTICAL WITH: AMST268

### **HIST271 Modern Southeast Asia**

Southeast Asia is one of the most populous and culturally diverse 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. The region has been the exotic destination of European spice merchants and modern tourists, a battlefield during the Cold War, and since 9/11, a frontline in the war against terror. This course is an introduction to the history of Southeast Asia, in the 19th and 20th centuries. We will examine political, social, cultural, environmental, and economic transformations, with particular attention to the effects of decolonization and globalization throughout the region. Topics of special interest will include the role of women and Chinese migrants in the making of modern Southeast Asia and Islamic and ethnic separatist movements. We will approach the modern history of Southeast Asia through the reading of historical documents, travel narratives, autobiographies, novels, scholarly writings, as well as through the viewing of documentaries and feature films.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

IDENTICAL WITH: ANTH271

### **HIST273 Engendering the African Diaspora (FGSS Gateway)**

This course examines the history of the African diaspora from about the 17th century to the present. We begin by reviewing definitions of diaspora, in general, and the African diaspora specifically. Second, we analyze the multidirectional nature of travel between Africa, Europe, and the Americas. African women and men (here, primarily West African) and their descendants have moved in an Atlantic world by force and by choice over the centuries. Finally, we examine the intellectual work of activists, writers, and ordinary women and men of African descent who have debated the politics, artistic expression, and identity(ies) of African diaspora communities. Women as social actors and ideas about gender, femininity, and masculinity are recurrent themes in the course. Reading assignments include a range of scholarly articles, novels, primary documents, electronic sources, and films. This course illustrates that the idea

of an African diaspora did not form naturally as a result of the trans-Atlantic slave trade. Socioeconomic forces, individuals, community activism, and intellectual critique created and altered the meaning of African diaspora over time.

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

IDENTICAL WITH: [AFAM272 OR FGSS271 OR AMST284]

### **HIST274 Myth, Memory, and History**

IDENTICAL WITH: RELI397

### **HIST278 Like Lambs to the Slaughter: Improvising Murder in the 12th Century**

IDENTICAL WITH: FRST231

### **HIST281 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

### **HIST282 Medicine and Health in Antiquity**

IDENTICAL WITH: CCIV225

### **HIST284 Race State: Race, Public Policy, and the Making of the New Deal State Since 1930**

IDENTICAL WITH: AFAM240

### **HIST285 India and the West: South Asia's World History**

Europeans were imagining India well before 1498, when Vasco da Gama's ship, piloted by a Gujarati from East Africa, arrived at Calicut on the Malabar Coast. India was at that time, and until about the mid-18th century, the destination of choice for European traders, missionaries, and military entrepreneurs. In 1757 the economic and political tables began to turn, with the military ascendancy of the English East India Company in Bengal. Soon the entire Indian subcontinent was subject to European power and capital; and partly as a consequence of this, more and more Indians began not only imagining the West, but traveling to it—at first mostly to Europe, but increasingly, as the 18th century gave way to the 19th, to the Americas as well. 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. AREA: SBS PREREQ: NONE

FALL 2009 INSTRUCTOR: PINCH, WILLIAM R. SECT: 01

### **HIST286 Race and Urban Space: Riots, Resistance, and Renewal**

IDENTICAL WITH: AFAM252

### **HIST287 Saints and Sinners in Europe, ca.1000–ca.1550**

This lecture-discussion course will help students to understand the dominant role of religious ideas and institutions in forming the self and society of Europeans in the Middle Ages and 16th century as the ferment that led to the Reformation developed. Much of the focus will be on the relationship between individual Christians and surrounding community and church. This will entail an examination of saints, mystics, and philosophers on the one hand and those declared heretics or witches on the other. The relationship of state power to religious organization and religious change will also be discussed in a compara-

tive perspective, considering individuals and developments in England, Spain, Scotland, Germany, and France.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [MDST298 OR RELI263]

### HIST290 Law and Order in Ancient Rome

IDENTICAL WITH: CCIV221

### HIST291 The American Revolution

This course surveys the events leading up to the American Revolution of 1775–1783 and the tumultuous years that followed, observing at close range members of the so-called founding generation as they fought among themselves, often savagely, and, in one case, murderously, over what was best for the fledgling United States. Students will read a wide range of primary sources (letters, diaries, propaganda) and so grasp the war's impact not only on average men, women, and children, but also in the world of ideas beyond these shores. Above all, the course will treat the Revolution as contemporaries understood it: as a violent civil war in which property was destroyed and people died badly—as perhaps the most appalling human rights crisis of the 18th century.

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

### HIST293 Islam in Africa

This lecture course examines the historical, religious, and cultural aspects of the expansion of Islam in Africa. While trade networks extending from north of the Sahara are an undeniable part of the diffusion of Muslim religious practices, this course also examines other factors that facilitated and hindered the spread of Islam in Africa including indigenous religion, gender ideologies, politics, and European colonialism. To see the expansion of Islam in Africa through all these themes and perspectives, this course uses primary sources, scholarly texts, and novels covering all regions of the continent.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: SEMLEY, LORELLE D. SECT: 01

### HIST294 Political Fiction

Eighteenth- and 19th-century 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.

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

### 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, and drawings and other texts will be discussed in class.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: LAST296

FALL 2009 INSTRUCTOR: WIGHTMAN, ANN M. SECT: 01

### HIST297 Death and the Limits of Representation

IDENTICAL WITH: COL232

### HIST298 The Sixties

IDENTICAL WITH: ENGL237

### HIST299 Anthropos and the Archive

IDENTICAL WITH: CHUM338

### HIST301 Jews Under Christianity and Islam: Borders, Boundaries, and Coexistence

This course will focus on the relationship between legal, religious, and real-life interaction between 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 pre-modern 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [RELI290 OR MDST301]

### HIST302 Race Discourse in the Americas

This course investigates the belief system of race from its emergence in the 15th century to manifestations in the contemporary society of the Americas and beyond. Beginning with the expansion of Europe into Africa and the Americas, it will demonstrate that rather than viewing race as is usually the case within the liberal paradigm of race relations (as distinct from racial hierarchy), or within the Marxian schema as being as epiphenomenon of ostensibly the more fundamental issue of class, the course proposes analyzing race as a central mechanism instituting of Western societies. To this end, the class will attempt to show how race is but one form of how human societies have organized and reproduced their cultural models.

GRADING: A-F CREDIT: 1  
IDENTICAL WITH: [AMST307 OR AFAM303 OR LAST301]

### 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: SISP304

### HIST306 Reading and Writing About Military Conflict

IDENTICAL WITH: CHUM306

### HIST307 Transcendence, Truth, and History in Modern Jewish Thought

The goal of this course is to explore the rise of counterhistoricism (the claim that certain truths transcend time and are always accessible) in the work of several Jewish intellectuals in interwar and postwar Europe. In the years between the wars,



figures such as Franz Rosenzweig, Walter Benjamin, Gershom Scholem, and Leo Strauss all moved away from traditional philosophical investigations into history and meaning and toward a revised investigation based on the Jewish religion and sacred texts. Central to their work was the assumption that truth was not to be found in historical discourse or the Western metaphysical tradition (it was not evolutionary, progressive, or scientific) but instead could be found through the individual's engagement with sacred texts. This trend comes to a head with Emanuel Levinas' Talmudic lectures in Paris after World War II. As a group we will attempt to place the counterhistorical movement within its historical context (the conflict between the Hegelian and Kierkegaardian understanding of truth and meaning, the conflict between assimilationism and particularism in Jewish thought and identity, the relationship between fascist/National Socialist thinkers and the concept of historicism, the rise of anti-Semitism), and in so doing, we will engage the conflicting yet complementary constructs of religious and historical truth.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: COL308

### 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. AREA: SBS  
IDENTICAL WITH: REL1311  
SPRING 2010 INSTRUCTOR: MASTERS, BRUCE A. SECT: 01

### HIST312 Islam and Revolution

Islam has played an active role in Middle Eastern history, not only as a system of religious beliefs, but as an ideology espousing political action as well. This course will examine the various ways in which Islam has functioned in revolutionary situations in the 20th century as well as its relationship to various social revolutions. In particular, we will examine the radicalization of Islam as a political movement and the emergence of a political Islam with the Iranian Revolution and the emergence of groups such as Islamic Jihad, Hamas, and the Taliban.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: REL1252

### 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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: ELPHICK, RICHARD H. SECT: 01

### HIST317 Ireland: Colonialism and Decolonialization

Although it is geographically situated in Europe, Ireland's history has many themes in common with the histories of the developing nations of the world: colonial settlement, cultural imperialism, and economic dependency. These issues as well as those of independence and the formation of a nation-state and a national culture in the aftermath of colonialism will be discussed in this course. This course will also deal with the peace process in Northern Ireland and the Irish Republic's emergence as a "Celtic Tiger."

GRADING: A-F CREDIT: 1 GEN. ED. AREA: 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: COL218

### HIST319 Americans Across Borders: Latino Histories in Hemispheric Perspective

This advanced seminar will trace the history of Latin American and Caribbean migrations from the Southern Americas to the United States and their role in nation-making in the host country. While focusing on the late 19th and 20th centuries, it grounds the study of cultural formations in colonial backgrounds, shifting borderlands, emergent discourses of race, class and nation, and evolving U.S.-Latin American relations since the independence era. Mexican, Cuban, Puerto Rican, and other communities of origin will be studied in the context of the framing of contemporary "Latino" identities and movements and their regional variations within the United States.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: LAST319

### HIST320 Power and Resistance in Latin America

IDENTICAL WITH: LAST300

### HIST322 Race and the Law in America

IDENTICAL WITH: AFAM312

### HIST323 Religion and History

Religion and history share a great deal. Both seek a connection to the world of the dead to provide meaning for the living. Both utilize narrative strategies. And at their most ambitious, both seek to explain and interpret the universe and even predict the future. The goals of this seminar are: first, to explore the ways in which religion and history interpenetrate, and, second, to deepen students' appreciation of the possibilities and difficulties of studying religion in a scholarly way, particularly within the discipline of history. We will read widely in philosophy of history, history of religion, and history, and an effort will be made to draw on primary sources from a diverse array of religious and historiographical traditions.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: REL1298

SPRING 2010 INSTRUCTOR: ELPHICK, RICHARD H. 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: EAST324  
SPRING 2010 INSTRUCTOR: SCHWARCZ, VERA SECT: 01

### HIST326 **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  
IDENTICAL WITH: [FG55326 OR AMST326]

### 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 traditional 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AMST328 OR FG55328]  
FALL 2009 INSTRUCTOR: HILL, PATRICIA R. SECT: 01

### HIST329 **Race, Place, and Popular Music in the United States, 1865–2006**

IDENTICAL WITH: AMST330

### HIST331 **Life Science, Art, and Culture**

The place of visual images and image production in the history of scientific and medical knowledge is a new area of inquiry, reflecting growing interest in the changing relations between scientific practice and theory, pictures and truth claims, art and nonart, and science and the public. This course explores changing uses of visual media (drawings, etchings, sketches, photographs, diagrams, x-ray images, computer-generated images, film) in the life sciences and medicine from the late Renaissance to the present day. In each lecture we will look at and discuss selected images representing different objects of knowledge: the human body, microscopic organisms, plants

and animals, physiological processes, anthropological subjects, the brain, disease, and the environment. Some of the questions we will investigate are: Why do producers of knowledge make and circulate visual images? In what sense are scientific visualizations gendered? How and why are graphical representations used to communicate scientific and medical knowledge among different individuals and social groups (e.g., physicians, researchers, lab technicians, students, judges, magazine editors, science journalists, children) through different channels (e.g., textbooks, slide lectures, newspapers and magazines, courtrooms, books, television, film)?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [SISP331 OR FG55331]

### 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 intellectuals, revolutionaries, missionaries, and traders. After looking at scholarly definitions of the Atlantic world, we will examine several case studies including 18th century London; Senegambia and the Carolinas during the era of the Atlantic slave trade; 19th century South Africa and the U.S. South; 19th and 20th century Brazil and West Africa. 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? If they identify themselves, are they African, Brazilian, black, British, or many identities at once, and do these categories shift over time?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: SEMLEY, LORELLE D. SECT: 01

### 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, which 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 nineteenth 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 in order to further elucidate the intellectual foundations of the historical enterprise.

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: AFAM333  
FALL 2009 INSTRUCTOR: EUDELL, DEMETRIUS L. SECT: 01

### HIST334 **Latin American Labor History: Regional, Transnational, and Gendered Perspectives**

Upper-level seminar studies of workers and labor movements in the Southern Americas, from the late 19th to the early 21st century. Topics include the legacies of late colonial and early independence-era state formation, trans-Atlantic migrations,



European revolutions and ideologies, U.S. interventions, utopian experiments, creole and indigenous protests, regional and national patterns of class formation, urban and rural modernization, welfare reform, and gendered patterns of work and civic resistance.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: LAST334

### HIST335 Africa in Brazil

This upper-level seminar focuses on historical, socioeconomic, and cultural links between Africa and Brazil. Beginning with the trans-Atlantic slave trade, we will examine the flow of people, ideas, and practices between Africa, Europe, and the Americas. The course includes a significant component of African history including West Africa, West Central Africa, and Southeast Africa. We also address the history of the Americas, the Caribbean, and Europe (primarily Portugal). The purpose of the course is to examine critically these historical links and the expression of these connections in cultural practices such as *candomblé*, Catholicism, *capoeira*, and Carnival. Additionally, government policies and artistic movements intersected in ways that highlighted the unique interactions among Africa, Latin America, and Europe that occurred in Brazil including “whitening” policies, the Cannibal Manifesto, military regimes, and tropicalismo. Over the semester, we will look at these ongoing connections between Africa and Brazil as specific and historically contextualized, yet generally representative of broad events and movements in the modern era.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AFAM336 OR LAST335]

### 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 explores literature in the history of science that provides frameworks for thinking about the connections between systems of knowledge and state power. Themes developed include the tensions between expertise and democracy, secrecy and scientific openness; the relationship between political culture and scientific and technological development; and the role of quantification, standardization, and classification in producing political order.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [SISP336 OR AMST347]

SPRING 2010 INSTRUCTOR: ERICKSON, PAUL HILDING SECT: 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 PREREQ: NONE  
IDENTICAL WITH: REL1355

### HIST339 Topics in European Political Thought in the Very Long 18th Century

The period 1620–1820 was marked by reform, revolution, and restoration. It witnessed the rise and fall of European empires and the transformation of European politics. This tumultuous age produced not only social, political, and economic upheaval, but monumental shifts in political thought as well. This seminar explores major themes in the history of European political thought during this turbulent two-century span. The class will study 13 seminal texts to address topics including theories of international order, especially empire; natural law; the function and obligation of the state; monarchism and republicanism; (civil) war and peace; civil society and sociability; mercantilism; physiocracy; and theories of political, historical, and moral progress. While the emphasis is on the analysis of primary sources, students also will become familiar with some of the techniques and tendencies of contemporary historians of political thought.

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

### HIST340 Crime and Violence in the 20th-Century United States

This course addresses the modern relationship between sex, desire, criminal activity, and the broader political consequences of conservative political interventions into sexual subcultures. Topics include the marketing/censorship of persons and images of persons to a potentially desiring public; the historical emergence of women and juveniles as potentially exploitable persons, or victims, particularly liable to injury through their own desire or the desire of others; the transformation of criminal perversion from private vice to public threat; and the postmodern paradox of the family as a privatized realm that has the statutory protection of the state but must be policed by it in the interests of a national sex/gender system.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST340

### HIST342 The Rise of the Conservative Movement in the United States Since 1950

“So inevitable, yet so unexpected,” Alexis deTocqueville declared, referring to the French Revolution of 1789. The same is true of the conservative movement that developed in the United States over the last half-century, a powerful movement with worldwide significance that caught the shrewdest intellectuals of the mid-20th century 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 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. Many primary sources will be included.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST339

### HIST344 Writing Historical Biography/Biographical Fiction

This highly structured seminar and intensive writers’ workshop offers students the chance to write serious historical biography and biographical fiction. In addition to reading a vast range of distinguished writers and conducting independent archival research, students will share their writing with one another in sessions designed to sharpen their skills as stylists, researchers, and narrators. Some writing exercises will be traditional, others more experimental. The seminar will have readings in common, with longer biographies assigned to and purchased only by individual students, who will present on their chosen

biographies to the seminar. Final projects will be submitted in installments of three and peer critiqued. There will be two guest speakers.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST305  
SPRING 2010 INSTRUCTOR: SWINEHART, KIRK DAVIS SECT: 01

### **HIST346 Early American Material Culture: Art, Buildings, and Things in a Colonial Place**

This upper-level seminar offers an introduction to material culture theory and methodology, as well as deep immersion in early American architectural history and the history of early American domestic life. Readings will include prominent works of historical and theoretical scholarship, together with a small handful of recent exhibition catalogs. Foremost among our concerns in this seminar will be to study, at close range, the uses to which early American history has been put by those who sell objects that routinely bring tens of millions of dollars at auction. Not only will students become acquainted with the agendas at work in the acquisition and display of early American things, they will explore how scholars and museum professionals use those things to elucidate the texture of everyday life in early America.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST208

### **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. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: GRIMMER-SOLEM, ERIK SECT: 01

### **HIST349 Intimate Histories: Sexed Bodies, Embodied Selves**

This upper-level seminar is intended to prepare history students for advanced research in the field of queer studies, the history of gender, and the history of sexuality. It is also designed as a historical methods course for students interested in interdisciplinary research. Using a comparative perspective, the course will situate the production of embodied identities in the history of race, politics, and ideas and will offer a special

focus on the emerging field of transgender studies. This course is designed for students who are developing research in queer, trans, feminist, or sexuality studies.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AMST197 or FGSS349]

### **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 toward 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. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: HOLMES, OLIVER W. SECT: 01

### **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. Students can write either 3 short papers or a longer paper.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: PHIL352

FALL 2009 INSTRUCTOR: ROTH, MICHAEL S. SECT: 01

### **HIST353 Slavery, Empire, and Sexuality: An African Research Seminar**

Students in this upper-level writing seminar will write an extensive, original research paper after examining four books that creatively use common source materials in African history: travel accounts, missionary documents, life histories, and novels. By reading primary documents and critiques alongside these works—a narrative history of a slave ship voyage along the West African coast, a collection of life histories of former women slaves in East Africa, an ethnography of missionaries in Botswana, and a “queer” biography of a British palm oil trader and novelist in colonial Nigeria—students will gain insight into how to research and write their own papers, while engaging major topics in modern African history. This is an excellent course for majors and nonmajors interested in conducting semester-long research projects in African history.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FGSS353

### **HIST354 Rethinking the World: The Enlightenment Between Utopia and Reform**

IDENTICAL WITH: COL252

### **HIST355 Race, Culture, and the Cold War**

This course explores culture as an instrument of global diplomacy and its dramatic transformation of superpower relations in the Cold War era. During the Cold War, the dual problems of race and culture in America had to be addressed in an international context as culture helped reshape the image of American democracy worldwide. Students will examine the intersection of these dynamics in American relations with the Soviet Union and other regions of the world from 1945 to the 1990s. This approach to diplomacy underscores the centrality of Western intellectual forces in diminishing the credibility and appeal of Soviet communism in the Eastern bloc. Accordingly, students will look at how the appropriation of American cultural products dramatically eased U.S.-Soviet political tensions in the midst of such critical cold war events as the Little Rock crisis, the dispute over the Berlin Wall, the Cuban missile crisis, American intervention in Vietnam, decolonization in Africa, the Soviet invasion of Czechoslovakia, and the fall of the Soviet Union. Students will become familiar

with these issues by examining primary sources that will include not only critical documents of U.S. Cold War diplomacy but also major cultural products like musical theater, movies, and jazz that emanated from the United States, the former Soviet Union, and other regions of the world.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AFAM355

### 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [EAST356 OR RELI356]

### HIST357 Toward an Archaeology of the U.S. Prison System

IDENTICAL WITH: AFAM349

### HIST358 Contesting the Past: Historical Memory and the Struggle over Truth and Representation

The great southern writer William Faulkner once remarked, "The past isn't dead. It isn't even past." Faulkner recognized the importance, the immediacy, the "presentness" of the past in contemporary southern, and, indeed, American culture. Representations of the past play a critical role in our present-day world. This upper-level seminar explores the representation of the American past in public monuments, visual images, films, museums, theme parks, and commemorative memorialization practices. We will explore why representations of the past matter and will particularly think about what the kinds of political work representations of the past do in the present. The course will also examine the ways in which historical memory influences the construction of individual, regional, and national identities. The class will particularly focus on how historical "truth" is constructed in particular representations of the past and how memorialization is itself a process, and often a contested one.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST301

### HIST359 Women's and Gender History in Africa

This seminar course examines the study of women and gender in African history. How should we discuss women and gender in African contexts? Are Westerners forcing their ideas on Africa? Do writings and films by Africans and Africanist scholars challenge the methodologies and themes in women's and gender studies? Readings include theoretical pieces and case studies on four specific regions/countries of Africa: Nigeria/Benin (West Africa), Morocco (North Africa), South Africa, and Congo-Kinshasa (Central Africa). We cover key themes in women's and gender studies such as power, feminism, women's voices, and sexuality. But the texts and videos also address broader matters such as religion, racism, and politics. Specific topics in African history include the slave trade, colonialism, nationalism, apartheid, and military regimes. Students gener-

ally interested in African history or in women's and gender history will find this course useful.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FGSS358  
FALL 2009 INSTRUCTOR: SEMLEY, LORELLE D. SECT: 01

### 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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTORS: TETER, MAGDA; EUDELL, DEMETRIUS L.; BROWN, JUDITH C.

### HIST366 The Labor Boys: Mediation and Arbitration in America, 1942–1993

When Japan attacked Pearl Harbor and Germany declared war on the United States, victory over the Axis powers depended on America's industrial might. However, American unions and corporations were sharply divided. To address this problem, FDR appointed the National War Labor Board that in turn hired a corps of young economics professors and labor lawyers whom they trained as mediators. The "Labor Board boys," as this group of men (and one woman) was nicknamed, bonded together like soldiers at the front. Like the armed forces, their work was essential for victory. Unlike soldiers, however, the group remained together after the war ended. For the next 50 years and more, they continued to try to resolve the most pressing issues confronting the nation—not only strikes and other industrial disputes, but also the integration of Southern public schools, the 1960s student revolts, discrimination against minorities in industry, the stagflation of the 1970s, modernization of Third World economies, and the U.S.–Soviet confrontation over nuclear weapons during the 1980s. The seminar will spotlight this group: their influence on unions, industry, the economy, education, and international relations.

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

### HIST367 Muslims and Infidels in the Medieval Mediterranean

IDENTICAL WITH: COL266

### HIST368 Violence and American Identity

IDENTICAL WITH: CHUM334

### HIST369 Reading 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 King Philip's War and 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 scattershot ap-



proach 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, in 13-odd weeks, 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST369

### 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. Four short papers and a major research paper will be required. Priority to juniors and seniors; history majors may count this seminar toward fulfillment of the department's seminar requirement.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: GREENE, NATHANAEEL SECT: 01

### 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FG55372

SPRING 2010 INSTRUCTOR: BROWN, JUDITH C. SECT: 01

### HIST373 Patterns of the Chinese Past: Culture, Politics, and Ecology

This seminar explores the process by which historians re-imagine the past, from the minute details of ecological devastation to the structures of imperial decision making. The goal will be to examine different ways in which historical evidence can be structured to create meaning and to craft a compelling narrative that brings the distant past into active conversation with our concerns in the present.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: EAST373

### HIST375 The End of the Cold War, 1981–1991

IDENTICAL WITH: CHUM339

### 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 his-

tory 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. AREA: SBS

### 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FRST297

FALL 2009 INSTRUCTOR: HOLMES, OLIVER W. SECT: 01

### 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 between 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: SISP378

FALL 2009 INSTRUCTOR: ERICKSON, PAUL HILDING SECT: 01

### 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 atten-

tion to both the context and the text's production and reading and to the text's words themselves.

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

IDENTICAL WITH: [SISP381 OR EAST384]

### 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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: COL291

### HIST383 Imperial Encounters

In this course we will investigate close encounters between individuals and their cultures in the contact zones created by imperialism to understand, at the level of interpersonal interaction, how power has been exercised or resisted and identity affirmed or transformed under the conditions of empire. Our examples will be taken from the Asia-Pacific region and will involve reading literary texts as well as historical case studies.

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

IDENTICAL WITH: ANTH382

### 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. AREA: SBS PREREQ: NONE

### HIST386 Jews and Modernity: History and Historiography

This course will examine dilemmas and challenges Jews faced in modern times. We discuss the notions of traditional societies and their transformations in the modern period. Was it really a rupture, as historian Jacob Katz has argued in his book, *Tradition And Crisis?* How did the broader social and political transformations influence Jews? Was their experience of modernity different from that of their non-Jewish neighbors? We

will read texts that focus on these challenges and Jewish responses to them. We will also explore the historical narratives of the transformations created by historians. The readings will include both primary and secondary sources. We will also view some films that address issues pertaining to the topic of the course.

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

IDENTICAL WITH: RELI226

### HIST387 Plague, Rebellion, and Heresy: England, 1290–1520

This seminar will examine England in the later Middle Ages as the country moved through catastrophic epidemic disease, near perpetual warfare, and the rise of popular piety and heresy. The course will examine famine and plague in the early 14th century and their effect on population, on standards of living, gender relations and women's possibilities, social identity, and social cohesion, including responses through law and crime. We shall consider the transformation of the fundamental social structure under these strains, including the Great Rebellion of 1381, and the subsequent disappearance of serfdom. At the same time, we shall examine the rise of popular politics and popular religion in the face of political instability and a general crisis of Catholicism.

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

IDENTICAL WITH: MDST387

### HIST388 The Political Economy of Women in the Modern United States

This course in United States political history explores women's theoretical and strategic interventions in political culture from the consolidation of the industrial economy in 1918 to the postindustrial 21st century. Addressing historical questions of critical importance to women as individual workers and citizens, and in their relationship to men and domesticity, we will discuss the conditions under which race, gender norms, nationality, and class consciousness affected the political and economic status of women over the course of the 20th century. Topics will include gender equity and civil rights; the rise of the welfare state; resistance to violence; contests over the meaning and content of feminism; the relationship of women to nationalism, internationalism and colonialism; separatism; and critiques of patriarchy.

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

IDENTICAL WITH: FG55388

### 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. AREA: SBS PREREQ: NONE

### HIST392 The Historical Evolution of Power and the Human Psyche

In this course we will study the evolution of imperial power through several disciplinary lenses. The history texts examine the escalating arms races among mainly European powers and the United States. European and North American imperialism shaped the modern world. The arms races and mobilizations of vast armies eventually had several paradoxical consequences, as did the economic integration of the globe under European and U.S. expansion. We will study how empires produced projects of liberation and, conversely, how revolutionary liberation proj-



ects turned into empires. On the psychohistorical side, we will explore theories about the psychological dynamics of groups underlying various kinds of human pseudospeciation. In connection with group dynamics and pseudospeciation, we will examine paranoid political movements and their expression in different historical settings. Students will select topics in fields of their interest, present their ongoing work to the seminar toward the end of the semester, and produce a research paper.

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

### **HIST393 Nations Within: American Indian Sovereignty and Federal Policy**

IDENTICAL WITH: AMST345

### **HIST395 Brain, Mind, Soul, and Self: Historical and Ethical Dimensions of Neurology and Neuroscience**

This discussion course examines the historical roots of several issues in the recent scientific work in the neurosciences. How have these fields explained human thought and behavior? What models, metaphors, and techniques do they use? How do they explain (or deny) human differences, health and illness, mind, consciousness, rationality, and free will? How are current scientific views influenced by prevailing political norms? What are the connections between how the brain is understood by neurology and neurosciences and how the mind is understood by other sciences and wider culture? If people are irrational or products of their environment and evolutionary history as some recent scientific work argues, what are the political and social implications? What ethical and political issues are at stake in research that finds neurological distinctions in people of differing sex, gender, race, ethnicity, or political affiliation? We will seek answers to these by examining current cases and their historical precedents.

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

IDENTICAL WITH: SISP395

### **HIST396 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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: AMST386

### **HIST397 Early Modern Masculinities**

This history research seminar will explore theories and practices of masculinity in early modern Europe (1500–1800). We begin with prevailing theories of sexuality, sexes, bodies, and genders. How did philosophers and theologians in the Western

tradition define maleness, and what it meant to be a man? How were sexuality and sexual difference understood, and how did notions of gender shape broader ideas about the nature of human beings, their behavior, and their relationships? We then turn to practices. How were sex and gender identities negotiated in the actual lived experience of early modern people? What happened to the men who did not “fit” into the norms of patriarchy: priests, youths, hermaphrodites, castrati? For their major paper students may research any aspect of society and the sexes in early modern Europe.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

IDENTICAL WITH: [FGSS397 OR COL397]

### **HIST401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **HIST409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **HIST411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **HIST465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **HIST467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## Less Commonly Taught Languages

**LANGUAGE EXPERTS:** Antonio González, *Portuguese*; Bruce Masters, *Arabic*; William Pinch, *Hindi*

Instruction in the less commonly taught languages is offered at Wesleyan through coursework 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, Arabic, Korean, Portuguese, and Hindi are offered periodically when student academic interests and/or when courses in various departments support the study of such languages. Such courses are offered under the LANG (Language) designation, are usually yearlong courses, and may be used as preparation for focused study abroad, in support of academic interests, or to fulfill more personal goals.

The Self-Instructional Language Program permits students to petition for the opportunity to study a language not presently offered at Wesleyan. Petitions are evaluated on the basis of the student's academic needs or in conjunction with language study abroad. Students whose petitions are approved study independently using a text and audio and visual materials. A native speaker of the language acts as a weekly tutor, and a qualified faculty member from another institution advises on the appropriate level of study and assesses the student's progress with oral and written examinations. A student may complete four semesters of language study through a SILP; however, only two SILP credits may be counted toward graduation. Students may not use a SILP to study a language already offered at Wesleyan unless it is at a level for which there are no courses. First-year students may not undertake SILP study. Petition forms and further information about the program can be obtained from the Director of the Language Resource Center or online at [www.wesleyan.edu/lcrls](http://www.wesleyan.edu/lcrls).

### 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 PREREQ: NONE  
IDENTICAL WITH: [ALIT153 OR EAST153]  
FALL 2009 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 EAST154]  
SPRING 2010 SECT: 01

### 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 meets MWF with an additional required weekly conversation session scheduled with the CA. Online oral work is required for every lesson. Students must have completed a minimum of **SPAN112** or the equivalent of another Romance language. This course is conducted entirely in Portuguese. Completion of both semesters is required for study abroad in Brazil.

GRADING: A-F CREDIT: 1  
FALL 2009 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  
SPRING 2010 SECT: 01

### LANG157 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,

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. The class meets three times a week with a mandatory additional 50-minute speaking drill session for all students.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2009 SECT: 01

### LANG158 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, 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. The class meets three times a week with a mandatory additional 50-minute speaking drill session for all students.

GRADING: A-F CREDIT: 1  
SPRING 2010 SECT: 01

### LANG163 Introductory Catalan I

GRADING: A-F CREDIT: 1 PREREQ: NONE

### LANG164 Introductory Catalan II

GRADING: A-F CREDIT: 1 PREREQ: NONE

### 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  
FALL 2009 SECT: 01

**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: NONE  
SPRING 2010 SECT: 01

**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 fingerspelled English. As such, while to some extent influenced by English, depending on the individual signer, it presents its own grammar and structure, involving such elements as topicalization, spatial indexing, directionality, classification, 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 2009 SECT: 01

**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  
SPRING 2010 SECT: 01

**LANG209 Advanced Arabic-Classical SILP**

GRADING: A-F CREDIT: 1 PREREQ: NONE

**LANG253 Intermediate Korean I**

This course offers students who have some knowledge of Korean a chance to continue with the study of the language at the intermediate level. Students must have a grasp of elementary grammar, pronunciation, and the Korean writing system to enroll in this class, either by having taken **LANG153/LANG154** Elementary Korean at Wesleyan or through an equivalent experience.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [EAST253 OR ALIT253]

**LANG254 Intermediate Korean II**

This course offers students who have some knowledge of Korean a chance to continue with the study of the language at the intermediate level. Students must have a grasp of elementary grammar, pronunciation, and the Korean writing system to enroll in this class, either by having taken Elementary Korean **LANG153/LANG154** and **LANG254** Intermediate Korean at Wesleyan or through an equivalent experience.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ALIT254

**LANG257 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. 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. The class meets three times a week with a mandatory additional 50-minute speaking drill session for all students.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
FALL 2009 INSTRUCTOR: HAMED, YASIR G. SECT: 01

**LANG258 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. 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. The class meets three times a week with a mandatory additional 50-minute speaking drill session for all students.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
SPRING 2010 SECT: 01

**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 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. AREA: HA  
FALL 2009 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. AREA: HA  
 SPRING 2010 SECT: 01

#### **LANG357 Introduction to Colloquial Levantine Arabic I**

This course offers students an introduction to the spoken Arabic of the Levant (Syria, Lebanon, Jordan, Israel, and the Palestinian territories). One of the difficulties facing nonnative speakers trying to master Arabic is that very few Arabs can carry on a conversation in modern standard Arabic, so students must be familiar with a colloquial dialect as well as the standard literary language to communicate effectively in Arabic. Although Levantine Arabic is not as widely spoken as is the Egyptian dialect, it provides a useful entry for English-speakers into colloquial Arabic, as it is about halfway between the Egyptian dialect and that spoken in Iraq and offers a useful bridge to mastering either dialect. The text for this course uses 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. AREA: HA  
 FALL 2009 INSTRUCTOR: MASTERS, BRUCE A. SECT: 01

#### **LANG358 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 nonnative speakers trying to master Arabic is that very few Arabs can carry on a conversation in modern standard Arabic, so students must be familiar with a colloquial dialect as well as the standard literary language to communicate effectively in Arabic. Although Levantine Arabic is not as widely spoken as is the Egyptian dialect, it provides a useful entry for English-speakers into colloquial Arabic, as it is about halfway between the Egyptian dialect and that spoken in Iraq and offers a useful bridge to mastering either dialect. The text for this course uses 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. AREA: HA  
 SPRING 2010 INSTRUCTOR: MASTERS, BRUCE A. SECT: 01

#### **LANG401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

#### **LANG409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

#### **LANG411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

#### **LANG465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

#### **LANG467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE



# Latin American Studies Program

**PROFESSORS:** James McGuire, *Government*; Ann M. Wightman, *History, Chair*

**ASSOCIATE PROFESSORS:** Robert Conn, *Romance Languages and Literatures*; Fernando Degiovanni, *Romance Languages and Literatures*

**ASSISTANT PROFESSOR:** Yansi Pérez, *Romance Languages and Literatures*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** Fernando Degiovanni; James McGuire; Ann Wightman

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 discipline. A student who completes this 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: either (a) six in Latin American studies and at least six in a department of concentration. The courses in Latin American studies may be satisfied by a combination of on-campus courses and tutorials and study in Latin America; or (b) 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. LAST majors may not concentrate in another program, (e.g., AMST) or in a college (e.g., CSS). Of the 12 courses required to complete the LAST major, three are required: LAST200 (Colonialism and Its Consequences in the Americas), LAST226 (Spanish American Literature and Civilization), and LAST245 (Survey of Latin American History). One additional LAST cross-listed social science course is also required. All four of these required courses must be taken at Wesleyan. 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. Majors also meet Stage II of the General Education Expectations. 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.

**Study abroad.** Students may spend a semester or a year in a program in Latin America approved by the University's International Studies Committee. Additional regulations apply to Latin American studies majors. Please note that at least eight of the 12 mandatory courses required to complete the LAST major must be taken at Wesleyan.

**Admission.** Application to the major should be made in the second semester of the sophomore year. Admission requires competence in either Spanish or Portuguese and an academic record that shows ability both in Latin American studies and in the intended department of concentration. All LAST majors are expected to complete Stage II of the General Education Expectations and to maintain a grade point average of B- or better in all LAST cross-listed courses taken at Wesleyan. To become a LAST major, a student submits an electronic major declaration, downloads from the LAST Web page a LAST Major Application Form and Status Sheet, and brings the two completed forms to the LAST chair's mailbox in the Center for the Americas. The core LAST faculty reviews these documents and the student's academic record to make sure that the student is prepared to become a LAST major. If so, the application is approved.

## LAST188 Sophomore Seminar: Subject Peoples

IDENTICAL WITH: HIST188

## LAST200 Colonialism and Its Consequences in the Americas

IDENTICAL WITH: AMST200

## LAST212 Korean American Literature and Diaspora

IDENTICAL WITH: AMST212

## 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

## LAST227 Latin American Theater: Topics

IDENTICAL WITH: THEA315

## LAST238 Biculturalism, Border-Crossing, and Nonconformism in the Age of Conquest

IDENTICAL WITH: FIST235

## LAST241 Exile and Immigration in Latino and Hispanic Literatures

IDENTICAL WITH: SPAN285

## LAST244 20th-Century Latin American Fiction

IDENTICAL WITH: SPAN275

## LAST245 Survey of Latin American History

IDENTICAL WITH: HIST245

## LAST249 Migration and Cultural Politics: Immigrant Experiences in the United States

IDENTICAL WITH: SOC258

## LAST250 Globalization, Democracy, and Social Change in the Americas

IDENTICAL WITH: SOC260

## LAST254 Tales of Resistance: Modernity and the Latin American Short Story

IDENTICAL WITH: SPAN284

## LAST256 Nomadic Islanders: Contemporary Caribbean Diasporas and Identities

IDENTICAL WITH: FREN304

## LAST258 Simon Bolivar: 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 Imagining Latin America: Representations of the Other**  
IDENTICAL WITH: SPAN272

**LAST267 Vulnerability, Development, and Social Protection in Latin America**  
IDENTICAL WITH: ECON268

**LAST268 Anthropology of Black Religions in the Americas**  
IDENTICAL WITH: RELI268

**LAST269 Maya Peoples and Cultures: Ancient and Contemporary**  
IDENTICAL WITH: ANTH266

**LAST271 Political Economy of Developing Countries**  
IDENTICAL WITH: GOVT271

**LAST275 Subject, Modernity, and Nation in Latin America**  
IDENTICAL WITH: SPAN274

**LAST277 Topics in Central American Literature: Myth and History in Central America**  
IDENTICAL WITH: SPAN277

**LAST278 Women and Revolution: Denunciation, Utopia, and Disenchantment in Central America**  
IDENTICAL WITH: SPAN278

**LAST279 Introduction to Latino Literatures and Cultures**  
IDENTICAL WITH: ENGL279

**LAST280 Magic and Religion in Latin America**  
This course examines the use of magic and religion in the formation of collective memory, historical consciousness, and political community in Latin America and the Spanish-speaking Caribbean. Using ethnographic studies and historical texts, this course will analyze the ways in which conquest, slavery and colonization, evangelization, nation-state formation, modernization, and recent global economic trends are refracted through magico-religious imagery and practices in various locales throughout Latin America. A wide range of beliefs, practices, and movements will be discussed, including indigenous religions and shamanisms, messianic and millennial movements, Afro-Creole sorcery and religious formations, folk Catholicism, and liberation theology.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [ANTH280 OR RELI284]

**LAST281 The Revolution of Literature: Writing the Cuban Revolution**  
IDENTICAL WITH: SPAN279

**LAST282 History and Ideology in Latin American Poetry**  
IDENTICAL WITH: SPAN280

**LAST286 Transitions to Democracy in Southern Europe and Latin America**  
IDENTICAL WITH: GOVT286

**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

**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 regime 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

**LAST301 Race Discourse in the Americas**  
IDENTICAL WITH: HIST302

**LAST302 Latin American Politics**  
IDENTICAL WITH: GOVT302

**LAST305 Problems in Brazilian History**  
IDENTICAL WITH: HIST238

**LAST306 Liberation, Theology, Pentecostalism, and Other Christianities in the Americas and Africa**  
IDENTICAL WITH: RELI279

**LAST307 Middle-Class Culture: Politics, Aesthetics, and Morality**  
IDENTICAL WITH: ANTH307

**LAST318 Who Owns Culture? A History of Cultural and Intellectual Property in the United States and Latin America**

This course will examine the representation, appropriation, and consumption of indigenous and African-descended peoples in the United States and Latin America, using popular discussions, political debates, and legal battles surrounding cultural and intellectual property. We will study how ownership can mean something palpable—legal property rights, for example—and also something less tangible and harder to define: the power to shape, own, market, and represent a group, region, national, or political discourse. Special attention will be given to museums, music, archaeology, copyright, tourism, land struggles, and testimonial literature (*testimonio*).

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

IDENTICAL WITH: [AMST318 OR AFAM232 OR HIST243]

SPRING 2010 INSTRUCTORS: HERTZMAN, MARC ADAM; CLOUSE, ABIGAIL ELIZABETH

**LAST319 Americans Across Borders: Latino Histories in Hemispheric Perspective**  
IDENTICAL WITH: HIST319

**LAST320 Power and Performance in the Afro-Atlantic World**  
Traditions of witchcraft and sorcery in the Afro-Atlantic world have been dismissed as backward, superstitious practices incompatible with modernization. As the atavistic remnants of an archaic past, so the argument goes, these practices were supposed to have faded away with modern advances in technology, education, and economic development. Yet, convincing evidence suggests just the opposite—that is, witchcraft and sorcery in the Afro-Atlantic world have been more a response to modern exigencies than the lingering cultural vestiges of a bygone era. This seminar will critically examine the modernity of witchcraft and sorcery in the Afro-Atlantic world. We will look at how both the historical experience associated with slavery and colonialism are refracted through magical and ritual imagery and the ways in which these spectral, yet embodied histories continue to shape how these communities interpret and react to global economic forces and the circulation of hidden forms of power-knowledge.

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

IDENTICAL WITH: [ANTH320 OR RELI471 OR AFAM319]

**LAST323 Cuba's Afro-Creole Religions**

This course will examine the way in which tumultuous events in Cuban history (transatlantic slavery, the witchcraft scares of the Republican period, prerevolutionary political instability) are re-imagined in the magical/spiritual imagery associated with the island's Afro-Creole religions. Specifically, we will explore how memory and history interact in the constitution of implicit knowledge and ritual practices belonging to Cuban Palo Monte, the Abakua secret society, spiritism, and Ocha-Ifia (Santería).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AFAM321 OR RELI323]

**LAST324 Political Authority and Mystification in Latin America and the Caribbean**

Why and how is it that power not only intoxicates but also exalts? How does the adoration of political figures affect the political process and circulation of power between citizens and the state? Why do some people not only consent to dictators but even revere and dedicate cults to them, whereas others risk their lives in defiance? This seminar critically examines these questions and related themes such as political clientelism, cult of personality, mystification, and state fetishism in Latin American and the Caribbean utilizing anthropological and historical studies, experimental ethnographies, and literary novels.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ANTH326

**LAST326 Political Independence and Literary Dependence in 19th-Century Franco-Caribbean Literatures**

IDENTICAL WITH: FREN300

**LAST333 The World-Historical Caribbean: African, European, Asian, and American Connections**

IDENTICAL WITH: HIST333

**LAST334 Latin American Labor History: Regional, Transnational, and Gendered Perspectives**

IDENTICAL WITH: HIST334

**LAST335 Africa in Brazil**

IDENTICAL WITH: HIST335

**LAST336 Zombies as Other from Haiti to Hollywood**

IDENTICAL WITH: CHUM472

**LAST340 Contemporary Urban Social Movements**

IDENTICAL WITH: ANTH340

**LAST383 East Asian and Latin American Development**

IDENTICAL WITH: GOVT383

**LAST385 History of "Black Music" in the Americas and Beyond**

This course examines the historical trajectories of musicians and music in the African diaspora. We will not only study "black music," but also question and consider whether such a thing exists. By thinking critically about the values and limitations of black music as a category, we will also address larger theoretical questions: Where and when does the diaspora end? Who patrols its borders?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AMST385 OR HIST252 OR MUSC292]

**LAST396 Justice, Forgiveness, and Reconciliation**

IDENTICAL WITH: GOVT396

**LAST401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**LAST409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**LAST411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**LAST465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**LAST467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## Mathematics and Computer Science

**PROFESSORS OF MATHEMATICS:** Karen Collins, *Chair*; Adam Fieldsteel; Mark Hovey; Michael S. Keane; Philip H. Scowcroft; Carol Wood

**ASSOCIATE PROFESSORS:** Petra Bonfert-Taylor; Wai Kiu Chan; David J. Pollack; Edward Taylor

**ASSISTANT PROFESSORS:** Constance Leidy; Christopher Rasmussen

**PROFESSORS OF  
COMPUTER SCIENCE:** Daniel Krizanc; Michael Rice, *Vice-Chair*

**ASSOCIATE PROFESSORS:** Norman Danner; James Lipton, *Vice-Chair*

**ASSISTANT PROFESSOR:** Eric Aaron

**DEPARTMENTAL ADVISING  
EXPERTS 2009–2010:** Eric Aaron, *Computer Science*; Chris Rasmussen, *Mathematics*; Carol Wood, *Mathematics*

**Major programs.** The Department of Mathematics and Computer Science offers a major in mathematics and a major in computer science. We also participate in the Mathematics-Economics 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
- 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 the mathematics; these talks are 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 (**MATH261**) and Fundamentals of 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:** At least one of **MATH261** and **MATH228** must be completed by the end of the student's junior year. Students who have completed a year of calculus in high school successfully may place out of one/both of **MATH121** and **MATH122**. An AP score of 4 or better indicates the student should consider beginning with the 200-level courses. The requirement of four additional courses may be relaxed if the student has a coherent program of study that includes concentration approaching a major in a closely related area, subject to approval by the Departmental Advisory Committee (DADCOM).

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, 312, 301, one of 321 or 322, and two additional electives
- Mathematics (**MATH**): 221 or 223, and 228
- The preceding 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 200+ level can be used as an elective.



## 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 China, Germany, Hungary, India, Korea, Mexico, Peru, and Poland. 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.

- **Language examinations.** It is strongly recommended that PhD candidates have or acquire a knowledge of French, German, and Russian sufficient for reading the mathematical literature in these three languages. Knowledge of two of these three languages is required.
- **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.** The special preliminary examination should occur during the candidate's third year of graduate work. The candidate is expected to exhibit sufficient mastery of the chosen specialty to qualify to begin research leading to a doctoral dissertation under a faculty thesis advisor. The candidate demonstrates this mastery by giving a lecture on a topic, chosen in consultation with the advisor. A faculty committee evaluates the candidate's performance.
- **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.

Four to 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. Recently, some students have obtained 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.

## 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 2009 SECT: 01

### MATH111 Introduction to Mathematical Thought: From the Discrete to the Continuous

In this course we seek to illustrate for the students 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. AREA: NSM PREREQ: NONE  
SPRING 2010 SECT: 01

### 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 will follow the work of mathematicians, beginning with the ancient Greeks, who attempted to come to terms with the concept of infinity. We will 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 will 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 will 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. AREA: NSM PREREQ: NONE  
FALL 2009 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 pre-calculus 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. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: FIELDSTEEL, ADAM SECT: 03  
INSTRUCTOR: POLLACK, DAVID 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. AREA: NSM PREREQ: NONE  
SPRING 2010 SECT: 01

### 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. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: FRUGALE, JAMES V. SECT: 01,04

### 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. AREA: NSM PREREQ: NONE  
SPRING 2010 INSTRUCTOR: CHAN, WAI KIU SECT: 01

### MATH123 Calculus and Its Applications to Life Sciences

This course is aimed at emphasizing applications of calculus in the life sciences while undertaking a rigorous study of mathematics. Motivation for the study of calculus will be centered on examples linked to life sciences. The goal is to provide life science students with a deepened understanding of calculus and of its uses. The course will be team taught by a molecular biophysicist and a mathematician.

GRADING: A-F CREDIT: 1.5 GEN. ED. AREA: NSM PREREQ: NONE

### 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. AREA: NSM PREREQ: NONE  
FALL 2009 | SPRING 2010 SECT: 01

### MATH163 An Invitation to Mathematics

One of the main goals of this course is to introduce a sampler of the many roles mathematics plays. We will investigate "real world" questions such as: How is information coded and protected? What is the likelihood of drawing an inside straight in poker? What voting system is best? This will allow us to consider a range of topics such as probability, numerical patterns, prime numbers, cryptography, and game theory.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
SPRING 2010 INSTRUCTOR: WOOD, CAROL S. SECT: 01

### 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. The course is recommended for any student interested in taking the Putnam exam on the first Saturday in December.

GRADING: CR/ CREDIT: .25 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: POLLACK, DAVID 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. For a more conceptual treatment of linear algebra, students should enroll in **MATH223**.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: BONFERT-TAYLOR, PETRA SECT: 01  
SPRING 2010 INSTRUCTOR: COLLINS, KAREN L. SECT: 01

**MATH222 Multivariable Calculus**

This course treats the basic aspects of differential and integral calculus of functions of several real values, 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. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: TAYLOR, EDWARD SECT: 01  
INSTRUCTOR: LEIDY, CONSTANCE SECT: 02  
SPRING 2010 INSTRUCTOR: BONFERT-TAYLOR, PETRA SECT: 01  
INSTRUCTOR: RASMUSSEN, CHRISTOPHER 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. AREA: NSM PREREQ: NONE  
SPRING 2010 INSTRUCTOR: TAYLOR, EDWARD SECT: 01  
INSTRUCTOR: POLLACK, DAVID 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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM  
SPRING 2010 INSTRUCTOR: HOVEY, MARK A. SECT: 01

**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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: TAYLOR, EDWARD SECT: 01

**MATH228 Discrete Mathematics**

In this introduction to discrete mathematical processes, topics may include mathematical induction, with applications; number theory; finite fields; elementary combinatorics; and graph

theory. Students entering this course should have mastery of college-level mathematics, e.g., a full year of calculus.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: BONFERT-TAYLOR, PETRA SECT: 01-02

**MATH229 Differential Equations**

This course is an introduction to the theory of ordinary differential equations, emphasizing linear systems of equations and their application. Ideas and results from linear algebra will be used to provide a coherent theoretical framework for the subject. As time permits, we will include discussion of nonlinear systems, series solutions, or the Laplace transform.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
SPRING 2010 INSTRUCTOR: FIELDSTEEL, ADAM 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. AREA: 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 of the concepts and communicating that understanding to others, rather than on correctness of answers and calculation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM

**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. AREA: 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 infinitary combinatorics.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: WOOD, CAROL S. SECT: 01

**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. AREA: 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. AREA: NSM PREREQ: NONE

**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. AREA: NSM PREREQ: NONE  
SPRING 2010 INSTRUCTOR: LEIDY, CONSTANCE SECT: 01

**MATH245 Intensional Logic and Metaphysics**

IDENTICAL WITH: PHIL291

**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. AREA: NSM

**MATH261 Abstract Algebra: Groups, Rings, and Fields**

An introduction to abstract algebra: groups, rings, and fields. Development of fundamental properties of those algebraic structures that are important throughout mathematics.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM  
FALL 2009 INSTRUCTOR: RASMUSSEN, CHRISTOPHER SECT: 01

**MATH262 Abstract Algebra**

In this continuation of **MATH261**, the topics will be modules, vector spaces, linear transformations, and Galois theory. Additional selected topics will be covered, as time permits.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
SPRING 2010 INSTRUCTOR: WOOD, CAROL S. SECT: 01

**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. AREA: NSM

**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. AREA: NSM PREREQ: NONE  
SPRING 2010 INSTRUCTOR: POLLACK, DAVID SECT: 01

**MATH273 Combinatorics**

This course will present a broad, comprehensive survey of combinatorics. Topics will include partitions, combinatorial

sequences (Fibonacci, Catalan, and Stirling), the technique of inclusion-exclusion, generating functions, recurrence relations, and combinatorial designs.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

**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. AREA: 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. AREA: NSM PREREQ: NONE

**MATH500 Graduate Pedagogy**

IDENTICAL WITH: BIOL500

**MATH507 Topics in Combinatorics**

Each year the topic will change.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**MATH509 Model Theory**

This course will examine the model theory of certain ordered or partially ordered structures, including linearly ordered sets, linearly ordered or lattice-ordered Abelian groups, and real closed-ordered fields. Previous exposure to model theory will be assumed, and students unsure whether they have the necessary background should consult the instructor.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**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 2009 INSTRUCTOR: FIELDSTEEL, ADAM SECT: 01

**MATH514 Analysis I**

**MATH513** and **MATH514** constitute the first-year graduate course in real and complex analysis. One semester will be devoted to real analysis, covering such topics as Lebesgue measure and integration on the line, abstract measure spaces and integrals, product measures, decomposition and differentiation of measures, and elementary functional analysis. One semester will be devoted to complex analysis, covering such topics as analytic functions, power series, Mobius transformations, Cauchy's integral theorem and formula in its general form, classification of singularities, residues, argument principle, maximum modulus principle, Schwarz's lemma, and the Riemann mapping theorem.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
SPRING 2010 INSTRUCTOR: BONFERT-TAYLOR, PETRA SECT: 01



**MATH515 Analysis II**

Topics in analysis to be announced.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2009 INSTRUCTOR: KEANE, MICHAEL S. SECT: 01

**MATH516 Analysis II (Topics from Analysis)**

GRADING: A-F CREDIT: 1 PREREQ: NONE  
SPRING 2010 INSTRUCTOR: TAYLOR, EDWARD 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. Introduction to homotopy and the fundamental group.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2009 INSTRUCTOR: COLLINS, KAREN L. SECT: 01

**MATH524 Topology I**

This course will be an introduction to algebraic topology, concentrating on homotopy, the fundamental group, and homology.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
SPRING 2010 INSTRUCTOR: LEIDY, CONSTANCE SECT: 01

**MATH525 Topology II—Topics in Topology**

This course will involve topics in algebraic topology, possibly including homology, cohomology, homotopy, and generalized cohomology theories. For Fall 2009, this will be a course on graphs and surfaces and will include Kuratowski's theorem, classification of surfaces by genus, graph embeddings, graph minors, and graph coloring.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2009 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 2009 INSTRUCTOR: WOOD, CAROL S. SECT: 01

**MATH544 Algebra I**

Galois theory, finitely generated modules over principal-ideal domains, and other topics as time permits.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
SPRING 2010 INSTRUCTOR: RASMUSSEN, CHRISTOPHER SECT: 01

**MATH545 Algebra II: Topics in Algebra**

This is a topics course in number theory.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2009 INSTRUCTOR: POLLACK, DAVID SECT: 01

**MATH546 Algebra II**

TBA

GRADING: A-F CREDIT: 1 PREREQ: NONE  
SPRING 2010 INSTRUCTOR: CHAN, WAI KIU SECT: 01

**MATH572 Special Topics in Mathematics**

Supervised reading course on advanced topics in algebraic topology. This course may be repeated for credit.

GRADING: A-F CREDIT: 1 PREREQ: NONE

**MATH401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**MATH409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**MATH411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**MATH465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**MATH467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**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. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: LIPTON, JAMES SECT: 01-02  
SPRING 2010 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. AREA: NSM PREREQ: NONE

**COMP132 Computing, Privacy, and Security**

This course will discuss both technical and ethical issues related to computing. On the technical side, the material will cover topics such as networking and cryptography. The technical material will be learned in the service of discussing social and ethical issues such as privacy, security, and intellectual property. Neither list is exhaustive, and each list is likely to be modified according to the interests of the instructor, interests of the students, and current events.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

**COMP133 Cryptography**

This course will discuss historical, mathematical, programming, and public policy issues related to codemaking and code-breaking. Emphasis will vary according to the interests of the instructor.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: 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. AREA: NSM PREREQ: NONE  
FALL 2009 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, the remainder on associated mathematical concepts and formalisms.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: DANNER, NORMAN SECT: 01

**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, sets, hashing, and graphs, addressed from both programming and mathematical standpoints.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM  
SPRING 2010 INSTRUCTOR: AARON, ERIC SECT: 01



**COMP231 Computer Structure and Operation**

The purpose of the course is to introduce and discuss the structure and operation of digital computers. Topics will include the logic of circuits, microarchitectures, microprogramming, conventional machine architectures, and an introduction to software/hardware interface issues. Assembly language programming will be used to demonstrate some of the basic concepts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM

IDENTICAL WITH: COMP531

SPRING 2010 INSTRUCTOR: RICE, MICHAEL D. SECT: 01

**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, pushdown automata, and Turing machines.

GRADING: A-F CREDIT: 1

IDENTICAL WITH: COMP500

SPRING 2010 INSTRUCTOR: AARON, ERIC 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. AREA: NSM

IDENTICAL WITH: COMP510

FALL 2009 INSTRUCTOR: KRIZANC, DANIEL 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

IDENTICAL WITH: COMP521

SPRING 2010 INSTRUCTOR: LIPTON, JAMES SECT: 01

**COMP322 Compilers**

This course provides an introduction to the basic ideas of language translation. Topics will include context-free grammars, parsing, syntax-directed translation, optimization, and code generation. There will be a project involving the design and implementation of a compiler for a simple imperative language.

GRADING: A-F CREDIT: 1

IDENTICAL WITH: COMP522

**COMP327 Evolutionary and Ecological Bioinformatics**

IDENTICAL WITH: BIOL327

**COMP342 Programming Methods**

This course provides an introduction to methods of modern programming. Topics may include a survey of current programming languages, advanced topics in a specific language, design patterns, code reorganization techniques, specification languages, verification, tools for managing multiple-programmer software projects, and possibly others. The specific topics will vary according to the tastes of the instructor, though the course may only be taken once for credit. The topics will be discussed in the context of either several smaller programming projects or one large one.

GRADING: OPT CREDIT: 1

**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. AREA: NSM PREREQ: NONE

**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. AREA: NSM IDENTICAL WITH: COMP554

FALL 2009 INSTRUCTOR: RICE, MICHAEL D. SECT: 01

**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. AREA: NSM

**COMP360 Topics in Computer Science**

Topics not regularly offered in the curriculum are covered at the discretion of the instructor.

GRADING: A-F CREDIT: 1

SPRING 2010 SECT: 01

**COMP500 Automata Theory and Formal Languages**

IDENTICAL WITH: COMP301

**COMP510 Algorithms and Complexity**

IDENTICAL WITH: COMP312

**COMP521 Design of Programming Languages**

IDENTICAL WITH: COMP321

**COMP522 Compilers**

IDENTICAL WITH: COMP322

**COMP527 Evolutionary and Ecological Bioinformatics**

IDENTICAL WITH: BIOL327

**COMP531 Computer Structure and Operation**

IDENTICAL WITH: COMP231

**COMP550 Bioinformatics and Functional Genomics**

IDENTICAL WITH: BIOL350

**COMP554 Principles of Databases**

IDENTICAL WITH: COMP354

**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

**COMP401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**COMP409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**COMP411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**COMP465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**COMP467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## Mathematics-Economics

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**INTERDEPARTMENTAL PROGRAM COMMITTEE (IPC):** John Bonin, *Economics*; Richard Grossman, *Economics*; Michael Keene, *Mathematics*

**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**

**Recommended course sequences.** In preparation for entering the program, a student must have completed by the end of the second year:

**MATH121** and **MATH122** or the equivalent, e.g., any **200**-level mathematics course  
**ECON110** and **ECON300**  
**COMP112** or **COMP211** or any higher numbered computer science course

In addition, a student should have completed at least two of the courses listed below by the end of the second year.

**MATH221** or **223**, and **MATH222**  
**ECON301** and **ECON302**

**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 **308** 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, 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*; Howard I. Needler, *College of Letters*; Laurie Nussdorfer, *History and College of Letters*; Jeff Rider, *Romance Languages and Literatures*, *Chair*; Michael J. Roberts, *Classical Studies*; D. Gary Shaw, *History*

**ASSOCIATE PROFESSORS:** Jane Alden, *Music*; Michael Armstrong-Roche, *Romance Languages and Literatures*; Ruth Nisse, *English*; Magda Teter, *History*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** Jane Alden; Clark Maines; 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.

There are a number of opportunities for students 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 a number of 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 adviser 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 adviser 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 adviser.

**Courses.** Medieval studies majors take classes in 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 adviser, 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 Old Testament/Hebrew Bible**

IDENTICAL WITH: RELI201

**MDST204 Medieval Europe**

IDENTICAL WITH: HIST201

**MDST205 The Making of Britain, 400–1763**

IDENTICAL WITH: HIST211

**MDST207 Chaucer: Not the Canterbury Tales**

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

**MDST212 Wesleyan University Collegium Musicum**

IDENTICAL WITH: MUSC438

**MDST214 Introduction to the New Testament**

IDENTICAL WITH: RELI212

**MDST215 Politics and Piety in Early Christianities**

IDENTICAL WITH: RELI215

**MDST219 Sophomore Seminar: Political Ideals and Social Realities in Renaissance Italy**

IDENTICAL WITH: HIST189

**MDST221 Medieval and Renaissance Music**

IDENTICAL WITH: MUSC241

**MDST222 Early Renaissance Art and Architecture in Italy**

IDENTICAL WITH: ARHA221

**MDST225 European Intellectual History to the Renaissance**

IDENTICAL WITH: HIST215

**MDST228 Heroes, Lovers, and Swindlers: An Introduction to Medieval and Renaissance Spanish Classics and Cult**

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

**MDST233 Monastic Utopias: Architecture and Monastic Life to the 13th Century**

IDENTICAL WITH: ARHA213

**MDST234 Days and Knights of the Round Table**

IDENTICAL WITH: FIST276

**MDST234 Days And Knights Round Table**

IDENTICAL WITH: FREN234

**MDST235 Like Lambs to the Slaughter: Improvising Murder in the 12th Century**

IDENTICAL WITH: FRST231

**MDST236 The Itinerary of Justice in Cervantes's Prose, Poetry, and Theater**

IDENTICAL WITH: SPAN237

**MDST237 Tragicomedy in Renaissance in Cavalaresque Epic**

IDENTICAL WITH: ITAL237

**MDST239 The Gothic Cathedral**

IDENTICAL WITH: ARHA216

**MDST240 Dissimulation, Truth, and Power: Making up Machiavelli**

IDENTICAL WITH: FIST238

**MDST241 The Stories of Medieval French Lyric Poetry**

IDENTICAL WITH: FREN329

**MDST245 Dante and Medieval Culture I**

IDENTICAL WITH: COL234

**MDST246 Culture and Society in Renaissance Italy**

IDENTICAL WITH: HIST246

**MDST251 Islamic Civilization: The Classical Age**

IDENTICAL WITH: HIST231

**MDST253 The Scientific Revolution**

IDENTICAL WITH: HIST253

**MDST254 Cervantes**

IDENTICAL WITH: SPAN236

**MDST255 Dante and Medieval Culture II**

IDENTICAL WITH: COL236

**MDST261 Medieval Latin: Martyrs, Kings, Saints, and Lovers**

IDENTICAL WITH: LAT261

**MDST270 Medieval Lyric Poetry**

IDENTICAL WITH: COL270

**MDST275 Romans and Christians: The World of Late Antiquity**

IDENTICAL WITH: CCIV275

**MDST280 Islamic Art and Architecture**

IDENTICAL WITH: ARHA280

**MDST292 History of the English Language**

IDENTICAL WITH: ENGL286

**MDST293 Medieval Legend and Myth in the British Isles**

IDENTICAL WITH: ENGL223

**MDST298 Saints and Sinners in Europe, ca.1000–ca.1550**

IDENTICAL WITH: HIST287

**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: RELI304

**MDST345 Warfare in the Middle Ages: The Example of Flanders in 1127-1128**

IDENTICAL WITH: CHUM345

**MDST373 Spirituality and Nature in the Late Middle Ages**

IDENTICAL WITH: RELI473

**MDST387 Plague, Rebellion, and Heresy: England, 1290–1520**

IDENTICAL WITH: HIST387

**MDST401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**MDST409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**MDST411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**MDST465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**MDST467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

# Music

<b>PROFESSORS:</b>	Anthony Braxton; Neely Bruce; Alvin A. Lucier; Mark Slobin
<b>ASSOCIATE PROFESSORS:</b>	Jane Alden; Eric Charry; Su Zheng, <i>Chair</i>
<b>ASSISTANT PROFESSOR:</b>	Yonatan Malin
<b>ADJUNCT PROFESSORS:</b>	Abraham Adzenyah; Angel Gil-Ordóñez; Ronald Kuivila; Sumarsam
<b>ADJUNCT ASSOCIATE PROFESSOR:</b>	Jay Hoggard
<b>ADJUNCT INSTRUCTOR:</b>	B. Balasubrahmaniyan
<b>ARTISTS-IN-RESIDENCE:</b>	I. Harjito; David Nelson
<b>PRIVATE-LESSONS TEACHERS:</b>	Pheeroan Aklaflf, <i>Drums</i> ; John Banker, <i>Tuba/Trombone</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 Bynum, <i>Jazz Trumpet</i> ; Edwin Cedeno, <i>Conga Drum</i> ; Susan Cheng, <i>Chinese Instruments</i> ; Cem Duruoaz, <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> ; Masayo Ishigure Tokue, <i>Koto</i> ; Kyunghee 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> ; 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> ; Libby Van Cleve, <i>Oboe</i> ; Wang Guowei, <i>Erhu</i> ; Marvin Warshaw, <i>Viola</i> ; Roy Wiseman, <i>Bass</i> ; Chai-Lun Yueh, <i>Voice</i>

## UNDERGRADUATE PROGRAM DEPARTMENTAL ADVISING EXPERTS 2009–2010:

Yonatan Malin; David Nelson

The Music Department 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 affairs 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 total number of music credits to 14. The required senior project or senior honor's project (thesis) may increase the allowable Music Department credits applied toward graduation 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 (excluding private lessons.) (Occasional courses taught by visiting faculty need to be approved by a departmental advising expert.) Diversity of musical experience is a core value of the Music Department and is expected of all music majors. To move toward this goal, at least two of the 14 music credits must be outside the student's main area of interest.

The Music Department expects its majors to continue to refine and extend their performance skills throughout their undergraduate careers, which may mean accumulating more than 32 courses for the BA. Students are reminded that a load of six or more courses in one semester (not unusual for music majors taking full advantage of department offerings) requires the permission of the dean. Private lessons taken before the junior year are not counted toward the major.

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 all 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, \$735.00 per semester, is charged for these private lessons (financial aid is 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, 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; and an archive of world music.

The following is a listing according to capabilities of courses offered by the department:

### THEORY PREREQUISITES

- MUSC103 Materials and Design
- MUSC201 Tonal Harmony

### HISTORY/CULTURE GATEWAYS

- MUSC106 History of European Art Music
- MUSC107 History of African American 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
- MUSC112 Introduction to East Asian Music
- MUSC113 The Study of Film Music

### FYI COURSES

- MUSC120 Orpheus and Eurydice: The Power of Music
- MUSC121 Haydn and Mozart as Cultural Constructs
- MUSC122 Introduction to Folk Music Studies
- MUSC123 Escaping Purgatory: Music and Devotion in Medieval Europe
- MUSC124 Music, Math, and Language
- MUSC125 Music and Downtown New York, 1950–1970
- MUSC126 Poetry and Song

### THEORY/COMPOSITION

- MUSC202 Theory and Analysis
- MUSC203 Chromatic Harmony
- MUSC204 20th-Century Compositional Techniques
- MUSC205 Sonata Form
- MUSC210 Theory of Jazz Improvisation
- MUSC212 South Indian Music—*Solkattu*
- MUSC220 Composing, Performing, and Listening to Experimental Music
- MUSC221 Electroacoustic Music
- MUSC222 Computers in Music
- MUSC223 Music, Recording, and Sound Design
- MUSC224 Computer Arts

### HISTORY/CULTURE

- MUSC241 Medieval and Renaissance Music
- MUSC242 Baroque and Classical Music
- MUSC243 Music of the 19th Century
- MUSC244 Music of the 20th Century
- MUSC246 Opera
- MUSC247 Representation of Reality in Sound
- MUSC250 Film and Folk Music of India
- 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
- MUSC272 Women in Creative Music
- MUSC273 Music of Duke Ellington
- MUSC274 Hymnody in the United States Before the Civil War
- MUSC280X Sociology of Music in Social Movements
- MUSC285X Wagner and Modernism
- MUSC290 How Ethnomusicology Works
- MUSC291 The Gendering of Music in Cross-Cultural Perspective
- MUSC293 Music of Sun Ra and Karleinz Stockhausen
- MUSC294 Recording Culture
- MUSC298 Jewish Musical Worlds
- MUSC299 Music Analysis, Interpretation, and Creativity

### MAJOR SEMINARS

- MUSC300 Seminar for Music Majors
- MUSC304 Arranging and Composing for Jazz Orchestra
- MUSC312 Tala: Rhythmic Form and Procession
- MUSC316 Special Topic in Contemporary Pop Music

### PERFORMANCE/STUDY GROUPS

- MUSC405 Private Music Lessons (nonmajors)
- MUSC406 Private Music Lessons (majors)
- MUSC424 *Taiko* Drumming—Beginning
- MUSC425 *Taiko* Drumming—Advanced
- MUSC426 Korean Drumming Ensemble—Beginning
- MUSC427 Yiddish Music/Klezmer Band
- MUSC428 Chinese Music Ensemble
- MUSC429 Korean Drumming Ensemble—Advanced
- 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
- MUSC435 Choral Singing: Wesleyan Concert Choir
- MUSC438 Wesleyan University Collegium Musicum
- MUSC439 Wesleyan University Orchestra
- MUSC440 Conducting: Instrumental and Vocal
- MUSC441 Pipe Organ in 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
- MUSC449 Mande Music Ensemble
- MUSC450 Steel Band
- MUSC451 Javanese Gamelan—Beginners
- MUSC452 Javanese Gamelan—Advanced
- MUSC453 Cello Ensemble
- MUSC454 Classical Guitar Ensemble

### PERFORMANCE/STUDY GROUPS

- 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

### GRADUATE COURSES

- MUSC500 Graduate Pedagogy
- MUSC505 Graduate Seminar in Music
- 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
- MUSC514 Graduate Seminar in South Indian Music
- 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

## Graduate Program in World Music

**DIRECTOR OF GRADUATE STUDIES IN MUSIC:** Eric Charry

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 14 credits. Students are required to take three core seminars (**MUSC519, 521, 522**), five 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. AREA: HA PREREQ: NONE  
FALL 2009 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. AREA: HA PREREQ: NONE

### MUSC107 History of African American Music

This course is a historical analysis of cultural, aesthetic, and spiritual perceptions of African American music. A multidisciplinary approach to the subject matter is focused through theoretical, literary, and social commentaries. Live and recorded performances of the many forms of the African American musical idiom are the primary source.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AFAM341

### 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 mid-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. AREA: HA PREREQ: NONE  
SPRING 2010 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: LUCIER, ALVIN A. 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 (tala), the cornerstones of South Indian music. Through a listening component, they will also learn to identify important ragas (melodic modes). Lectures will cover a wide range of topics, including karnatak (classical) music, temple and folk traditions, music in South Indian film, and pop music. Readings and lectures will also provide the historical and cultural context for this rich and diverse musical world and will prepare students for the fullest possible enjoyment of the annual Navaratri Festival in October.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 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 terbang (a frame drum ensemble), gamelan (percussion ensembles of Java and Bali), and kechak (a Balinese musical drama, employing complex rhythmic play, chanting, and story telling).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: THEA348

**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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: SLOBIN, MARK SECT: 01

**MUSC120 Orpheus and Eurydice: The Power of Music**

The touching story of the inventor of music who reclaims his beloved Eurydice from death, then loses her again, has inspired poets and musicians for centuries. During this course we will scan history for outcroppings of this myth, reading literary texts from the ancient world, including Virgil and Ovid, as well as the modern poetry of Rilke and Ashbery, and delving into

more than 30 operas and musical works devoted to this subject. We will pay particular attention to Claudio Monteverdi's opera, *Orfeo*; Igor Stravinsky's ballet, *Orpheus*; and Philip Glass's chamber opera, *Orphee*, which uses as its text the actual screenplay of a Jean Cocteau film. In addition to occasional quizzes and a paper, the class will also compose a short theater work with music based on some aspect of this classical Greek myth.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: LUCIER, ALVIN A. 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, with work ranging from creative writing through mini-research projects and a final paper.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: 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 PREREQ: NONE IDENTICAL WITH: MDST123

**MUSC124 Music, Math, and Language**

This course offers students an opportunity to explore music theory, composition, improvisation, and practical musicianship skills in a seminar setting. Under the rubric of music as language, students will learn about common chord structures, harmonic syntax, phrase structures, style, expression, and music-text relations in song. Under the rubric of music and math, students will be introduced to new models for understanding tonality, rhythm, and meter. Some prior experience with music is recommended.

GRADING: A-F CREDIT: 1 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, an 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. AREA: HA PREREQ: NONE

**MUSC126 Poetry and Song**

Students will read poems by major poets in English (including Yeats, Shelley, Shakespeare, 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: BRUCE, NEELY 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, harmonic progressions, and to harmonize melodies at the keyboard.

GRADING: A-F CREDIT: 1  
SPRING 2010 INSTRUCTOR: MALIN, YONATAN 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. AREA: HA  
FALL 2009 INSTRUCTOR: BRUCE, NEELY 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 Bach, Mozart, and Beethoven; the more adventurous compositions of Chopin and Liszt; late 19th-century works in which the tonal system seems approaching collapse (Max Reger, Hugo Wolf, early Schoenberg); etc. Theoretical constructs of Schoenberg and Schenker will be explored in an effort to make sense of the music. The last quarter of the class will be devoted to the analysis of a complete scene of a Wagner opera.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
SPRING 2010 INSTRUCTOR: BRUCE, NEELY SECT: 01

**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. AREA: HA  
SPRING 2010 INSTRUCTOR: LUCIER, ALVIN A. SECT: 01

**MUSC205 Sonata Form**

This course explores in-depth selected sonata allegro movements of Haydn, Mozart, Beethoven, and Schubert.

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

**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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AFAM386

**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. AREA: HA  
SPRING 2010 INSTRUCTOR: NELSON, DAVID PAUL SECT: 01

**MUSC220 Composing, Performing, and Listening to Experimental Music**

Course work will be divided evenly between the analysis and (where possible) the performance of works by composers such as John Cage, Christian Wolff, and Steve Reich; the realization of electronic pieces by David Tudor and others; and the creation of new pieces by class members. Frequent informal concerts will be given.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA  
SPRING 2010 INSTRUCTOR: KUIVILA, RONALD J. SECT: 01

**MUSC222 Computers in Music**

A survey of varying approaches to the use of computers in music composition and analysis, this course will include hands-on work with a digital sound-editing workstation and various software packages for synthesis, sequencing, and realtime performance. Class work includes the realization of weekly one-minute projects and three major projects that may either be papers or compositions.

GRADING: OPT CREDIT: 1

**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. AREA: HA  
FALL 2009 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: MDST221

**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 periods (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 and then one of the early musical freelancers) hit the scene. In the last decade of the 18th century, Beethoven arrives in Vienna, out duels all other pianists with his passionate improvisations, and we arrive at the cusp of musical Romanticism.

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

#### 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. 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: MALIN, YONATAN SECT: 01

#### 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: BRUCE, NEELY SECT: 01

#### MUSC246 Opera

Operas from Monteverdi to the 20th century will be studied from vocal scores, orchestral scores, recordings, and live performances. Special attention will be given to those properties that make opera viable on the stage. Particular operas studied will include *The Magic Flute* by Mozart, *Carmen* by Bizet, *Four Saints in Three Acts* by Virgil Thomson, *Don Carlo* by Verdi, and *The Ring of the Nibelung* by Wagner.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

#### MUSC250 Film and Folk Music of India

What is film music culture in India? What is folk music in India today? How do these genres interact and influence one another? Most research on the music of India has focused on the classical systems. However, for many people the most important musical expressions found in their personal and social lives are film and folk musics. Even though film music is considered to be entertainment, it reflects almost all aspects of Indian music and culture. Students will be introduced to the culture and heritage of India. Film and folk music will be analyzed with reference to ancient and modern musical treatises. Topics covered will include the diverse cultures within India and its global diaspora.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: BALASUBRAHMANYAN, B. SECT: 01

#### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST268

#### 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. Students are encouraged to work on preparing pieces in traditional and more innovative formats for a performance workshop at the end of the semester.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [AFAM251 OR AMST214 OR LAST264]  
FALL 2009 INSTRUCTOR: CHARRY, ERIC S. SECT: 01

#### MUSC270 Music of Coltrane, Mingus, and Coleman

The goal of this course is to introduce students of music to three restructural 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AFAM385

### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AFAM392

### MUSC274 Hymnody in the United States Before the Civil War

This course is a historical introduction to psalmody 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST229

### 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. AREA: HA

### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FG55240

### MUSC292 History of "Black Music" in the Americas and Beyond

IDENTICAL WITH: LAST385

### 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. Lots of listening and listening assignments as well as score examination (when possible).

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AFAM393

### MUSC297 Race, Place, and Popular Music in the United States, 1865–2006

IDENTICAL WITH: AMST330

### MUSC298 Jewish Musical Worlds

The course surveys the full range of historical and contemporary Jewish musics in Europe, the United States, and Israel. The main instructor will provide continuity, while guest faculty will present mini-units on focused topics, with live performance events and workshops.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: HEST215

### 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  
IDENTICAL WITH: AMST286  
FALL 2009 INSTRUCTOR: SLOBIN, MARK SECT: 01  
SPRING 2010 INSTRUCTOR: SUMARSAM, PROF. SECT: 01

### 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  
FALL 2009 INSTRUCTOR: HOGGARD, JAY CLINTON SECT: 01

### MUSC308 Composition in the Arts

Composition, the manner in which elements are combined or related to form a whole in space and time, is a basic practice in all the arts. In this seminar, we will explore the compositional process through a series of problems that address the concept of site—by site, we mean either a physical location or semantic field within which the artist acts. Participants will compose individual and collaborative interventions with a wide range of sites—public, private, corporeal, and electronic—in response to the problems posed.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: 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, and students must have already taken HIST108 or have equivalent experience.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
SPRING 2010 INSTRUCTOR: CHARRY, ERIC S. SECT: 01

**MUSC405 Private Music Lessons for Nonmusic Majors**

Private instrumental and vocal lessons meet for one hour, on a weekly basis, 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 website [www.wesleyan.edu/music](http://www.wesleyan.edu/music) several days prior to the auditions.

Students will be billed \$735 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 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. Financial support applications may be obtained in the Music Department Office. All applications 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.

GRADING: CR/ CREDIT: 1 PREREQ: NONE  
FALL 2009 INSTRUCTOR: MULTIPLE 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, on a weekly basis, at a regularly scheduled time. Students contract to take 12 lessons. Returning students who have previously taken Private Lessons should register during the Drop/Add period. All students new to the Private Lessons Program must audition during the first week of classes and register during the Drop/Add period. Audition information will be posted in the Music Studios Lobby and on the Music Department website [www.wesleyan.edu/music](http://www.wesleyan.edu/music) several days prior to the audition period.

If the course is not dropped prior to the third lesson, students will be charged the full course fee. The current private lesson fee is \$735 per semester. A waiver of 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 website or in Music Studios room 109.

GRADING: CR/ CREDIT: 1 PREREQ: NONE  
FALL 2009 INSTRUCTOR: MOORE, LISA C. SECT: 33

**MUSC424 Introduction to Taiko (Japanese Drumming)**

This course will introduce students to the fundamentals of *taiko*, the Japanese style of drumming. Emphasis will be placed on the impact of *kumidaiko* (ensemble drumming). Students will study the basic form and technique for this style of drumming as well as the philosophies behind it and the cultural context (focusing on diasporic contexts, especially Asian America), via course readings, audiovisual materials, and the students' experience of the technique in an eight-page journal to be turned in immediately after the final recital at the end of the semester. The course is highly hands-on; students will undergo physical training and should expect a workout at every class.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST424  
FALL 2009 | SPRING 2010 INSTRUCTOR: ROONEY, MARK H. SECT: 01

**MUSC425 Advanced Taiko (Japanese Drumming)**

This class offers advanced techniques on Taiko drumming. The class will meet once a week for two hours. 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. AREA: HA  
IDENTICAL WITH: EAST425  
FALL 2009 | SPRING 2010 INSTRUCTOR: ROONEY, MARK H. SECT: 01

**MUSC426 Korean Drumming Ensemble—Beginning**

This class will meet once a week for two hours. We will learn *p'ungmulnori*—Korean traditional drum music and dance movement. Attendance for the class is mandatory.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST426  
FALL 2009 | SPRING 2010 INSTRUCTOR: KANG, KYUNGHEE SECT: 01

**MUSC427 Yiddish Music/Klezmer Band**

Group and individual performance projects in Eastern European Jewish music.

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

**MUSC428 Chinese Music Ensemble**

The class will meet once a week for two hours. We 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST428  
FALL 2009 | SPRING 2010 SECT: 01

**MUSC429 Korean Drumming Ensemble—Advanced**

This class offers advanced techniques on Korean traditional percussion music. The class will meet once a week for two hours. The ensemble will present a concert at the end of each semester in conjunction with the beginners class. Attendance for the class is mandatory.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
IDENTICAL WITH: EAST429  
FALL 2009 | SPRING 2010 INSTRUCTOR: KANG, KYUNGHEE SECT: 01

**MUSC430 South Indian Voice—Beginning**

Building on the fundamental exercises they learned in **MUSC110**, 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. Students will be expected to perform in the annual South Indian music student recital at the end of the semester.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
SPRING 2010 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. AREA: HA  
FALL 2009 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. AREA: HA  
FALL 2009 INSTRUCTOR: BALASUBRAHMANYAN, B. SECT: 01

**MUSC433 South Indian Music—Percussion**

Students may learn *mridangam*, the barrel-shaped drum; *kanjira*, the frame drum; or *konakkol*, spoken rhythm. All are used in the performance of classical South Indian music and dance.

Beginning students will learn the fundamentals of technique and will study the formation of phrases with stroke combinations. Advanced classes will be a continuation of lessons in a variety of talas. Individual classes supplemented by a weekly group section.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 | SPRING 2010 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. AREA: HA PREREQ: NONE

#### MUSC435 Choral Singing: Wesleyan Concert Choir

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. AREA: HA PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: GIL-ORDÓÑEZ, ANGEL SECT: 01

#### MUSC436 Choral Singing: 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. AREA: 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: MDST212

#### 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 also be repeated for credit.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: GIL-ORDÓÑEZ, ANGEL 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: CR/ CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: GIL-ORDÓÑEZ, ANGEL SECT: 01

#### 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 PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: EBRECHT, RONALD SECT: 01

#### MUSC442 Chamber Music Ensemble

A variety of chamber music ensembles will be coached by instrumental teachers.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: KRESTON, ANTHEA S SECT: 01 | 02

#### 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. AREA: HA PREREQ: NONE  
FALL 2009 | SPRING 2010 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. AREA: HA PREREQ: NONE  
FALL 2009 | SPRING 2010 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. AREA: HA PREREQ: NONE  
FALL 2009 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. AREA: HA

#### 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. AREA: HA  
FALL 2009 INSTRUCTOR: ADZENYAH, ABRAHAM C. SECT: 01

#### MUSC448 Ebony Singers: Gospel Music

The Ebony Singers will be a study of black religious music through the medium of performance. The areas of study will consist of traditional gospel, contemporary gospel, spirituals, and hymns in the black 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AFAM241  
FALL 2009 | SPRING 2010 INSTRUCTOR: MONTS, MARICHAL BRYAN SECT: 01

#### MUSC449 Mande Music Ensemble

This one-semester course in the musical traditions of Mande (Maninka and Mandinka) peoples of western Africa consists of three separate ensembles: *jembe* and *dundun* drums, *balafons* (xylophones), and guitars. *Kora* (harp) will be taught on a limited basis. Students will also learn about the culture in which the music lives through readings, recordings, and video viewings.

Audition and permission of instructor are required at the first class. The ensemble will present public performances.

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

#### MUSC450 Steel Band

An ensemble course in the musical arts of the Trinidadian steelband. Students learn to perform on steelband instruments and study the social, historical, and cultural context of the ensemble. We also address issues of theory, acoustics, arranging, and composing. Readings, recordings, and video viewings supplement in-class instruction. The ensemble will present public performances.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: 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. Students should not preregister for this course. Interested students should attend the first class for audition and interview.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

FALL 2009 INSTRUCTOR: SUMARSAM, PROF. SECT: 01

INSTRUCTOR: HARJITO, I. SECT: 01

SPRING 2010 INSTRUCTOR: SUMARSAM, PROF. SECT: 01

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. AREA: HA

FALL 2009 INSTRUCTOR: SUMARSAM, PROF. SECT: 01

INSTRUCTOR: HARJITO, I. SECT: 01

SPRING 2010 INSTRUCTOR: SUMARSAM, PROF. SECT: 01

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 PREREQ: NONE

SPRING 2010 INSTRUCTOR: RIBCHINSKY, JULIE ANN SECT: 01

#### MUSC454 Classical 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, guitar technique studies, and repertoire ranging from classical to traditional music from around the world. In a final concert, the students will perform works matching their technical level. Auditions for enrollment will take place during the first week of classes. A classical guitar for each student is required.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

FALL 2009 INSTRUCTOR: DURUOZ, CEM SECT: 01

#### MUSC455 Jazz Ensemble

Small-group performance skills including improvisation, accompaniment, pacing, interaction, repertoire, and arrangements.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

FALL 2009 | SPRING 2010 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: AFAM390

#### 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. Interested students should audition at the first class.

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

IDENTICAL WITH: AFAM396

FALL 2009 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. Interested students should audition at the first class.

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

IDENTICAL WITH: AFAM397

SPRING 2010 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 performance 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: AFAM388

#### 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: AFAM389

SPRING 2010 INSTRUCTOR: BRAXTON, ANTHONY DELANO SECT: 01

#### MUSC500 Graduate Pedagogy

IDENTICAL WITH: BIOL500

#### 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, expended, 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. AREA: HA PREREQ: NONE

#### 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, writ-



ing 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  
FALL 2009 INSTRUCTOR: SLOBIN, MARK SECT: 01

### 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 2009 INSTRUCTOR: LUCIER, ALVIN A. 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 2010 INSTRUCTOR: BRAXTON, ANTHONY DELANO 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: KUIVILA, RONALD J. SECT: 01

### 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

### 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: ZHENG, SU SECT: 01

### 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

### MUSC522 Seminar in Comparative Music Theory

This course will explore working methods and methodological assumptions of the fields of music theory, analysis, and music-theory pedagogy. Topics will include Schenkerian analysis, set theory, theories of rhythm and meter, neo-Riemannian theory, metaphor and embodied meaning, popular music studies, song analysis, and music perception. 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 2010 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/ CREDIT: .25 PREREQ: NONE  
FALL 2009 | SPRING 2010 INSTRUCTOR: KUIVILA, RONALD J. SECT: 01

### MUSC401/402 Individual Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### MUSC409/410 Senior Thesis Tutorial

GRADING: OPT CREDIT: 1 PREREQ: NONE

### MUSC411/412 Group Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### MUSC465/466 Education in the Field

GRADING: OPT CREDIT: 1 PREREQ: NONE

### MUSC467/468 Independent Study, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE



## Neuroscience and Behavior

**PROFESSORS:** David Bodznick, *Biology*; John Kirn, *Biology*, *Chair*; Janice Naegele, *Biology*; John G. Seamon, *Psychology*

**ASSOCIATE PROFESSORS:** Stephen Devoto, *Biology*; Andrea L. Patalano, *Psychology*

**ASSISTANT PROFESSORS:** Gloster B. Aaron, Jr., *Biology*; Hilary Barth, *Psychology*; Barbara Juhasz, *Psychology*; Matthew Kurtz, *Psychology*

**DEPARTMENTAL ADVISING  
EXPERT 2009–2010:** John Kirn

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 Biology and Psychology departments. 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 models, 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 [www.wesleyan.edu/nsb/](http://www.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&B254 Comparative Animal Behavior
- NS&B324/524 Neuropharmacology
- NS&B345 Developmental Neurobiology
- NS&B347 Mammalian Cortical Circuits
- NS&B351 Neurobiology of Learning and Memory
- NS&B517 Topics in Neuroethology
- NS&B543/343 Muscle and Nerve Development
- NS&B575 Cell Death in Development and Disease

#### B. Cross-listed with psychology

- NS&B220 Cognitive Psychology
- NS&B221 Human Memory
- NS&B222 Sensation and Perception
- NS&B225 Cognitive Neuroscience (previously 335)
- NS&B228 Clinical Neuropsychology (PSYC228)
- NS&B311 Behavioral and Neural Basis of Attention
- NS&B348 Origins of Knowledge

#### C. Research methods and practical

- BIOL320/520 Quantitative Methods for the Biological and Environmental Sciences
- NS&B247 Laboratory in Neurophysiology
- NS&B250 Laboratory in Cell and Molecular Neurobiology

- **PSYC200** Statistics: An Activity-Based Approach
- **PSYC201** Psychological Statistics and Lab
- **NS&B381** Seminar in Memory Theory and Research
- **NS&B382** Research Seminar in Reasoning
- **NS&B390** Experimental Investigations into Reading
- **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

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.

## 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), **421/422** (Undergraduate Research), **411/412** (Group Tutorial), and **409/410** (Senior Thesis Tutorial). 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, [www.wesleyan.edu/nsb/](http://www.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**), which is usually a one-credit course and operates in either the graded or credit/no credit mode. Apprentices are usually given a modest stipend.

## IX. Steps in becoming an NS&B major

One or more of the foundation courses in biology (**BIOL181**, **182**—previously **205**, **206**, and **207**) 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. **BIOL181** should be taken no later than fall of the sophomore year by students considering an NS&B major.

## 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&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. All students must attend an additional weekly fourth hour to learn neuroanatomy using human brain models, work on problem sets, and discuss outside readings related to lecture topics.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

IDENTICAL WITH: [BIOL213 OR PSYC240]

FALL 2009 INSTRUCTOR: AARON, GLOSTER B. SECT: 01  
INSTRUCTOR: KURTZ, MATTHEW M. SECT: 01

**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&B225 Cognitive Neuroscience**

IDENTICAL WITH: PSYC225

**NS&B228 Clinical Neuropsychology**

IDENTICAL WITH: PSYC228

**NS&B239 Functional Anatomy of the Human Brain**

IDENTICAL WITH: BIOL239

**NS&B245 Cellular Neurophysiology**

IDENTICAL WITH: BIOL245

**NS&B247 Laboratory in Neurophysiology**

IDENTICAL WITH: BIOL247

**NS&B250 Laboratory in Cell and Molecular Neurobiology**

IDENTICAL WITH: BIOL250

**NS&B254 Comparative Animal Behavior**

IDENTICAL WITH: BIOL254

**NS&B280 Applied Data Analysis**

IDENTICAL WITH: QAC201

**NS&B311 The Behavioral and Neural Basis of Attention**

IDENTICAL WITH: PSYC311

**NS&B324 Neuropharmacology**

IDENTICAL WITH: BIOL324

**NS&B343 Muscle and Nerve Development**

IDENTICAL WITH: BIOL343

**NS&B345 Developmental Neurobiology**

IDENTICAL WITH: BIOL345

**NS&B347 Mammalian Cortical Circuits**

IDENTICAL WITH: BIOL347

**NS&B348 Origins of Knowledge**

IDENTICAL WITH: PSYC348

**NS&B351 Neurobiology of Learning and Memory**

IDENTICAL WITH: BIOL351

**NS&B381 Seminar in Memory Theory and Research**

IDENTICAL WITH: PSYC381

**NS&B382 Research Seminar in Reasoning**

IDENTICAL WITH: PSYC382

**NS&B390 Experimental Investigations into Reading**

IDENTICAL WITH: PSYC390

**NS&B393 Advanced Research in Cognition and Neuropsychiatric Illness**

IDENTICAL WITH: PSYC393

**NS&B524 Neuropharmacology**

IDENTICAL WITH: BIOL324

**NS&B543 Muscle and Nerve Development**

IDENTICAL WITH: BIOL343

**NS&B545 Developmental Neurobiology**

IDENTICAL WITH: BIOL345

**NS&B401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**NS&B409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**NS&B411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**NS&B465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**NS&B467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

# Physical Education

**ADJUNCT PROFESSORS:** John S. Biddiscombe, *Chair*; Mary Bolich; Philip Carney; Francis Hauser; Patricia Klecha-Porter; Gale A. Lackey; Kate Mullen

**ADJUNCT ASSOCIATE PROFESSORS:** Kenneth Alrutz; Eva Bergsten-Meredith; Drew Black; John Crooke; Walter Curry; Shona Kerr; Jennifer Shea Lane; Jodi McKenna; Christopher Potter; John Raba; Joseph Reilly; Geoffrey Wheeler; Mark A. Woodworth

**ADJUNCT ASSISTANT PROFESSORS:** Patrick Tynan; Holly Wheeler

Wesleyan does not offer a major program in physical education. A for-credit program is offered emphasizing 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, except for **PHED125** (First-Year Students' Introduction to Squash).

**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 an advanced-class standing has preference over a lower-class standing. Performance tests may be required to qualify for intermediate and advanced classes.

## 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 will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: WHEELER, HOLLY GUTELIUS SECT: 01-02  
 SPRING 2010 INSTRUCTOR: WHEELER, HOLLY GUTELIUS SECT: 01

### 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 will meet in the Freeman Athletic Center lobby.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 | SPRING 2010 INSTRUCTOR: ALRUTZ, KENNETH SECT: 01

### 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 will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: POTTER, CHRISTOPHER J. SECT: 01  
 SPRING 2010 INSTRUCTOR: HAUSER, FRANCIS 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 will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 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 jumping, interval training, and rowing ergometer work. The first class will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: MCKENNA, JODI ANN SECT: 01  
 SPRING 2010 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 will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 | SPRING 2010 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 will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 | SPRING 2010 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 new strength training facilities at Wesleyan, proper strength training techniques, and various elementary training programs. The first class will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: REILLY, JOSEPH P. SECT: 01-02  
 INSTRUCTOR: RABA, JOHN G. SECT: 03  
 SPRING 2010 INSTRUCTOR: HAUSER, FRANCIS J. SECT: 01  
 INSTRUCTOR: MEREDITH, EVA BERGSTEN SECT: 02  
 INSTRUCTOR: CURRY, WALTER JR. SECT: 03  
 INSTRUCTOR: BLACK, DREW SECT: 04

**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 meets in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 SPRING 2010 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 meets in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: BOLICH, MARY SECT: 01  
 SPRING 2010 INSTRUCTOR: EMERY, ELIZABETH R. 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 meets in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: BOLICH, MARY 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 in each quarter meets in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: LANE, JENNIFER SHEA SECT: 01  
 SPRING 2010 INSTRUCTOR: LANE, JENNIFER SHEA SECT: 01  
 INSTRUCTOR: MEREDITH, EVA BERGSTEN 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 in each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: KERR, SHONA SECT: 01  
 SPRING 2010 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 in each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: KERR, SHONA SECT: 01

**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 in each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: MCKENNA, JODI ANN SECT: 01  
 SPRING 2010 INSTRUCTOR: POTTER, CHRISTOPHER J. SECT: 01



**PHED134 Tai Chi**

Tai chi is the most widely practiced Chinese martial art. It is extremely effective as a moving meditation. By focusing on correct posture, controlled breathing, and graceful movements, the student will learn to achieve mind/body harmony. During the quarter the student will be introduced to short forms, martial art applications of the movements, and *qi gong* exercises, which are useful for mental relaxation and warm-up. The first class will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE

**PHED137 Rowing for Fitness**

This course is designed to introduce individuals to the use and benefit of rowing as a lifetime fitness activity. Through the use of the Concept II rowing ergometer, students will be taught proper rowing technique, conditioning, injury prevention, and ways to include rowing as a part of an overall exercise program. No previous rowing experience is necessary. The first class in each quarter meets in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE

FALL 2009 | SPRING 2010 INSTRUCTOR: CARNEY, PHILIP D. SECT: 01

**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 welcome. The first class meets in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE

SPRING 2010 INSTRUCTOR: CROOKE, JOHN T. SECT: 01

**PHED149 Self-Defense**

This class is designed for both men and women. It will cover stretching, conditioning, role playing, and various physical techniques, including striking, kicking, falling, yelling, escapes, ground defenses, and weapon responses. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE

**PHED150 Social Partner Dancing**

This course will introduce the fundamentals of social partner dancing from a variety of ballroom and Latin dance styles. Social dancing helps to reduce stress, increase energy, and improve strength, muscle tone, and coordination. Students will experience an increased sense of balance and a more fluid movement in walking and running. No experience or partner required.

GRADING: CR/ CREDIT: .25 PREREQ: NONE

SPRING 2010 INSTRUCTOR: KLECHA-PORTER, PATRICIA 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.

GRADING: CR/ CREDIT: .25 PREREQ: NONE

FALL 2009 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 in each quarter meets in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25 PREREQ: NONE

FALL 2009 | SPRING 2010 INSTRUCTOR: BIDDISCOMBE, JOHN S. SECT: 01

FALL 2009 INSTRUCTOR: BLACK, DREW SECT: 02

**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 meets in the lobby of the Freeman Athletic Center.

GRADING: CR/ CREDIT: .25

FALL 2009 INSTRUCTOR: CARNEY, PHILIP D. SECT: 01

INSTRUCTOR: LACKEY, GALE SECT: 02

# Philosophy

**PROFESSORS:** Stephen Angle, *Chair*; Brian C. Fay; Steven Horst; Joseph T. Rouse Jr.

**ASSOCIATE PROFESSORS:** Lori Gruen; Sanford Shieh

**ASSISTANT PROFESSORS:** Tushar Irani, *College of Letters*; Elise Springer

**DEPARTMENTAL ADVISING**

**EXPERTS 2009–2010:** 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 Philosophy Department 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**.

**Advanced classes.** Advanced classes, those numbered **300** and above, are typically organized as seminars. In many cases, students participate with a professor in exploring an area of particular relevance to that professor's research program. Other ad-

vanced classes will focus on a particular figure in the history of philosophy or on a topic of contemporary importance.

- Advanced historical courses are numbered between **301** and **330**.
- Advanced value courses are numbered between **331** and **360**.
- Advanced mind and reality courses are numbered between **361** and **399**.

**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 indispensable for serious study of the history of philosophy. It is therefore strongly recommended that students achieve reading fluency in at least one foreign language.

**Philosophy colloquia.** Under this title a series of public presentations of papers by visiting philosophers, and occasionally Wesleyan faculty or students, is arranged each year.

**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. These 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, whether occasionally or in the form of an ongoing Philosophy Club.

#### **PHIL111 Ethics in History and Literature**

GRADING: A-F CREDIT: 1 PREREQ: NONE

#### **PHIL112 Ecology of Perception**

This course is an interdisciplinary fusion of visual studies and environmental philosophy and offers an introduction to ecological thinking and concepts of sustainable living. Beginning with a reading of Descartes—an architect of the modern world—we explore the basic philosophical problems involved with understanding perception, media, and concepts of mind, concluding with architectural theory and approaches to eco-design and postindustrial aesthetics.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

#### **PHIL114 Philosophy of Love**

A philosophical introduction into the classic humanist topic of love and eros begins with Greek political philosophy and goes on to encompass Western theology and romanticism, Freudian and Buddhist psychology, the social history of marriage, the evolutionary biology of sex, literary explorations of gender, and eco-feminist love ethics.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA 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 philosophy, from its inception with Thales to

Aristotle. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: ethics, metaphysics, epistemology, 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: [COL359 OR CCIV217]

SPRING 2010 INSTRUCTOR: IRANI, TUSHAR SECT: 01

#### **PHIL202 Philosophical Classics II: Early Modern Philosophy from Descartes Through Kant**

This course is a study of major texts representing the principal theories concerning knowledge, reality, and value developed in the 17th and 18th centuries from the standpoints of rationalism (Descartes, Spinoza, Leibniz) and empiricism (Locke, Berkeley, Hume), concluding with Kant's Copernican revolution in philosophy.

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

FALL 2009 INSTRUCTOR: LANG, BEREL 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: EAST261

FALL 2009 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 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 and moral change. 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. Our challenge will be to understand the arguments behind all of these positions and to respond to them by developing a more nuanced appreciation of moral wisdom. One goal of all introductory philosophy courses at Wesleyan is to familiarize students with vocabulary and skills that characterize philosophy as a methodical discipline. In this course, central concepts of philosophical reasoning will be discussed and used frequently, and these will need to be handled confidently on exam and essay work. For practice, participants will write one microessay per unit, where the basic task is (1) to interpret an important concern in our reading, (2) reconstruct key inferences connecting the author's premises and conclusion(s), (3) articulate a potential objection to the resulting argument, and (4) anticipate likely replies. The fine-grained reconstruction of premises and conclusions will be modeled in detail during class on several occasions, and much of our class discussion will be devoted to objections and potential responses. More specific reasoning concepts and patterns will be introduced alongside specific readings. See the course Web site for an overview of concepts and some examples of argument reconstruction.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ENV5212

FALL 2009 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 justice 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, and 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, the meaning of racial justice, and whether justice only concerns human interactions or, instead, also applies to other species.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

**PHIL215 Humans, Animals, and Nature**

Due to unprecedented ecological degradation and enormous inequalities in the distribution of the means of flourishing, human beings all over the world are being forced to reconsider their relationships to each other and the nonhuman world.

In this course we will explore the character, conditions, and concerns that shape these troubled relationships. By reading philosophical, literary, rhetorical, and popular writings, we will attempt to get a clearer understanding of why we are where we are and how we might go about altering our relations to the nonhuman world. 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ENV5215

FALL 2009 INSTRUCTOR: GRUEN, LORI SECT: 01

**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/ CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

**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. AREA: HA PREREQ: NONE

FALL 2009 INSTRUCTOR: SPRINGER, ELISE SECT: 01

**PHIL219 Theories of Human Nature**

Analysis of the evidence, assumptions, and conclusions of theories of human nature. Authors studied include Aristotle, Hobbes, Nietzsche, Freud, de Beauvoir, and Dawkins.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: COL283

**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 ethics, 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. AREA: HA PREREQ: NONE

SPRING 2010 INSTRUCTOR: FAY, BRIAN C. SECT: 01

**PHIL230 Elements of Logic**

The basic principles of deductive reasoning.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: SHIEH, SANFORD SECT: 01

**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. AREA: 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. AREA: HA PREREQ: NONE

**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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: SHIEH, SANFORD SECT: 01

**PHIL250 History of Political Philosophy: From Individual Rights to Group Rights**

This course is a critical historical introduction to some of the central questions in political philosophy concerning the different concepts of natural, human, and legal rights as these apply, on the one hand, to individuals and, on the other hand, to groups or corporate bodies. We will begin the course by examining various arguments for the legitimacy of the state. While most of the reading will be based on the classical texts in political philosophy, we will seek to determine how the historical arguments fare today. Central to all of the arguments we will study are the concepts of equality, freedom, and justice. We will see that how these concepts are interpreted varies considerably among political philosophers. Different interpretations of equality, freedom, and justice lead to different arguments about the appropriate role of state authority. Although the bulk of the course will be devoted to analyzing classical and contemporary philosophical positions, we will spend some time discussing how such positions inform current public policy debates.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: COL287

**PHIL251 The Athenian Enlightenment: The Birth of Philosophy in 5th-Century Athens**

IDENTICAL WITH: COL295

**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.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: SISP281

**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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [EAST262 OR RELI206]

**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: OPT CREDIT: 1 GEN. ED. AREA: 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. AREA: HA  
SPRING 2010 INSTRUCTOR: ROUSE, JOSEPH T. SECT: 01

**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. AREA: HA IDENTICAL WITH: EAST264

**PHIL269 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 linguistics.



tic 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 criticisms of the early analytic movement and the resulting reconception 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 question raised by the criticisms of the early analytic movement. Among the philosophers most prominently considered are Quine, Sellars, Davidson, Putnam, Dennett, and Brandom.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA

#### 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. AREA: HA

#### PHIL272 Philosophy of Art

This course offers analysis and discussion of major figures and issues in the philosophy of art. The authors considered will include Plato, Aristotle, Kant, Hegel, and Marx. Issues discussed will include the evolution of the concept of art; the relation between art and ethics and the relation between art and knowledge; the roles of art criticism and art interpretation; and the nature of art evaluation.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: COL257

#### PHIL273 Philosophy of Law

Historically, there have been two dominant yet conflicting traditions regarding the appropriate role of the law in protecting liberty and privacy and promoting equality. One tradition maintains that the state is only justified in interfering with the choices and conduct of individuals when they result in harm to others. The other tradition suggests that there are additional reasons, such as the preservation of public morality, that can justify legal restrictions on individual choice and conduct. The conflict between these two enduring traditions is nowhere more apparent than in case law on sexual conduct. In this course we will read, discuss, and argue about some of the most notable cases on abortion, lesbian and gay sex, pornography, and sexual harassment. Students will be expected to engage in both legal and philosophical research and argumentation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FG55284

#### PHIL274 Philosophy and Literature

IDENTICAL WITH: COL289

#### PHIL275 Philosophy of Race

This course is designed to introduce and analyze the predominant philosophical and scientific views on race over the past 400 years. We will focus on race as a classification of humans. First, we will cover the historical roots of the idea of race. Second, we will cover the contemporary philosophical debate concerning the status of race. In examining the readings we will ask: How do these writers understand race and the difference it makes? Third, we will look at race in the context of a

number of contemporary pragmatic problems such as the use of race in preferential affirmative action in higher education.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AFAM275

#### PHIL276 Kierkegaard and Nietzsche: Living Philosophy

IDENTICAL WITH: COL288

#### PHIL277 Feminist Philosophy and Moral Theory

This course explores the dialogue between feminist concerns and moral theory, revisiting along the way what might count as a feminist concern. It will cover not only how moral theory might express certain central feminist insights and aims, but also why some feminists subject the very aims of moral theory to radical critique. After a brief review of existing philosophical moral theories, we will ask whether their language (reason, fairness, equality, utility, human nature, and rights) sufficiently allows articulation of feminist problems. If gender categories and intersecting deep social identities have resiliently resisted moral scrutiny, can distinctively feminist contributions to moral theory provide better critical tools? On one hand, we will evaluate Gilligan's and Noddings' care-based approaches to moral interaction, as well as attempts to synthesize feminist criticism with canonical moral ideas from Aristotle, Confucius, Hume, Kant, and Mill. On the other hand, some feminists question the role and function of moral theorizing in response to oppression: Does the very idea of moral judgment involve arrogance or objectification? We will examine how critical inquiry about gender inspires deep questions about moral theory for authors such as Bell Hooks, Marilyn Frye, Maria Lugones, Sarah Lucia Hoagland, Margaret Walker, and Susan Babbitt, among others.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FG55277

SPRING 2010 INSTRUCTOR: SPRINGER, ELISE SECT: 01

#### PHIL278 Political Philosophy

This course will deal with the problems basically liberal societies face when confronted with illiberal societies.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

#### PHIL282 Reason and Revelation: An Introduction to the Philosophy of Religion

IDENTICAL WITH: RELI292

#### PHIL285 The Holocaust: Historical, Philosophical, and Literary Aspects

IDENTICAL WITH: COL286

#### 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 PREREQ: NONE

#### PHIL287 Philosophy of Science

IDENTICAL WITH: SISP202

#### PHIL288 Sciences as Social and Cultural Practices

IDENTICAL WITH: SISP205

#### PHIL289 Philosophy of Language

This course is a study of recent attempts by philosophers to explain the nature of language and thought. The focus of the course will be on one or more of the following topics: reference, sense, analyticity, necessity, a priori truth.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
FALL 2009 INSTRUCTOR: SHIEH, SANFORD SECT: 01

**PHIL290 Philosophical Logic**

This course will study the philosophical and conceptual foundations of deductive reasoning, developing into an exact theory of the fundamental principles of such reasoning. A subsidiary aim is to equip the student with the necessary background for reading contemporary philosophical texts.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM

**PHIL291 Intensional Logic and Metaphysics**

Introduction to basic principles of reasoning concerning necessity, time, obligation, proof, and computation. Basic metalogical results: soundness, completeness, decidability of sentential formal systems. Extension to quantificational systems if time permits. Discussion of philosophical issues and historical development.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM IDENTICAL WITH: MATH245

**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. AREA: HA PREREQ: NONE

**PHIL294 Theory of Knowledge**

This course is divided into four sections: knowledge of the world around us; self-knowledge; our knowledge of others; our knowledge from others, or testimony-based knowledge. We will focus on the problems that arise in trying to give a philosophical account of the possibility of knowledge in each of these areas. Topics to be considered include skepticism, subjectivism and objectivity, transcendental arguments, the scheme-content distinction, the naturalization of epistemology, the place of intersubjectivity in knowledge, and whether there is such a thing as practical, as distinct from theoretical, knowledge.

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

**PHIL302 Plato's Middle Dialogues**

In this seminar we will conduct an intensive study of several key works by Plato and thereby attempt to gain a better understanding of some of his main ideas, ideals, and lines of argument. We will study Plato as both philosopher and poet, private citizen and public intellectual. We will begin by examining the figure of Socrates, as well as the so-called Socratic method. We will then spend the bulk of the semester engaging in a close reading of several key dialogues from Plato's middle period, paying particular attention to the *Gorgias*, *Phaedo*, *Phaedrus*, and central books of the *Republic*. (The *Meno* and *Symposium* are also likely to be the focus of our attention.) Topics to be covered include metaphysics, epistemology, psychology, ethics, rhetoric, religion, myth, dialectic, Eros (love), politics, writing, and philosophy itself. Finally (time permitting), in the last few weeks of the semester, we will discuss some of the hermeneutical problems, debates, and issues that arise in the study of Plato that have become a major concern of contemporary Plato scholarship. Our focus here—as well as throughout the seminar as a whole—will be to try to understand why Plato wrote dialogues and how he conceived of his writing.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: CCIV302

**PHIL303 Plato's *Republic***

This course is a close reading of Plato's *Republic*, one of the most influential and controversial texts in the Western philosophical tradition. The *Republic's* concerns are extremely broad—ethics, politics, metaphysics, education, rhetoric, and the nature of philosophy itself. We will explore how each of these topics is understood in the dialogue, but also how they relate to one another. It is always with an eye to this larger

question of what it is that unites the *Republic* that we shall work our way through this complex text.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: CCIV257

**PHIL309 Philosophy, Theology, and the Origins of Modern Science**

In this seminar, we will examine the interplay of philosophical, theological, and scientific ideas during the time of the scientific revolution of the 17th and 18th centuries. Many of the founding figures of early modern science also wrote about philosophy, theology, and Biblical interpretation. Scholars have argued that some of them, like Newton and Boyle, were guided in their scientific work by their own particular views in philosophy and theology. For others, like Hobbes and Laplace, the emergence of modern science seemed to marginalize theology and much of traditional philosophy. Using primary and secondary sources, we will examine the rich interplay of philosophical, theological, and scientific ideas in this period.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: RELI269

**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. AREA: HA PREREQ: NONE IDENTICAL WITH: COL311

**PHIL312 Kant and Kantianism**

A close examination of the *Transcendental Aesthetic* and the *Transcendental Analytic of the Critique of Pure Reason*, with special attention to the *Transcendental Deduction of the Categories*. There will also be some consideration of Kantian philosophers whose views emerged out of attempts to develop a Kantian position that is safe from the criticisms that are sometimes thought to be fatal to Kant's own view. The latter include the logical positivists (Carnap, Schlick), some self-styled Hegelians (Sellars, Brandom), and some who have recently tried to marry transcendental arguments and naturalism (Strawson, McDowell).

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

**PHIL315 Plato's Triad: *Theaetetus*, *Sophist*, and *Statesman***

This seminar will focus on a group of three Platonic dialogues linked dramatically and thematically—the *Theaetetus*, *Sophist*, and *Statesman*—that together present some of Plato's most sophisticated views in epistemology, metaphysics, and politics. Often assigned to the latter part of his career, these are works in which Plato seems to enter a more self-critical phase in his writing, where we find a return to some of the topics that occupy him in the *Republic*, such as the nature of knowledge and reality, as well as further reflections on issues of philosophical method.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: COL296

**PHIL320 The Later Philosophy of Wittgenstein**

The later writings of Ludwig Wittgenstein are obscure and fascinating. His philosophy has generated conversion of an almost religious order. The converted find Wittgenstein to have overturned traditional philosophy, if not philosophy altogether. Yet no Wittgensteinian has provided an argument that is both clear and compelling for this claim. It is not surprising, then, that Wittgensteinianism is considered esoteric and exclusive. This seminar will investigate the sense in which Wittgenstein's work constitutes a criticism of traditional philosophy. By examining a range of themes in *Tractatus Logico-*

*Philosophicus*, we will assess the temptation to discover in Wittgenstein's texts an esoteric doctrine.

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

### PHIL321 American Pragmatist Philosophy: Purposes, Meanings, and Truths

The course sketches and evaluates an American tradition of more or less overtly pragmatist thinkers in philosophy and the human sciences, stretching roughly from Emerson and Peirce at the beginning, through William James, George Herbert Mead, and John Dewey in the heyday of the pragmatist public intellectual, to recent and current writers as diverse as Cornell West, Robert Brandom, Richard Rorty, Ian Hacking, and Ruth Millikan. These thinkers offer variations on the premise that all meanings gesture not only backward to facts and things, but also forward to the practical circumstances and purposes of interpreters. As purposes shift, so do meanings, and as meanings shift, so does truth—for whether we accept a claim as true depends above all else on its meaning. Pragmatist theories have been subjected to frequent caricature as implying that ideas can mean whatever we take them to mean or that what is true varies according to what each individual finds convenient and expedient to believe. What does it mean, then, to retain a sense of respect for truth? While some pragmatist accounts do explicitly deflate the importance of the concept of truth, others claim not only to respect truth, but to offer an account of truth that allows us to inquire more clearly into the evolving but real meaning of moral judgments, religious and aesthetic claims, psychological attributions, and other deeply contested candidates for human belief.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: AMST329

### PHIL331 Philosophical Foundations of Economic Justice

This course examines philosophical foundations of three fundamentally different economic systems—capitalism, socialism, and the welfare state. Through the selection of readings, we will think critically about the prospects for economic justice introduced by each system. The main questions will focus on what features an economic system and a society ought to have to be economically just, and what sorts of claims the different classical economic systems advance in the name of economic justice. In addition, we will critically examine opportunities for, and obstacles to, economic justice in the current global economy—conditions that did not exist for any of the three classical economic systems. We will at all times reflect upon requirements of a good life, the grounding of claims for a good life, and the ways in which economic systems materially and culturally set conditions for a productive, fair, and just life for all members of the global community.

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

### PHIL332 Transcendence and Immanence

Is our human existence in need of, or does it call for, something beyond it to make it fulfilling or worthwhile—something that transcends the material-temporal world? If the answer to this question is yes, what is this something and how does it relate to the world of ordinary experience? Is achieving it something we can realistically do in our lives? Is it something to which we should devote our energies? If the answer to the question is no, how should we understand the many calls for transcendence throughout human history? And how, then, should we live? Answers to these questions involve such concepts as spirit and its relation to body, the temporal and the eternal, the sacred and the profane, humanism and spirituality, natural and the supernatural, and a host of others. Moreover, these answers are not merely of academic interest but are profoundly personal guides about how we should live. The course will examine these questions and

answers to them by studying some classic works in philosophy that address them from a variety of perspectives.

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

### PHIL334 Biomedical Ethics Seminar

In the contemporary developed world, medicine has evolved from a hands-on, low-technology, high-touch profession to a high-technology, high-intervention, low-touch one. This transition has created ethical challenges in both the clinical and philosophical settings and has encouraged the development of the new profession of bioethics. In a seminar format with readings, cases, and student presentations, this course first explores the philosophical underpinnings for health, disease, and medicine. It then takes up some of the tough contemporary, practical biomedical ethics issues in detail, including (among other topics) euthanasia, abortion, human experimentation, genetic screening, public health ethics, just allocation of resources, duty to care, war and conflict, and withdrawal of care in end-of-life circumstances. Policy and legal concerns may be touched upon for certain topics, such as capacity and consent, but the emphasis will focus on philosophical ethics of the issues.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: SISP334

### PHIL335 Art and Truth in the History of Aesthetics

This course is an intensive consideration of some primary classical and modern texts on issues of truth and cognition in relation to art. Questions considered include the differences between aesthetic knowledge, on the one hand, and scientific and historical knowledge, on the other; the relationships between artistic intention and artistic meaning and between artistic truth and the evaluation of works of art; the roles of style and genre in artistic representation—and what the limits of artistic representation are.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: COL335

### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: COL282

FALL 2009 INSTRUCTOR: LANG, BEREL SECT: 01

### 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-centered 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. AREA: HA IDENTICAL WITH: EAST341  
FALL 2009 INSTRUCTOR: ANGLE, STEPHEN SECT: 01



**PHIL343 Concepts of Evil, Blame, and Moral Understanding**

The question, What is evil, is awkward to answer except by posing the roundabout 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 functional and connotations, does the wise moral critic employ the concept of evil?

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: SPRINGER, ELISE SECT: 01

**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. AREA: HA PREREQ: NONE  
 SPRING 2010 SECT: 01

**PHIL361 Unifying Life Sciences: Biological Cultures and Meanings of Life**

IDENTICAL WITH: SISP361

**PHIL381 Topics in Philosophy of Mind**

This course will explore recent discussions in philosophy of mind. Topics will change from year to year. Past and planned topics include: mental representation, consciousness and naturalization, concepts, mental causation and the relation between mind and metaphysics. This course is intended for advanced majors in philosophy and the sciences of cognition. Students should take either PHIL241 (Philosophy of Mind) or PHIL233 (Philosophy of Language) prior to this course.

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

**PHIL382 Naturalism and Its Discontents**

Since the 17th century, the natural sciences have played a key role in our view of the world and our place within it. Early modernity saw a reconceptualization of nature in the form of a great world-machine operating in accordance with inexorable laws. But this view of the world presented grave problems for how to understand our own nature as human beings within such a framework, and disciplines like ethics, philosophy of mind, and theology were required to address a new view of the physical world. This course will examine naturalistic views in philosophy of science, philosophy of mind, ethics, and theology from the Renaissance to the present. We will begin with the transition from scholastic to modern notions of nature and matter and variations among the early moderns on the question of what this means for human beings. In the second half of the course, we will read 20th-century debates leading up to the present day.

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

**PHIL383 Mind, Body, and World: Conceptual Spontaneity and Worldly Constraint**

This advanced seminar critically assesses some influential contemporary treatments of a perennial philosophical question: How is the spontaneity of thought and talk accountable to and/or constrained by perceptual and practical interaction with the world? With a brief introduction to Quine's and Davidson's criticisms of semantic empiricism as background, we will examine John McDowell's attempt to develop a post-Davidsonian empiricism, Robert Brandom's social inferentialism, Hubert Dreyfus/Samuel Todes's phenomenological dualism of bodily coping and linguistic articulation, and John Haugeland's account of embodied "existential commitment." The course will conclude with some reflections on how language use might itself be understood as practical and perceptual.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: 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 neopragmatist 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.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: SISP384

**PHIL388 Topics in Philosophy of Language**

Advanced topics in philosophy of language.

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

**PHIL390 Topics in Metaphysics**

This course will focus on physical necessity and essentialism in contemporary analytic metaphysics. We'll begin with Rudolf Carnap's explication of necessity and essence in terms of analyticity, and W. V. Quine's critique of it. We'll then look at a spectrum of replies to Quine: Ruth Marcus, Dagfinn Føllesdal, Wilfrid Sellars, Jaakko Hintikka, and finally Saul Kripke. Kripke's views have reinstated a metaphysical conception of necessity and essence in contemporary philosophy. We conclude with an examination of some main replies to Kripke: Robert Stalnaker, J. L. Mackie, Frank Jackson and David Chalmers.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA  
 SPRING 2010 INSTRUCTOR: SHIEH, SANFORD SECT: 01

**PHIL401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**PHIL409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**PHIL411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**PHIL465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**PHIL467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## Physics

<b>PROFESSORS:</b>	Reinhold Blümel, <i>Chair</i> ; Fred M. Ellis; Lutz Hüwel; Thomas J. Morgan
<b>ASSOCIATE PROFESSORS:</b>	Francis Starr; Brian Stewart; Greg A. Voth
<b>ASSISTANT PROFESSOR:</b>	Tsampikos Kottos
<b>DEPARTMENTAL ADVISING EXPERTS 2009–2010:</b>	Fred M. Ellis, <i>Class of 2010</i> ; Tsampikos Kottos, <i>Class of 2011</i>

### Undergraduate Program

“Four decades ago, a liberal arts education was thought to prepare one well for any professional endeavor; the specific coursework 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, theoretical soft condensed matter physics, granular flow, third sound in superfluid films, laser plasmas, spectroscopy and collision studies involving excited atoms and molecules, and physics at the gas-solid interface.

The science machine shop, located on the ground floor of the Exley Science Tower, 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 that are available for students working in one of the theory groups.

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, 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.

Students interested in a physics major should also consider **PHYS125/PHYS126** Honors Physics Lab I/II. These courses are more intensive versions of the Physics Labs **PHYS121/122** and are intended for students interested in a more rigorous application of their physics background to the laboratory experience. Potential majors taking **PHYS215** Special Relativity are also welcome in **PHYS125**.

**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, the California Institute of Technology, and Dartmouth 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 in physics from Wesleyan and a BS in engineering from the participating schools. 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.

**Certificate Program in Informatics and Modeling.** A recently established 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). Two laboratory courses **PHYS121/122**, 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 topical general education courses. 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 this course catalog.

**Advanced Placement credit.** You may receive a maximum of two physics AP credits. One with a score of 5 on your AP physics C mechanics exam, and one with a score of 5 on your AP physics C electricity and magnetism exam. However, special regulations apply. Please check with the registrar or a departmental advisor. You may also receive AP credit with a score of 5 on your 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 collegueship among students and faculty. The department wants its students to “do physics” right from the start rather than spend one or two years solely on 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. There is also a set of courses that are taken each semester. 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 the teaching of 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, and granular and fluid flows. Current theoretical and computational research areas include nonlinear dynamics, quantum chaos, properties of nanostructures, and soft condensed matter.

### 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 this will normally be a graduate-level (500) physics course, 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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: WESTLING, LYNN ADREA SECT: 01

**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. The emphasis will be on principles, not problem solving (although there will be weekly problems). No previous course in physics is presupposed. Of mathematics, only high school algebra and a willingness to apply it are needed. If you have taken a high school physics course and did well in it, then you are overqualified for this course, risk being bored, and should not enroll.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
SPRING 2010 SECT: 01

**PHYS105 The Physics of Sustainability**

This course explores the physical constraints imposed upon human activity from a point of view that expands as the semester progresses. We first examine the determining role played by energy, exploring its various forms and working out the limits on its use imposed by the Second Law of Thermodynamics. We will then get particular and inventory the various resources available to humanity. We will attempt to assess likely future availability of these resources in both the near and far term, developing a Web-based compendium of information. Experts from a variety of fields will be brought in throughout the semester to add depth and different perspectives to our studies. To keep our work from being a sterile exercise, we will arrive at recommendations and call them to the attention of appropriate audiences. To facilitate this, we will be joined by actors from ArtFarm, who will coach students in performance skills so that we can become effective advocates of informed policies of sustainability. No particular science experience is required, but students need to be prepared for and unafraid of algebraic manipulations, large volumes of factual information, public action, and hard work.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

**PHYS106 Sound, Light, and Electrons: The Rudiments of Telecommunication**

Communication is the process by which information is exchanged. It involves the creation, transmission, and reception of content. This course explores the physical and technical aspects of long-distance communication, usually referred to as telecommunication. The course emphasizes both scientific fundamentals and recent technological advances. Part of the course will develop the basic physical principles and ideas behind electrons, light, and sound and their uses as participants in carrying information. The other part of the course will interlink with the technology of telecommunication, with a focus on the connections between theory and application. An apparent simple question captures much of the aim of the course: How does information such as data, sound, and image (a person speaking) travel significant distances from its location (a TV station) to a faraway place (a living room)? This course consists of classroom lectures, discussion, outside experts, ITS media specialists, demonstrations, and field trips. Field trips are aimed at engaging technology in our society by visiting communication broadcasting centers and companies involved in communication equipment design and development. Fieldwork to produce TV programs will serve to provide

laboratory experience with the course content as well as hands-on exposure to technology.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: 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. This course is taught specifically with the life-science major in mind. It is followed by **PHYS112**, offered in the spring semester. 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.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 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. 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.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
SPRING 2010 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.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: STEWART, BRIAN A. SECT: 01

**PHYS116 General Physics II**

All matter is made up of charged particles. This second semester of the general physics course, following **PHYS113**, focuses on the physics of charged particles that gives rise to both electricity and magnetism. Through lectures and demonstrations, 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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM  
SPRING 2010 INSTRUCTOR: KOTTOS, TSAMPIKOS SECT: 01

**PHYS121 Physics Laboratory I**

This laboratory course provides experience with phenomena discussed in **PHYS111** or **PHYS113** lectures. Video cameras and computer analysis of captured video clips will be the primary tools for data acquisition and investigation.

GRADING: CR/ CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 INSTRUCTOR: STEWART, BRIAN A. SECT: 01-05  
INSTRUCTOR: MORGAN, THOMAS J. SECT: 01-05

**PHYS122 Physics Laboratory II**

This laboratory course, taken concurrently with **PHYS112** or **PHYS116**, covers topics in electromagnetism and optics.

GRADING: CR/ CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE  
SPRING 2010 INSTRUCTOR: KOTTOS, TSAMPIKOS SECT: 01-05  
INSTRUCTOR: MORGAN, THOMAS J. SECT: 01-05

**PHYS125 Honors Physics Laboratory I**

This laboratory is designed to provide experience in physics through the observation and analysis of physical and technological phenomena. It will concentrate on experiments in mechanics and thermal physics.

GRADING: CR/ CREDIT: .5 PREREQ: NONE  
FALL 2009 SECT: 01

**PHYS126 Honors Physics Laboratory II**

This laboratory is designed to provide experience in physics through observation and analysis of physical phenomena. It will focus on detection and analysis of electromagnetic phenomena.

GRADING: CR/ CREDIT: .5 PREREQ: NONE  
SPRING 2010 SECT: 01

**PHYS162 It's About Time**

Measurement of time has been accomplished by careful observation of stars, sun, and moon and with devices as varied as the hour glass and the atomic clock. A thorough observation of these and other methods and tools will illuminate old and new views of time. We will investigate concepts including, but not limited to, the direction of time's arrow, the smoothness of time, time dilation, and the relativity of simultaneity.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

**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. AREA: NSM  
FALL 2009 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. AREA: NSM  
SPRING 2010 INSTRUCTOR: ELLIS, FRED M. 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. AREA: NSM PREREQ: NONE  
FALL 2009 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: A-F CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE  
FALL 2009 SECT: 01

**PHYS313 Classical Dynamics**

This course will present Newtonian kinematics and dynamics, with emphasis on one- and two-particle systems of continued importance in physics and astrophysics. Lagrangian and Hamiltonian methods, rigid-body dynamics, and nonlinear

mechanics are among the topics that will be discussed. The cross-listed course, PHYS513, is similar to PHYS313 with supplementary material and special assignments and is open only to graduate students.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: PHYS513  
FALL 2009 INSTRUCTOR: BLÜMEL, REINHOLD 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  
FALL 2009 INSTRUCTOR: ELLIS, FRED M. 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  
SPRING 2010 INSTRUCTOR: BLÜMEL, REINHOLD SECT: 01

**PHYS324 Electricity and Magnetism**

The principles of electricity and magnetism will be studied. The point form of Maxwell's equations will be developed.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM IDENTICAL WITH: PHYS524  
SPRING 2010 INSTRUCTOR: VOTH, GREG A. SECT: 01

**PHYS325 Radiation and Optics**

Applications of Maxwell's equations to radiation theory, electron theory, and physical optics are made.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: PHYS525

**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 they can be linked together to make a Beowulf cluster. The majority of material in the course will focus on the most important numerical techniques, which we will implement in weekly exercises. A functional knowledge of Linux/Unix is preferred but not required. This course is also a part of the Certificate in Informatics and Modeling program.

GRADING: CR/ CREDIT: .5 GEN. ED. AREA: NSM  
SPRING 2010 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 PREREQ: NONE IDENTICAL WITH: PHYS542  
FALL 2009 INSTRUCTOR: BLÜMEL, REINHOLD 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. The format will be one weekly three-hour laboratory session.

GRADING: CR/ CREDIT: .5 IDENTICAL WITH: PHYS545  
SPRING 2010 SECT: 01

**PHYS347 Digital Electronics**

This laboratory course covers combinational and sequential logic, analog-digital conversion, and the use of microprocessors. Six hours of laboratory per week are required for half the semester.

GRADING: CR/ CREDIT: .5 IDENTICAL WITH: PHYS547

**PHYS356 Atoms and Molecules**

Fundamental properties of one- and many-electron atoms and small molecules will be discussed.

GRADING: A-F CREDIT: .5 IDENTICAL WITH: PHYS556  
 SPRING 2010 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

**PHYS395 Structural Biology Laboratory**

IDENTICAL WITH: MB&B395

**PHYS500 Graduate Pedagogy**

IDENTICAL WITH: BIOL500

**PHYS505 Condensed Matter Physics Seminar**

Presentations and discussions of material at the forefront of the discipline emphasizing emerging novel physics topics.

GRADING: CR/ CREDIT: .25  
 FALL 2009 INSTRUCTOR: BLÜMEL, REINHOLD 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/ CREDIT: .25 PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: VOTH, GREG A. 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/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 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/ CREDIT: .25 PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: HÜWEL, LUTZ 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/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: STARR, FRANCIS W. 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/ CREDIT: .25  
 SPRING 2010 INSTRUCTOR: BLÜMEL, REINHOLD SECT: 01

**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/ CREDIT: .25 PREREQ: NONE  
 FALL 2009 INSTRUCTOR: ELLIS, FRED M. 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/ CREDIT: .25  
 SPRING 2010 INSTRUCTOR: ELLIS, FRED M. SECT: 01

**PHYS524 Electricity and Magnetism**

IDENTICAL WITH: PHYS324

**PHYS525 Radiation and Optics**

IDENTICAL WITH: PHYS325

**PHYS542 Experimental Optics**

IDENTICAL WITH: PHYS342

**PHYS545 Electronics Lab**

IDENTICAL WITH: PHYS345

**PHYS547 Digital Electronics**

IDENTICAL WITH: PHYS347

**PHYS556 Atoms and Molecules**

IDENTICAL WITH: PHYS356

**PHYS558 Condensed Matter**

IDENTICAL WITH: PHYS358

**PHYS563 Analytical Mechanics**

Advanced classical mechanics and mathematical physics, description of multidimensional motion, vibrations, perturbation theory, and chaos.

GRADING: A-F CREDIT: .5

**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: A-F CREDIT: 1

**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 2010 INSTRUCTOR: HÜWEL, LUTZ 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  
 FALL 2009 INSTRUCTOR: STARR, FRANCIS W. SECT: 01

**PHYS568 Quantum Mechanics**

This course focuses on what is quantum about quantum mechanics. It presents quantum mechanics from the standpoint of measurement and quantum information theory. A grand tour from photons to quantum computing, this course may be taken by undergraduates with permission of the instructor.

GRADING: A-F CREDIT: 1

**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 2010 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: CR/ CREDIT: .5 PREREQ: NONE

**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/ 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

FALL 2009 INSTRUCTOR: BLÜMEL, REINHOLD SECT: 01

**PHYS576 Advanced Topics in Theoretical Physics**

Offered in the Spring semester.

GRADING: OPT CREDIT: .5

**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/ CREDIT: .25 PREREQ: NONE IDENTICAL WITH: CHEM548

SPRING 2010 INSTRUCTOR: HÜWEL, LUTZ SECT: 01

**PHYS401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**PHYS409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**PHYS411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**PHYS465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**PHYS467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

# Psychology

**PROFESSORS:** Lisa Dierker, *Chair*; Jill G. Morawski; Scott Plous; John G. Seamon; Robert S. Steele; Ruth Striegel-Moore

**ASSOCIATE PROFESSOR:** Andrea L. Patalano

**ASSISTANT PROFESSORS:** Hilary Barth; Barbara Juhasz; Matthew Kurtz; Patricia Rodriguez Mosquera; Charles Sanislow; Anna Shusterman; Steven Stemler

**ADJUNCT PROFESSOR:** Philippa Coughlan, *Director, Office of Behavioral Health for Students*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** Andrea Patalano; Patricia Rodriguez Mosquera

## Undergraduate Program

The Psychology Department 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.

Starting with the class of 2013, 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 by the first week of classes in their junior year. (Transfer students are exempted from the requirement that the psychology courses have to have been taken at Wesleyan.) Starting with the class of 2013, satisfaction of the Stage 1 General Education Expectation is required for admission to the major. Please refer to the department's Web site [www.wesleyan.edu/psyc/ugrad/psychman.pdf](http://www.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.) Starting with the class of 2013, an additional 2 foreign language credits and completion of Stage 2 General Education are also required.

**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**) or Psychological Statistics (**PSYC201**) 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&E5320**.

**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  
**PSYC225** Cognitive Neuroscience  
**PSYC228** Clinical Neuropsychology  
**PSYC240** Behavioral Neurobiology

### COLUMN 2

**PSYC230** Developmental Psychology  
**PSYC245** Psychological Measurement  
**PSYC251** Understanding Psychopathology  
**PSYC259** Discovering the Person  
**PSYC270** The Psychology of Women  
**PSYC 271** Life-Span Development

### COLUMN 3

**PSYC260** Social Psychology  
**PSYC261** Cultural Psychology  
**PSYC263** Exploring Social Psychology  
**PSYC 265** Culture in Psychology:  
 An Intro to Theory and Research  
**PSYC277** Psychology and the Law

**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 (starting with Class of 2013).** 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 (starting with Class of 2013).** 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 fulfill the requirement with a cultural immersion experience within the U.S., 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 must also have met the University's general education requirements to 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 [www.wesleyan.edu/psyc/ugrad/gpa.html](http://www.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 approved 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 may receive 1.00 credit. This credit may fulfill the introductory course. AP credits may not be counted toward admission to the major.

**Concentration in cognitive science.** Interested students have the opportunity to specialize in cognitive science within the major. To earn recognition for this specialization, the following conditions must be met. First, three of the following courses must be included among breadth requirements and electives: Cognitive Psychology (**PSYC220**), Memory, Sensation and Perception (**PSYC222**), Developmental Psychology (**PSYC230**), Cognitive Neuroscience (**PSYC225**), Behavioral Neurobiology, and Psycholinguistics (**PSYC223**). Second, the *Specialized* course requirement should build on at least one of these three courses. Third, two additional courses are required from outside the department that are closely related to cognitive science (see Psychology Department for list of approved courses). Fourth, a semester-long research tutorial must be completed in an area of cognitive science (the research tutor must approve the tutorial for this purpose prior to its commencement). Fifth, students are expected to enroll in a yearlong (1 credit per year) Cognitive Science Seminar (**PSYC345**). In light of these requirements, students undertaking this concentration have the option to petition to be exempted from the major's new cultural immersion requirement.

## Graduate Program

The Department of Psychology at Wesleyan University offers a two-year program of study culminating in the master of arts (MA) degree. The hallmarks of the program include its selectivity, its small size, and its strong research orientation. Through a program of courses, readings, teaching, and research, students broaden their knowledge of the field of psychology as a whole and acquire expertise in a particular area of research or interest. A central requirement is the completion of a substantial research project and thesis. An undergraduate major in psychology is not required for entrance into the program.

A distinctive feature of the program is that particular plans of study are individualized to best meet the needs of each student. The flexibility relies on the fostering of a close one-on-one interaction between a student and a faculty member. Therefore, an essential condition of admission is an agreement by a faculty member to serve as a candidate's research and program sponsor. In your application, please list the names of faculty members whose research areas are of interest to you.

Most students who complete the program go on to pursue doctoral studies, though the program also provides a strong background for many kinds of employment.

**Facilities and resources.** Research facilities in the department include active, well-equipped laboratories for the study of behavioral neuroscience, infant and child development, human cognition, psycholinguistics, community development, and social psychology. A laboratory is designed for overnight sleep and circadian rhythm studies in humans and for outpatient treatment studies of clinical depression. Substantial library resources on campus total more than one million volumes. Campus and departmental computing facilities are readily available. A colloquium series also affords students an opportunity to hear and meet informally with speakers from around the country.

**Mentor relationship.** The MA program involves a close working relationship between a student and a faculty mentor. Once a student has been admitted to the program, the student will be officially assigned a graduate advisor. The student should seek advice from the advisor regarding course selection and program of research. Any questions or problems that cannot be resolved by the faculty advisor should be brought to the attention of the graduate program coordinator. The student may only change advisors in consultation with the old advisor, the new advisor, and the graduate program coordinator.

**Credits and course requirements.** The MA degree requires a minimum of 8.5 credits. These 8.5 credits should be distributed as follows:

- **PSYC520** Advanced Psychology Seminar (two credits; one credit per year)
- **PSYC591** and **592** Advanced Research, Graduate (two credits; one credit per term of second year)
- **PSYC500** Graduate Pedagogy (0.5 credits; first term of first year)

- Any other graduate tutorials (**PSYC501/502, 503/504, 511/512**), undergraduate nontutorial courses in any department (usually 200- or 300-level courses) taken for graduate credit, or graduate seminars (four credits; no more than two of these credits may come from graduate tutorials; undergraduate tutorials and teaching assistantships of any kind may not be used for graduate credit).

For any course to be counted toward the graduate degree, the following conditions must be met: First, it must be taken for graduate credit (see later discussion). And, second, a grade of a B- or better must be earned in the course. Courses taken Pass/Fail cannot be counted toward the degree.

Other than **PSYC520** and **PSYC591/592**, the credits may be distributed in any way over the two years of the program. However, students typically either divide the credits equally across the two years or weight the credits toward the first year to leave more time for the thesis in the second year.

In addition to the Graduate Pedagogy course (**PSYC500**), students are required by the Office of Graduate Student Services to attend a one-time three-hour pedagogy session at the start of their graduate year (see Office of Graduate Student Services for date and time).

At the beginning of each of the four semesters of the program (by the end of the third week of classes), a Graduate Course Verification Form (available from the psychology graduate program secretary) must be submitted to the Psychology Graduate Program Office, listing the courses being taken for graduate credit that semester (only if they are undergraduate courses being taken for graduate credit). Each course must be approved by the course instructor and by the student's advisor. The signature of the course instructor indicates that he or she is informed that the course is being taken for graduate credit and is aware that he or she may wish to impose more rigorous coursework or more stringent grading standards on the student in exchange for the graduate credit. Any graduate requirements must be negotiated by the instructor and the student at the beginning of the course. The signature of the advisor indicates that these courses have been approved toward the MA requirements.

**Research and thesis requirements.** A major expectation of this program is that students will spend at least 20 hours per week engaged in research. The research experience will culminate with an MA thesis describing a student's original contribution to knowledge, which the student will carry out in partial fulfillment of the degree requirements. Work on the MA thesis should progress as follows under the guidance of the faculty advisor: By the first week in April of the student's first year, an MA thesis committee must be established and must include the advisor and two or more additional faculty (the student must submit the Establishment of Thesis Committee Form to the program secretary by this date). Both the advisor and at least one of the additional faculty members must be in psychology. By the first week in May, the student must set the date for the committee meeting to discuss and approve the proposal (Scheduling Thesis Proposal Meeting Form submitted to program secretary). The thesis proposal should be given to the committee at least two weeks before the scheduled meeting. While the date must be agreed upon by the first week in May, the actual meeting may be held anytime before the end of June as long as the thesis proposal is approved by the committee by the end of June. (Student should take the Thesis Proposal Approval Form to the thesis proposal meeting and must return it and a copy of the proposal to the program secretary by the end of June.)

During the second year of the program, the student must complete the thesis. Unlike most other rules and requirements of the program, the rules governing the completion of an MA thesis are largely determined by the University's Office of Graduate Student Services. By the Universitywide deadline in early April (consult the Office of Graduate Student Services for the exact date), a Response Form is due in the Office of Graduate Student Services listing the date scheduled for an oral defense of the thesis. This form is obtained from the Office of Graduate Student Services' Web site. A copy of the Response Form should be turned in to the Psychology Graduate Program Office. A variety of other forms must also be obtained from and returned directly to the University's Office of Graduate Student Services by the same date (see this office for forms).

The oral defense must be held during the oral exam period designated by the Office of Graduate Student Services. (This period is approximately the full month of April.) The final copy of the thesis should be given to committee members by the student at least two weeks before the oral exam date. The student should bring to the oral examination two forms required by the Office of Graduate Student Services: the Oral Examination Form and an Approval of Thesis Form to be filled out by committee members. These forms and two copies of the final version of the thesis are due in the Office of Graduate Student Services within 48 hours after the defense. (An exit appointment should be scheduled with the office in advance of the oral defense.) The Office of Graduate Student Services has a number of formatting guidelines for preparation of the thesis; these guidelines should be obtained in preparation for the appointment.

**Teaching requirements.** MA students must serve as a teaching assistant for one course during each semester of the program. At least one of the courses must be a departmental service course (such as Foundations of Contemporary Psychology (**PSYC105**), Statistics (**PSYC201**), Research Methods, or a breadth requirement course). Every attempt will be made to rotate students among the courses to give each student a range of experiences.

**Evaluation and review.** An evaluation of MA students is conducted by the Psychology Graduate Faculty Committee in the spring term of each year of the program. Maintaining good standing in the program is contingent on obtaining a B- in each course being applied toward the MA, the meeting of all above requirements (except in extenuating circumstances as determined by the committee), as well as majority approval of the department faculty. A student who is not in good standing can be asked to leave the program at the discretion of the Psychology Graduate Faculty Committee.

**Graduate Council.** The MA program is under the administrative supervision of a three-person committee of the Universitywide Graduate Council, which monitors the progress of all graduate students toward completion of degree requirements. The University's Office of Graduate Student Services maintains a list of those enrolled in the program and administers the academic

record of MA students during their time in the program.

**Tuition.** Wesleyan does not charge tuition for the two years of the program. Students can be charged tuition for time required to complete the program beyond the second year.

**Financial support.** MA students receive health insurance and a yearly stipend. During the two academic years, stipends are covered by teaching assistantships; in other words, the department appoints graduate students to assist faculty members in the instruction of courses in psychology. The work includes preparing demonstrations, preparing and grading exams, leading discussion groups, supervising student research, and lecturing under close supervision of the faculty member. During the summer between the first and second years, the department provides research assistantships for students. Financial support is determined at the time of admission. It is not possible to increase the support at a later time. Continued support from the University depends on the student remaining in good standing as defined earlier. Limited funds are also available to help with graduate student research needs (e.g., equipment, travel, participant payments). Students needing funds may make requests to the department through their faculty advisors.

**Application.** As part of the application procedure, the candidate must submit the online application, scores from the GRE General Test, official transcripts from other undergraduate or graduate institutions, an autobiographical statement describing educational and career experiences, and three letters of recommendation. A bachelor's degree in any field is a prerequisite. Other test scores may be submitted but are not required. No application fee is required. All admissions decisions are made by the Psychology Department in mid-March for September enrollment (students are not admitted at other times of the year).

**BA/MA degree program.** The Psychology Department offers the BA/MA degree program. It is available only to Wesleyan students in their junior year. Please contact the department or visit the Web site.

### PSYC101 Psychological Science

This first-year seminar provides a broad survey of the entire field of psychology. It differs from the large Foundations of Contemporary Psychology (PSYC105) in several ways. First, this course is for first-year students. Second, the course is offered as a seminar with each student required to make several oral research presentations to the class. Thus, active participation is required. Third, in addition to an introductory text, students read original journal articles in each of the major areas of the discipline. As indicated by its name, this course will provide an in-depth overview of psychology as an empirical scientific discipline.

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

### PSYC104 Understanding Prejudice and Discrimination

This First-Year Initiative seminar will involve a psychological analysis of different forms of prejudice and discrimination, including racism, sexism, anti-Semitism, homophobia, and less recognized forms of bias, such as the exploitation and domination of indigenous peoples, animals, and the natural environment. During the first part of the term, students will read about and discuss specific forms of prejudice and discrimination. In the second half of the course, they will write a final paper and present a brief "address to humanity" on a prejudice-related topic.

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

### PSYC105 Foundations of Contemporary Psychology

This course will include an introductory-level presentation of ideas and research findings in the major areas of psychology. It will serve as both preparation for upper-level courses in psychology and as a valuable contribution to students' liberal arts education. This course will help 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. AREA: SBS PREREQ: NONE

FALL 2009 INSTRUCTOR: CARNEY, SARAH KRISTIN SECT: 01

SPRING 2010 INSTRUCTOR: STEMLER, STEVEN E. SECT: 01

### PSYC110 Issues in Contemporary Psychology: What Makes Us Human?

This seminar-style course serves as an intensive introduction to psychology as an empirical science. As a group, we will read and discuss primary journal articles, focusing on the questions: What makes us human? What is it about us that make us who we are? We will explore psychological research on three possible answers to this question: symbols, culture, and morality. In our journey through possible answers to this question, we will study multiple areas of psychology, looking at brains, individuals, and groups. Individually, students will select a research question of their own choosing and work steadily on a review of the relevant psychological literature.

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

### PSYC111 Myth, Magic, and Movies

We will explore how the mythic is made and what purposes myth and magic serve in modern culture. Guided by classic psychoanalytic works and more modern texts, we will seek to understand both the conscious and unconscious power of myths. We will explore heroic and anti heroic narratives, all with an eye to uncovering the ideological uses of fantasy in post modern capitalism. Novels by J. K. Rowling, Alice Walker, and Ralph Ellison will be read. Films will include *The Color Purple* and the Harry Potter series.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

SPRING 2010 INSTRUCTOR: STEELE, ROBERT S. SECT: 01

### 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. AREA: NSM PREREQ: NONE

SPRING 2010 INSTRUCTOR: KURTZ, MATTHEW M. SECT: 01

INSTRUCTOR: JUHASZ, BARBARA JEAN SECT: 02

INSTRUCTOR: RODRIGUEZ MOSQUERA, PATRICIA MARIA SECT: 03

### PSYC201 Psychological Statistics

This course provides a general introduction to the use of statistics in everyday life and in psychological research. Special emphasis will be placed upon the development of critical



thinking skills for evaluating the validity of statistically-based claims found in the media and in published research. In addition, the course will focus on the practical application of statistics and the logical connection between various analytic techniques. Both descriptive and inferential statistics will be discussed, and students will learn to clean and analyze data using Microsoft Excel and SPSS.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM

### 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. 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. AREA: SBS

IDENTICAL WITH: [AMST241 OR GSS5203]

### PSYC203 Quantitative Methods in Psychology

This course covers various quantitative research methods in psychology. Individual sections emphasize different methods and content areas.

GRADING: A-F CREDIT: 1

### 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: NONE

### PSYC205 Introduction to Cultural Phenomenology

Phenomenology is the study of situatedness. We will explore how we are situated in culture and how enduring inequalities (gender, race, and class) determine our positions.

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

FALL 2009 INSTRUCTOR: STEELE, ROBERT S. SECT: 01

### 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. AREA: SBS

### PSYC210 Research Methods in Cognition

This course will examine the experimental method as a means of gaining knowledge about human cognition. Students in this course will learn about general research methods in cognitive psychology related to experimental design, understanding and interpreting research, and ethical issues involved in research with human subjects. Classic research paradigms in cognitive psychology will be explored through the use of interactive demonstrations and in-class experiments. In addition, students will be instructed in how to write well-organized research reports.

GRADING: OPT CREDIT: 1

### PSYC211 Research Methods in Clinical Psychology

This course will introduce various concepts and strategies relevant for empirical research of clinical phenomena. Particular

emphasis will be placed on structured clinical interviews and questionnaires. As part of the course, students will develop their own research projects based on available psychiatric data and conduct them under the supervision of the instructor.

GRADING: A-F CREDIT: 1

### PSYC213 Research Methods in Social Psychology

The course examines research methods and techniques used in social psychology, including observation and experimentation, as well as correlational, archival, discourse, and interview techniques. Each method is analyzed in terms of underlying theory assumptions and practical implications. The course emphasizes ethical reasoning throughout the design, conduct, and reporting of research. Students are expected to undertake a research project.

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

SPRING 2010 SECT: 01

### PSYC220 Cognitive Psychology

This course provides an introduction to topics and methods in cognitive psychology. We will talk about the psychology of human perception, attention, memory, and thinking. The material will cover the processes by which researchers develop and experimentally test theories. An important part of this methodology concerns the manner in which knowledge of brain function can illuminate theories of cognition. Some attention will also be paid to ways in which the findings of cognitive psychology can inform practical issues in everyday life. Class activities will include lectures, short discussions, demonstrations, in-class experiments, and practice on problem-solving exercises.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

IDENTICAL WITH: NS&B220

FALL 2009 | SPRING 2010 INSTRUCTOR: PATALANO, ANDREA L. 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. In this course, students read the primary literature in the field and make oral presentations of relevant journal articles in weekly class meetings.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: NS&B221

FALL 2009 | SPRING 2010 INSTRUCTOR: SEAMON, JOHN G. SECT: 01

### 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. AREA: NSM IDENTICAL WITH: NS&B222

SPRING 2010 INSTRUCTOR: BARTH, HILARY C. 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 PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: JUHASZ, BARBARA JEAN SECT: 01  
 INSTRUCTOR: SHUSTERMAN, ANNA SECT: 01

### PSYC225 Cognitive Neuroscience

Cognitive neuroscience is an emerging discipline that uses a broad range of techniques, including behavioral and brain-imaging methods, to investigate the relations between cognitive processes and neural systems. The course will introduce methods and approaches in cognitive neuroscience and go on to cover visual object recognition, spatial processing, attention, and other higher-level cognitive functions. Students will become familiar with current debates and active research in the field through discussion of research articles from the primary literature.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: NS&B225

### 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. AREA: NSM  
 IDENTICAL WITH: NS&B228

SPRING 2010 INSTRUCTOR: KURTZ, MATTHEW M. SECT: 01

### 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. AREA: SBS  
 FALL 2009 INSTRUCTOR: SHUSTERMAN, ANNA SECT: 01

### PSYC235 Health Psychology

This course will introduce the major theories of health behavior (e.g., health belief model, transtheoretical model, theory of reasoned action/planned behavior, social learning theory, and public health models). The course will also cover the influence and application of these theories to current efforts to promote change in specific health behaviors, including substance use and abuse; cigarette smoking; exercise, diet, and other health-related behaviors and disorders. Students will develop a working knowledge of the history, major research theories, and constructs and will be exposed to a variety of practical applications within the field of health psychology.

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

### 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. AREA: SBS PREREQ: NONE  
 FALL 2009 INSTRUCTOR: STEMLER, STEVEN E. SECT: 01

### PSYC250 Personality

What does personality mean? Can you measure it? Who studies it and why? This course is designed to give a deeper understanding of these questions that psychologists interested in personality study, how they study these in a scientific manner, and how they use this knowledge to help others.

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

### PSYC251 Psychopathology

This course is designed to explore what we know and what we don't know about psychopathology. Historical and contemporary views will be examined in such a way to promote the consideration of potential approaches for the future. All conceptualizations will be theoretically and empirically grounded, and problems with diagnosing "abnormal" behavior will be considered.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS  
 FALL 2009 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 will 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 given, too, 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. AREA: SBS  
 IDENTICAL WITH: [AMST259 OR SISP259]  
 FALL 2009 INSTRUCTOR: MORAWSKI, JILL G. SECT: 01

### PSYC260 Social Psychology

This course provides an overview of classic and contemporary research in social psychology. A wide range of topics will be covered, including prejudice, conformity, obedience, romantic attraction, decision making, and conflict resolution. The lectures will focus largely on the results of experimental research and will be supplemented with several DVDs and class demonstrations.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
 FALL 2009 INSTRUCTOR: PLOUS, SCOTT 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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: STEELE, ROBERT S. SECT: 01

### PSYC262 Cultural Psychology Discussion

We will talk with each other about race/ethnicity, gender/sexuality, and social class.

GRADING: CR/ CREDIT: .5 GEN. ED. AREA: SBS PREREQ: NONE

### PSYC263 Exploring Social Psychology

This course introduces students to the theories, methods, findings, and problems encountered in the study of people as social beings. Emphasis will be placed on discussion of experimental and correlational research, conducted both in the laboratory and in the field. Through lectures and discussions students will become familiar with content areas in social psychology, such as attitudes and social cognition, conformity and obedience to authority, social conflict and aggression, stereotypes and prejudice, and applications of social psychology.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

### 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. AREA: SBS  
SPRING 2010 INSTRUCTOR: RODRIGUEZ MOSQUERA, PATRICIA MARIA SECT: 01

### PSYC268 Organizational Psychology

The course is designed to expose students to key theory and research in organizational psychology and the application of key concepts to real-world settings. Individual, group, and organizationwide perspectives will be considered. Topics considered are individual differences, motivation, attitudes, leadership, groups and teams, and organizational climate and culture. Course objectives include becoming familiar with topic areas and methods used in organizational psychology; understanding major concepts and theories; applying concepts and theory to real-world situations; and evaluating and developing solutions to organizational problems by integrating key concepts and theory.

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

### PSYC270 The Psychology of Women

This course reviews the constellation of psychological theories about women. Topics to be covered include personality, development, physiology, intellect, achievement, and social roles. Studies of gender are reviewed and assessed with consideration of the impact of history, politics, culture, and research practices. The forms and possibilities of feminist science are explored.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: FG55229

### PSYC271 Life-Span Development

This course summarizes classic and current theory and research on human development, highlighting the life-span perspective on development and the interacting contributions of biology and environment. Commonalities and differences among ethnic groups and cultures are considered, as are the broader social contexts within which individuals develop. Implications for educational practices and social policy are also discussed.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM

### PSYC272 Childhood Psychopathology

This course provides an overview of the various mental disturbances in childhood, including attention deficit disorder, conduct disorder, autism, anxiety, substance-use disorders, and depression. The contributions of psychological, biological, family, and sociocultural factors to the development of childhood psychopathology will be discussed. Recent research in the areas of assessment and diagnosis, prevention, and treatment will be presented.

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

### 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. AREA: SBS

### PSYC280 Applied Data Analysis

IDENTICAL WITH: QAC201

### PSYC289 Masculinity: Psychology, Science, and History

This course analyzes the theories of masculinity in the 20th century and the multiple connections between masculinity and modern science. Considered are the claims of the masculine epistemic grounding of science, the "natural" conditions of masculine human kinds, and the ongoing crises or transformations in masculinity. Readings consist of primary and secondary source materials, and class meetings incorporate student presentations and interpretations of the materials.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: FG55291

### PSYC290 The Psychology of Gender and the Gendering of Psychology

This discussion course will examine the historical relations between the sciences of mind and gender. As disciplines, the mind sciences have made gender an object of scientific study. This process involved the creation of tools for measurement as well as the reification of mental traits as having a gendered character. However, the process of building a disciplinary practice and establishing gender as an object of scientific study was not a value-free process. Whether relying on implicit assumptions or more overtly on feminist theory, psychologists have historically used their own social cultural politics as a tool



for fashioning their science of gender. This course focuses on how these two kinds of connection between gender and psychology (gender as studied by psychology and gender as inspiration for psychology) have historically developed and related to each other. The goal of this course is to develop a collection of methodological tools for critiquing psychological knowledge and the historical background necessary for examining how ideas of gender and knowledge in the psychological disciplines have developed together.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [SISP290 OR FGS5290]

### PSYC295 Cultures and Histories of the Mind

From the invention of psychoanalysis and the creation of experimental psychology as a scientific discipline to recent developments in evolutionary psychology, psychopharmacology, and cognitive neuroscience, the sciences of mind have given us a variety of ways to understand ourselves, other people, and human nature. These ways of thinking about mind have been powerful tools for classifying people and for understanding the differences between them. We have come to use the sciences of mind to understand, explain, measure, and manage intelligence, merit, illness, and deviance. This course examines how the mind sciences have developed their conceptual frameworks and methodological tools, how they consolidated as disciplines, and how they have drawn inspiration from and contributed to cultures in which they formed.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

### PSYC297 Psychology of Language

This course provides an examination of how people acquire, understand, and use language. We will focus on the psychological processes involved in comprehending, producing, and developing language. We will trace two broad themes: one on the development of language and another on the psycholinguistics of language. We will also explore the nature of language and its neurological and social bases. It is not a course on how to teach language, but many of the theories, concepts, and principles covered apply to education as well as many other professional areas that we will also explore. The course will help you become acquainted with basic concepts and knowledge of the psychology of language field, relate these concepts to understanding your own and others' language development, and understand practical issues for working with language in future careers.

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

### PSYC298 World History: A Psychohistory of the Modern World

IDENTICAL WITH: HIST251

### PSYC307 Applied Quantitative Methods in Survey Research

This hands-on seminar provides advanced and applied experience in survey research. Students will have the opportunity to develop skills in conducting an in-depth literature review; evaluating the content of scientific literature; generating testable hypotheses that add substantially to their chosen area of psychological research; locating and gaining access to publicly available data; preparing data for analysis; selecting and conducting descriptive and inferential analyses that address their chosen hypotheses; presenting research findings; and evaluating implications. Students will also learn computer software packages utilized throughout the research process including SAS, Endnote, and PowerPoint.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM  
SPRING 2010 INSTRUCTOR: DIERKER, LISA C. SECT: 01

### PSYC310 Discovering the Person: History of the Psychological Sciences

This course surveys major developments in psychology and psychiatry from 1880–1980 with the aim of deciphering the kinds of persons that were “discovered,” the techniques of discovery, 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, emotional processes, neurotic behaviors, intelligence, addictive tendencies, and a receding if not nonexistent will. Considered, too, are the various 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 challenges to these scientific classifications. Students undertake class presentations as well as a historical project on a topic in the history of modern psychology.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: SISP312

### 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: NS&B311

FALL 2009 INSTRUCTOR: CHAMBERS, DESTINEE L. SECT: 01

### PSYC321 Memory in the Movies

This course is designed to show how memory works, and it serves as a complement to PSYC/NS&B221: Human Memory. This course is conceptually linked to PSYC/NS&B 221 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. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: SEAMON, JOHN G. SECT: 01

### 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 judgment and decision making and to compare these theories with descriptive data drawn from experiments in cognitive psychology, social psychology, neuroscience, and behavioral economics. In the process, we will think about decision

making in a variety of domains, as well as ways of improving decision making.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: PATALANO, ANDREA L. SECT: 01

### 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. The course will be presented in a combination lecture/discussion/service learning format. Students will be required to observe mathematics instruction sessions for kindergarten and elementary school children and to assist children during their in-class work for two hours per week. Course work includes an integrative project in which students will draw connections among a specific theoretical position in research on mathematical cognition, its curricular implementation, and its application in practice.

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

### 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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: ANTH239

SPRING 2010 SECT: 01

### PSYC340 Psychology of the Self

This course will examine current issues on the self from both personality and social psychological perspectives. We will discuss how particular conceptions of the self affect cognition and motivation. Examples of topics to be covered are development of the self, culture and the self, self-evaluation maintenance, self-presentation, self-discrepancy, and self-verification.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE

### PSYC345 Cognitive Science Capstone Seminar

Broadly defined, cognitive science is an interdisciplinary field that seeks to examine the nature of the human mind. The new Cognitive Science Concentration in the Wesleyan 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/ CREDIT: .5 PREREQ: NONE

FALL 2009 INSTRUCTOR: JUHASZ, BARBARA JEAN SECT: 01

### PSYC346 Cognitive Science Capstone Seminar

Broadly defined, cognitive science is an interdisciplinary field that seeks to examine the nature of the human mind. The new Cognitive Science Concentration in the Wesleyan 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/ CREDIT: .5 PREREQ: NONE

SPRING 2010 INSTRUCTOR: JUHASZ, BARBARA JEAN SECT: 01

### 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 PREREQ: NONE IDENTICAL WITH: NS&B348

### 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. This course emphasizes research skills and requires completion of multiple continuing assignments. The course is designed for students with an interest in medical school or graduate programs in clinical psychology, public health, or related fields. Students will conduct group research projects.

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

### 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. This course is a service-learning course. Students will be required to volunteer as reading tutors for two hours per week during the semester.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE

FALL 2009 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 PREREQ: NONE  
FALL 2009 INSTRUCTOR: SHUSTERMAN, ANNA SECT: 01

**PSYC361 The Psychology of Prejudice and Discrimination**

This seminar will involve a psychological analysis of different forms of prejudice and discrimination, including racism, sexism, anti-Semitism, homophobia, and less recognized forms of bias, such as the exploitation and domination of indigenous peoples, animals, and the natural environment. During the first part of the term, students will read about and discuss specific forms of prejudice and discrimination. In the second half of the course, they will write a final paper and present a brief "address to humanity" on a prejudice-related topic.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS  
IDENTICAL WITH: AFAM361  
SPRING 2010 INSTRUCTOR: PLOUS, SCOTT L. SECT: 01

**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. AREA: SBS  
FALL 2009 INSTRUCTOR: SCHEIBE, KARL E. SECT: 01

**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. AREA: SBS  
FALL 2009 INSTRUCTOR: RODRIGUEZ MOSQUERA, PATRICIA MARIA SECT: 01

**PSYC368 Body Trouble: Psychological Negotiation of the Physical Self**

Historically, Western thought has represented the body as distinct from, or alien to, the mental or spiritual self. This course will review the role that the body has historically played in psychological theory and conceptions of the self. Experiences that problematize presumed relationships between body and self (such as gender ambiguity, physical trauma, eating disorders, or disability) will be explored through the reading of theory and memoirs.

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

**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. AREA: SBS  
SPRING 2010 INSTRUCTOR: STEELE, ROBERT S. SECT: 01

**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, 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: NONE  
FALL 2009 INSTRUCTOR: RODRIGUEZ MOSQUERA, PATRICIA MARIA SECT: 01

**PSYC381 Seminar in Memory Theory and Research**

This course is designed to allow students to conduct supervised research in the area of memory and cognition. Working as a team with the instructor and other members of the research group, students will undertake a semester-long project on a topic in memory research. The research group will meet weekly in seminar fashion to read and discuss research articles, formulate plans, and provide updates on experiments being conducted by members of the research group.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
IDENTICAL WITH: NS&B381  
FALL 2009 INSTRUCTOR: SEAMON, JOHN G. SECT: 01

**PSYC382 Research Seminar in Reasoning**

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. The class will meet in a weekly seminar to read and discuss research articles, to formulate plans for studies, and to provide updates on experiments being conducted by members of the group.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: NS&B382  
SPRING 2010 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. This course will be conducted as a seminar. As such, students will be responsible for both the presentation of material and for leading discussions of various topics.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
FALL 2009 INSTRUCTOR: STEMLER, STEVEN E. SECT: 01

**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. The class will meet weekly to discuss relevant articles, make research plans, and share progress re-

ports; the results of the study will be compiled in a research report at the end of the term.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: BARTH, HILARY C. SECT: 01

### PSYC385 Advanced Research on Attitudes

This advanced undergraduate research course is designed to help students conduct a group research project on immigration attitudes. Students will work in close collaboration with the instructor to design, plan, and conduct an original study on the role of symbolic and realistic threats in immigration attitudes. It will include weekly meetings to discuss relevant literature, plan the study, and evaluate progress on the project, which is expected to culminate in a publication-style write-up of the results.

GRADING: A-F CREDIT: 1 PREREQ: NONE

### PSYC386 Advanced Research in Developmental Psychology

Students in this course work on new and on-going 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. AREA: SBS PREREQ: NONE  
 SPRING 2010 INSTRUCTOR: SHUSTERMAN, ANNA SECT: 01

### 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

### 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

### 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. We will meet once a week to discuss readings related to the projects and hear progress reports.

GRADING: OPT CREDIT: 1 PREREQ: NONE IDENTICAL WITH: NS&B390

### PSYC391 Culture and Denial

Intensive research on cultural illusion using interpretive methods will be done.

GRADING: OPT CREDIT: 1 PREREQ: NONE

### PSYC393 Advanced Research in Cognition and Neuropsychiatric Illness

Students in this advanced undergraduate research course will work in teams on novel and on-going 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. Class meetings will be devoted to a review of contemporary empirical research, supervised training on research assessment instruments, student oral presentations of proposed research studies, and results of subsequent data analyses. Results of student studies are expected to culminate in a peer-reviewed publication-style presentation of research findings.

GRADING: OPT CREDIT: 1 PREREQ: NONE  
 IDENTICAL WITH: NS&B393

### PSYC469 Education in the Field, Undergraduate

GRADING: OPT CREDIT: 2 PREREQ: NONE

### PSYC500 Graduate Pedagogy

IDENTICAL WITH: BIOL500

### 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

### PSYC550 Diagnostic Assessment Practicum

This graduate practicum teaches the fundamental skills of clinical interviewing and introduces students to two semistructured research interviews, the structured clinical interview for DSM IV Diagnoses (SCID) and the eating disorder examination (EDE). Students also learn ethical conduct with human participants and how to manage critical incidents. Students will be introduced to the concepts and research strategies pertaining to reliability and validity of diagnostic interviews. Under the supervision of trained graduate students and the instructor, students will learn to administer SCID and EDE interviews to individuals recruited for the purpose of student training or for research studies conducted by the instructor. Students are required to complete the Human Participants Protection Education for Research Teams online course (<http://www.nih.gov>) prior to enrolling in the course. This course is intended for students with previous research experience who are ready to commit to an intensive training experience.

GRADING: A-F CREDIT: 1 PREREQ: NONE

### PSYC401/402 Individual Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### PSYC409/410 Senior Thesis Tutorial

GRADING: OPT CREDIT: 1 PREREQ: NONE

### PSYC411/412 Group Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### PSYC465/466 Education in the Field

GRADING: OPT CREDIT: 1 PREREQ: NONE

### PSYC467/468 Independent Study, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

## Religion

**PROFESSORS:** Ronald Cameron; Peter S. Gottschalk, *Chair*; Janice D. Willis

**ASSOCIATE PROFESSORS:** Elizabeth McAlister; Jeremy Zwelling

**ASSISTANT PROFESSORS:** Henry Goldschmidt; Mary-Jane Rubenstein

**ADJUNCT ASSISTANT PROFESSOR:** Dalit Katz, *Hebrew*

**DEPARTMENT ADVISING  
EXPERT 2009–2010:** Ron Cameron

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 disciplines in the study of religion, the department provides opportunities to analyze 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 expressions such as myth, ritual, sacred story, scripture, liturgy, 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 except when representatives of the two departments approve alterations in the student's program.

The department offers four categories of courses through which students organize their curriculum of studies.

- **Access courses.** The department encourages the beginning student to take these courses, for they assume no background in religious studies and serve as a useful foundation. For those who wish to take more advanced courses on the 200-level, the department recommends courses designated as General Education, as well as survey courses in the major religious traditions of the world and in archaic religions. In particular, the department recommends Introduction to the Study of Religion (**RELI151**) 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 Confucianism and 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. Most access courses, except **RELI151**, are also considered historical traditions courses. And, in general, courses that are not thematic approach or method and theory courses are considered historical traditions courses.

- **Thematic approach courses (RELI270–290 and 380–390).** 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 (RELI291–310 and 391–400).** 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 methodological pluralism in the field of religious studies with the opportunity to apply these 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.

Religion majors are strongly encouraged to develop knowledge in an ancient and/or modern foreign language.

**Honors program.** Religion majors with a B+ (88.3) average in the department may choose to write a senior honors thesis or do an equivalent (two-semester) project. Candidates for honors must submit to the department chair a 2-3 page proposal abstract and bibliography by the last Friday of April. 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. High honors may be awarded after a student's work has been submitted for a departmental colloquium.

### **RELI125 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. AREA: HA PREREQ: NONE

### **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, and the construction and transmission of traditions through texts, and objects, and religious conflict.

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

FALL 2009 INSTRUCTOR: ZWELLING, JEREMY SECT: 01

SPRING 2010 INSTRUCTOR: MCALISTER, ELIZABETH SECT: 01

### **RELI201 Old Testament/Hebrew Bible**

This course is a study of the literature of ancient Israel with a special emphasis on historical context, literary conventions, ritual practices, and competing religious ideologies. Methods from the social sciences along with theories of culture and narrative will assist us in understanding what the Bible meant for its original audiences. This multidisciplinary approach will disclose how the Bible as a religious text responds to as well as shapes changing social, political, and economic circumstances during the long period of its composition.

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

IDENTICAL WITH: MDST203

### **RELI203 Judaism and Story**

From the classical Biblical and Rabbinic periods and down to modern times, Jewish culture has preferred the genre of story to conjure its sacred and secular realities. The composing of imaginative narratives has evoked and inscribed a number of discreet Judaisms, while storytelling and ritualized study have served to forge distinct and competing Jewish identities. This course will focus on the inventions of Judaisms and Jewish identities in foundational Biblical tales, interpretive Rabbinic legends, mystical Hasidic fantasies, Yiddish satires, as well as in Kafka parables and other secular transformations of the Jewish tradition in contemporary American and Israeli fiction.

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

### **RELI206 Neo-Confucian Chinese Philosophy**

IDENTICAL WITH: PHIL259

### **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. AREA: HA PREREQ: NONE

IDENTICAL WITH: MDST214

SPRING 2010 INSTRUCTOR: CAMERON, RON SECT: 01

### **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 PREREQ: NONE

IDENTICAL WITH: [MDST215 OR CCIV212]

FALL 2009 INSTRUCTOR: CAMERON, RON SECT: 01

### **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, 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: COL220

### **RELI221 Islam and Muslim Cultures**

This course introduces students to the secular study of Islam and some of the religious perspectives of Muslims. It seeks to provide familiarity with some of the basic teachings and practices of Islam while exploring the diversity of religious traditions among Muslims in Egypt, India, Afghanistan, and the United States. This effort will involve the study and use of the tools of comparative religious studies. It will also require critical assessment of Western views of Islam and Muslims.

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

SPRING 2010 INSTRUCTOR: GOTTSCHALK, PETER S. SECT: 01

### **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 de-



bates 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST220

**RELI225 Piety and Politics: The Age of European Reformations**

IDENTICAL WITH: COL272

**RELI226 Jews and Modernity: History and Historiography**

IDENTICAL WITH: HIST386

**RELI234 Sophomore Seminar: East European Jewish Experience**

IDENTICAL WITH: HIST156

**RELI242 Buddhism: An Introduction**

This course will survey the origin, philosophies, and practices of Buddhism in the cultural contexts of India, Tibet, and Southeast Asia through a close reading of key primary texts and using audiovisual tools and Internet sources to explore contemporary realities. Readings and lectures will be grounded on an ongoing exploration of the dynamic links between philosophy and practice, including the relationship between Buddhist thought and social responsibility. In so doing, we will look closely at the transformation of Buddhist thought and practice as it moves through different historical and cultural contexts—including your own.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: EAST242

SPRING 2010 INSTRUCTOR: WILLIS, JANICE D. SECT: 01

**RELI245 Constructing the Other in Jewish and Christian Scriptures**

In telling its story, the Bible creates an image of the other, the outsider who opposes the people of God, whether it is the Canaanites in the Hebrew Bible or the Jews in the New Testament. Yet in both cases the construction of the other is much more varied and complex than at first appears and also functions as a mirror to construct notions of the insiders' community. Corresponding to this construction of the external other is also a construction of internal others based on race, class, gender, and ability. Various theoretical approaches are introduced to illuminate this process.

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

**RELI252 Islam and Revolution**

IDENTICAL WITH: HIST312

**RELI253 Islamic Civilization: The Classical Age**

IDENTICAL WITH: HIST231

**RELI257 Protestantism: From the Reformation to the Religious Right**

IDENTICAL WITH: HIST261

**RELI261 Jewish History: From Biblical Israel to Diaspora Jews**

IDENTICAL WITH: HIST247

**RELI262 Jewish History: Out of the Ghetto**

IDENTICAL WITH: HIST248

**RELI263 Saints and Sinners in Europe, ca.1000—ca.1550**

IDENTICAL WITH: HIST287

**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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AFAM387 OR LAST268]

**RELI269 Philosophy, Theology, and the Origins of Modern Science**

IDENTICAL WITH: PHIL309

**RELI271 The Enlightenment and the Birth of the Modern World**

IDENTICAL WITH: COL110

**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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ANTH255

FALL 2009 INSTRUCTOR: GOLDSCHMIDT, HENRY SECT: 01

**RELI273 Vodou in Haiti—Vodou in Hollywood**

The Afro-Creole religion of the Haitian majority is a complex system of inherited roles and rituals that Afro-Creole people remembered and created during and after plantation slavery. Called "serving the spirits," or "Vodou," this religion and cultural system continues as a spiritual method and family obligation in Haiti and its diaspora and draws constantly on new symbols and ideas. Vodou has also captured the imagination of Hollywood and television, and the entertainment industry has produced numerous films and television episodes, and now computer games, with "Voodoo" themes. This course explores the anthropology of Vodou as a religious practice and relates it to the cultural studies of North American representations of "Voodoo." We will ask: What constitutes the thought and practice of Haitian Vodou? How is Vodou represented in American media? How can we analyze the patterns and tropes that operate in images of "Voodoo?" We will explore questions of religious ritual, political resistance and orality, secrecy and spectacle, "authenticity" and commodification, racism, media studies, and the ethics of representation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AFAM273 OR AMST276]

**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, Mormons, 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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: AMST216

SPRING 2010 INSTRUCTOR: GOLDSCHMIDT, HENRY SECT: 01

### 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 2009 INSTRUCTOR: CAMERON, RON SECT: 01

### RELI277 Religion and Society in Modern Europe

IDENTICAL WITH: COL111

### RELI278 Religion and Film

This course exams how films, like religious texts and practices, carry and shape political ideologies and forge and express cultural mythologies. It investigates how films, like religion itself, construct and perpetuate social structures, gender and social identities, religious beliefs, and cultural values. The range of films considered includes popular and independent productions, some of which consciously depict religious cultures, while others implicitly communicate religious themes.

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

### RELI279 Liberation, Theology, Pentecostalism, and Other Christianities in the Americas and Africa

Liberation theology, with its advocacy of a preferential option for the poor, 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. In contrast, evangelical Christianity, the largest-growing religious movement in the Americas today, has little imperative to contribute to the common good. Rather, 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 ethnographic writings on various Christianities of the Americas, with particular attention to the ways religious thinkers and religious communities grapple with and resolve questions of the common good, human rights, and structural inequality.

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

IDENTICAL WITH: LAST306

### 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 birreligious 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 literary and media representations of mixed-heritage people.

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

IDENTICAL WITH: AFAM282

### RELI281 The Sociology of Religious Movements

IDENTICAL WITH: SOC286

### RELI283 Three Generals in the Lord’s Army

This course will investigate the specific ways in which religion was used by slaves as a political and revolutionary tool to combat their enslavement. Focus will be placed on the African slave trade phenomenon, the heritage of New World slaves, the historical roots of slavery in North America, and the justifications advanced for its legalized institution. Special emphasis will be placed upon the lives and times of three black men—Gabriel Prosser, Denmark Vesey, and Nat Turner—as key examples of the slaves’ continued resistance to enslavement and of the ways the slaves’ religion was incorporated into their liberation struggles.

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

IDENTICAL WITH: AFAM239

### RELI284 Magic and Religion in Latin America

IDENTICAL WITH: LAST280

### 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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: AMST288

FALL 2009 INSTRUCTOR: MCALISTER, ELIZABETH SECT: 01

### 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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: EAST286

### RELI290 Jews Under Christianity and Islam: Borders, Boundaries, and Coexistence

IDENTICAL WITH: HIST301

### RELI291 Political Theologies: Contemporary Christian Engagement in the Public Sphere

This course will explore 20th- and 21st-century efforts to bring Christian theology and practice into critical conversation with the political sphere. What roles have Christian dis-

course—both liberal and conservative—played or tried to play in shaping and criticizing public policy? What role should they play? Major themes to be explored include poverty, war, race, gender, and the putative separation of church and state.

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

### 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: PHIL282

SPRING 2010 INSTRUCTOR: RUBENSTEIN, MARY-JANE VICTORIA SECT: 01

### RELI293 Psychology and Religion

This course will introduce a variety of religious psychologies (Augustine, Teresa of Avila, Ramakrishna, shamanism) as well as some fictional case studies (Salinger's *Frammy And Zoey*, Hansen's *Mariette In Ecstasy*) and reflect on them by making use of some classical (Freud, James, Jung, Erikson) and contemporary psychologies of religion.

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

SPRING 2010 INSTRUCTOR: GOTTSCHALK, PETER S. SECT: 01

### RELI298 Religion and History

IDENTICAL WITH: HIST323

### 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. AREA: SBS PREREQ: NONE

SPRING 2010 INSTRUCTOR: CAMERON, RON SECT: 01

### 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 inexpressible. 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 be asking 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. AREA: HA PREREQ: NONE

SPRING 2010 INSTRUCTOR: RUBENSTEIN, MARY-JANE VICTORIA SECT: 01

### RELI303 Ordering Nature, Humanity, and Deities

In the period between the 12th and 21st centuries, an epistemological revolution occurred that has resulted in a set of globalized, European-born epistemologies that have displaced most of the myriad forms of knowledge among indigenous peoples. The pervasiveness of these epistemologies testifies not just to the projected power of European imperialism but, also, to the persuasiveness of Western hegemony. Just as profoundly, the shift included efforts to categorize humans racially, religiously, and ethnically using systems of classification developed to categorize nature. This course considers this shift with an exploration of the epistemologies by which South Asian and Europeans knew their respective worlds in the premodern and modern periods. The analytic foundation of the course will rest on the examination of the categories by which cultures classified those worlds. Categories such as nature, humanity, and religion will be critically examined. The course will consider the preimperial forms of knowledge in Europe and South Asia, the development of Western empirical science, the influence of theology, and the evolution of contemporary academic disciplines through the imperial encounter with the peoples, land, and religions of the subcontinent, among other dominions. Because of the focus on the multiplicity of epistemologies, a variety of forms of expression—verbal and nonverbal—will be considered, including literature, historiography, art, museums, maps, and religious texts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS 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 premodern, mystical theologies.

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

IDENTICAL WITH: MDST305

### RELI311 Ethnicity, Religion, and Class in the Middle East and the Balkans

IDENTICAL WITH: HIST311

### RELI323 Cuba's Afro-Creole Religions

IDENTICAL WITH: LAST323

### RELI333 Global Christianity

IDENTICAL WITH: HIST265

### RELI343 Tibetan Buddhism

For centuries Tibet and Tibetan Buddhists have held an allure and mystique in the minds of Westerners and others that is akin to that of the magical kingdom of Shangri-La. This seminar will seek to explore the realities as well as the myths

of Tibet and Tibetan Buddhism. We will begin with a brief review of Indian Mahayana Buddhism, with particular emphasis on Tantric thought and practice. We shall then focus on the introduction and subsequent development of Buddhism in Tibet, paying particular attention to the myriad and complex ways in which Tibetan culture and politics shaped—and were shaped by—Tibetan Buddhist thought and practice. Toward that end, we will engage in a close, critical reading of religious texts, histories, myths, and images. In closing, we will consider the intersection of Buddhism and politics in the context of present-day Tibet, exploring periodicals and literature to apply our insights to the analysis of contemporary realities.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: EAST343  
FALL 2009 INSTRUCTOR: WILLIS, JANICE D. SECT: 01

### RELI350 Women and Buddhism

This seminar will seek to investigate the complex and changing status of women in relationship to Buddhist doctrine and practice. Using Buddhist texts that present traditional views of women as well as a variety of contemporary materials that reveal aspects of the lives of Buddhist women in ancient and contemporary times, we shall attempt to understand the values and concerns that drive, restrain, and/or empower such women.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS  
IDENTICAL WITH: [FGS5264 OR EAST350]

### 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 epistemes.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: GOTTSCHALK, PETER S. SECT: 01

### RELI379 Christianity and Sexuality

This course will explore a range of Christian teachings on attitudes toward, and technologies of, sex and sexuality. We will read medieval and modern theologies of 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [FGS5309 OR AMST379]

### 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, Malcolm X, the Branch Davidians, and the Taliban each have used religion in an attempt to resist some aspect of modernity either outside the Western world and within it.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
FALL 2009 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST383

SPRING 2010 INSTRUCTOR: GOLDSCHMIDT, HENRY SECT: 01

### RELI385 Performance Studies

IDENTICAL WITH: THEA316

### RELI387 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AFAM387 OR LAST268]

### RELI388 Socially Engaged Buddhism—East and West

For several decades, a new movement within Buddhist communities has been emerging that aims at joining various forms of activism—involving social, political, economic, and ecological concerns—with the tenets and practice of the tradition. 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 for Tibetans living in exile, and Aung San Suu Kyi in Burma as well as, more recently, in vari-



ous forms throughout the West. This course will explore this emerging phenomenon in some depth.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS  
FALL 2009 INSTRUCTOR: WILLIS, JANICE D. SECT: 01

### RELI391 Religion and the Social Construction of Race

This course will examine aspects of the interactions between race and religion in a number of historical and social contexts. We will place at the center of our discussions the question of how race functions as a prism through which people come to both understand and experience their own religious life and that of others. In examining race, we will privilege interpretations that emphasize the construction of race as a process in which power plays a pivotal role and means through which communities form collective identities. We will read a wide range of historical analyses and primary source materials from the United States and the Caribbean. We will examine proslavery documents, Native American missionary works, analyses of anti-Semitism, and works on Father Divine, the Nation of Islam, Rastafari, Haitian Vodou, Jonestown, and Christian right supremacist groups like Aryan Nation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [AFAM280 OR AMST297]  
SPRING 2010 INSTRUCTOR: MCALISTER, ELIZABETH SECT: 01

### RELI395 The Anthropology of Religion

This course will introduce students to a cross-cultural, comparative perspective on religious practice and belief. The course will examine a number of religious traditions and anthropological debates while posing an underlying conceptual question: How have anthropologists used the concept of religion to explain—or perhaps, to explain away—seemingly radical forms of cultural difference? How, in other words, have the wildly diverse practices and beliefs of communities throughout the world been subsumed within the category of religion? What is gained and lost in this act of comparison and generalization?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: ANTH395  
FALL 2009 INSTRUCTOR: GOLDSCHMIDT, HENRY SECT: 01

### RELI396 Performing Jewish Studies: Theory, Method, 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 how such studies are being differently forged and culturally performed in four areas: Jewish history, Jewish literary studies, Jewish social sciences, and Judaism as a part of 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. A number of Wesleyan faculty members and invited guest speakers will join seminar participants in the careful reading and lively discussion of these works as edifying models that advance theory and method for Jewish studies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
SPRING 2010 INSTRUCTOR: TETER, MAGDA SECT: 01

### RELI397 Myth, Memory, and History

This course will explore contemporary theories of myth and myth-making in religious studies and related fields, placing these analyses of myth in conversation with analyses of collective memory and historical consciousness. How, we will ask, do religious myths differ from other modes of writing—and living—history? And how, to the contrary, are ostensibly secular historical narratives imbued with the symbolic power of myth? How do present-day politics shape our perceptions of the past? And how, at the same time, do our perceptions of the

past shape our views of the present and visions of the future? We will address these questions by reading theoretical texts in religious studies, history, and related fields, as well as by examining a range of mythico-historical narratives.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: HIST274

### 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 2010 INSTRUCTOR: WILLIS, JANICE D. SECT: 01

### RELI471 Power and Performance in the Afro-Atlantic World

IDENTICAL WITH: LAST320

### RELI472 Zombies as Other from Haiti to Hollywood

IDENTICAL WITH: CHUM472

### RELI473 Spirituality and Nature in the Late Middle Ages

In premodern Europe, the Book of Nature was believed to be a supplement to God's Book of Scripture, a supplement available to everyone, even the underprivileged and illiterate. This course will examine a variety of medieval constructions of nature as reflective of the word of God, of landscape as a sacred language. We will begin in the 5th century with Augustine's first articulation of nature as God's book and end in the 15th century with European encounters with the New World, which catalyzed a schism between nature and God's word. This course is situated within contemporary developments in ecocriticism, the theoretical movement examining cultural constructions of nature in their social, religious, and political contexts. As such, we will juxtapose primary source readings from the Middle Ages with modern formulations of the experiential and spiritual aspects of nature. The medieval Book of Nature and its modern resonances will allow us to explore a variety of themes including analogies between natural and social order, whether one can know an objective nature apart from human values, the relationship between nature and nation, and nature's authority as a standard of goodness, beauty, and justice.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: MDST373

### RELI483 American Religions Through Children's Media

Children's literature, a genre whose history in America dates back to *The New England Primer*, has often been intertwined with religious practice in the United States. In this course we will study the history of American religions through the lens of children's media. In so doing, we will examine the issue of how Americans remember and mediate their religious pasts. How do the stories told by historians of American religion compare with the stories told in children's books and graphic novels? How do biblical adaptations for children vary across time and space? What are the ethical stakes at play in representing religion? We will keep these questions in mind through a variety of thematic units, including the consumer culture of holidays, Jewish nostalgia, the telling of slave religions, the

intersection of fantasy and religion in children's literature, and evangelical children's media, among other topics. The course readings juxtapose children's literature selections with essays and books from the fields of religious history, American studies, and cultural studies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: AMST304

### RELI488 Jewish and Christian Identity in a Greek and Roman World

When Alexander the Great created one expansive world order in the West that we call Hellenism, Jews found themselves a minority in this brave new world. Jewish literature and archaeological remains reveal a vibrant Diaspora consciousness that reflects on a sense of Jewish identity in a world ruled by others. When Rome arose and came to rule the formerly Greek-controlled lands, the early Christian movement was also beginning to spread and challenge its relation to Judaism. At the same time that many Jewish and Christian texts reflect a strong sense of identity and distinction, others betray ambiguity, ambivalence, and a gray area of identity. This course will examine how Jews and Christians negotiated their existence in Greek and Roman cultures and came to separate into different communities.

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

### RELI490 Spirituality and Ethics: Transformative Christian Practices from Confession to Meditation

This course explores historic and contemporary spiritual practices—meditation, prayer, fasting—and their role in shaping ideas, attitudes, and values of individuals and communities, from a philosophical background (Stoics, Epicureans), from the early and medieval Christian forms (Augustine, Ignatius), and from contemporary philosophic and Christian forms (Iris Murdoch, Annie Dillard, Simone Weil) of spirituality as they relate to ethical understanding. Feminist, African American, and evangelical forms of religious piety will also be covered.

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

### RELI494 Gender, Identity, and Art

This art workshop will bring together history of art, concepts of gender and gender roles, religion and gender, and the practice of arts. Israeli art from the 1970s until today will serve as an example of treatment of these topics in art. As in an art workshop, students will be expected to explore their own gender identities through everyday objects and then transform these objects into art.

GRADING: A-F CREDIT: .25 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FG55494

### RELI497 Religious and Philosophical Readings in Kafka

This course attempts to analyze Kafka as a religious thinker and philosophical writer. Consideration will be given to readings of Kafka as a proto-existentialist (Camus, Sartre), as a Holocaust prophet (Lawrence Langer), as a disciple of Jewish mysticism and Hasidic thought (Buber, Scholem), as a spiritual and practical Zionist, and also as a proponent of a negative theology (Walter Benjamin). Required readings include a broad selection of Kafka's shorts stories, novels, his parables and aphorisms, and portions of his diary.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
IDENTICAL WITH: [GRST274 OR GELT274]

### RELI401/402 Individual Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### RELI409/410 Senior Thesis Tutorial

GRADING: OPT CREDIT: 1 PREREQ: NONE

### RELI411/412 Group Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### RELI465/466 Education in the Field

GRADING: OPT CREDIT: 1 PREREQ: NONE

### RELI467/468 Independent Study, Undergraduate

GRADING: OPT CREDIT: 1 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 2009 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 cultural and literary presentations by Israeli scholars, is required.

GRADING: A-F CREDIT: 1  
SPRING 2010 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, and Israeli scholars' visits will be integrated into course curriculum.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
FALL 2009 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. Audio tapes, 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 cultural and literary presentations by Israeli scholars.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
SPRING 2010 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. AREA: HA  
FALL 2009 INSTRUCTOR: KATZ, DALIT SECT: 01

### HEBR401/402 Individual Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### HEBR409/410 Senior Thesis Tutorial

GRADING: OPT CREDIT: 1 PREREQ: NONE



**HEBR411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**HEBR465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**HEBR467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**HEST215 Jewish Musical Worlds**

IDENTICAL WITH: MUSC298

**HEST225 Iconoclastic Fictions: Imagination and Idolatry in Recent Jewish American Writing**

This course will explore the connection, in self-consciously Jewish contemporary fiction, between the Judaic ban on idolatry and the intersections of ethics, power, and representation. The texts we will read pursue such an exploration in relation to questions of art and ethics, rationalism and faith, mimesis and technological reproduction, celebrity and identity, myth-making and cybernetic capabilities, among others. They all connect the Judaic critique of idolatry to the varied Jewish responses to fundamental issues of contemporary Jewish existence, such as the Holocaust, Zionism, and assimilation. They all thereby suggest that Jewishness, rather than simply an ethnic identity, might provide ways of reading the dominant Enlightenment discourses and of enhancing some of those discourses' liberating possibilities.

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

**HEST230 Contemporary Israeli Fiction in Translation: Israeli Identity Between Past and Future**

Literary constructions of Israeli identity can project onto a particular narrative national allegory; they can use the fracturing of narrative form to deconstruct or pluralize such allegories; or they can, by resorting to more privatized explorations of Jewish histories excluded from the Zionist landscape, protest against or even ignore the demand to situate themselves within or adjacent to that allegorical space altogether. This course will examine yet another possibility that we might see as synthesizing and transcending those just enumerated: the construction of diverse and shared Israeli pasts through the constitution, even self-reflexive enactment, of a thoroughly individualized Israeli present. We will focus, that is, on novels that find their literary activity to be nothing more than the generation of a possible future out of the present's participation in the representation of the past. Such a project resumes the process of enriching, critiquing, exhausting, and renewing the originary Zionist narrative of the exceptional form taken by the normalization of Jewish life. We could suggest that the project of normalizing the Jewish people inevitably had the paradoxical effect of emphasizing everything exceptional about Jewish history, society, and destiny, but, even more, that, in a postmodern era predicated upon decentering norms, in a further paradox, this discovery would, in fact, be the normalization in question. The Zionist narrative, in that case, needs less to be contested, dismantled, or deconstructed than to have its own founding paradox made generative. The question contemporary Israeli fiction would then raise is not, Which narrative? or even, Whose narrative? but Which other possible narratives?

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

**HEST232 Identity, History, and Culture in Israeli Cinema**

The course illuminates trends and processes in Israeli cultural history as articulated in Israeli films from the 1960s to present-day Israel. Topics include diverse aspects of Israeli society and culture: history and collective memory; nationality; ethnicity; gender; cult films and Israeli mythologies; war, peace, and their impact on Israeli culture. Screenings of Israeli films are a very central part of the course. Films from present-day Israel, in-

cluding the most recent, as well as from earlier decades create the ideological and cultural universe that the course illuminates.

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

**HEST234 Israel in Therapy: Society Under the Influence of TV Series**

This course will explore the new Israeli character. Characters in dramatic TV series not only reflect the time and space they act in, they help form the face and nature of the collective identity of the society. This course will examine leading roles in Israeli TV series since the mid-90s. *In Treatment*, *Saturdays And Holidays*, and *Florentine* are some of the series that will be analyzed in the course as examples that both reflect and influence the identity of the new Israel. Students in class will do personal research on the many identities and faces of the Israeli characters, and together we will draw a profile of Israel today.

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

## Romance Languages and Literatures

<b>PROFESSORS:</b>	Bernardo Antonio González, <i>Spanish</i> ; Jeffrey Rider, <i>French</i> ; Norman R. Shapiro, <i>French</i>
<b>ASSOCIATE PROFESSORS:</b>	Michael Armstrong-Roche, <i>Spanish</i> ; Robert Conn, <i>Spanish</i> ; Andrew Curran, <i>French</i> ; Fernando Degiovanni, <i>Spanish</i> ; Carmen Moreno-Nuno, <i>Spanish</i> ; Ellen Nerenberg, <i>Italian</i> ; Catherine Poisson, <i>French</i> , <i>Chair</i>
<b>ASSISTANT PROFESSORS:</b>	Typhaine Leservot, <i>French</i> , <i>College of Letters</i> ; Yansi Pérez, <i>Spanish</i>
<b>ADJUNCT PROFESSOR:</b>	Ana Pérez-Gironés, <i>Spanish</i>
<b>ADJUNCT ASSOCIATE PROFESSOR:</b>	Octavio Flores, <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 2009–2010:</b>	Ana Pérez-Gironés, <i>Spanish and Iberian Studies</i> ; Catherine Poisson, <i>Romance Studies</i> ; Norman Shapiro, <i>French Studies</i> ; Ellen Nerenberg, <i>Italian Studies</i>

### Majors offered: French studies, Italian studies, Spanish, Iberian studies, Romance studies

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.

### 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** or have taken an equivalent course elsewhere or 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.

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 (x 2550, gwinter@wesleyan.edu).

### ITALIAN STUDIES

The Italian studies major consists of nine courses above the level of basic language. The department has devised two tracks to provide guidelines for completing the major. Both require nine courses above **ITAL112**. Students may complete either track. Recommendations are included below.

**Track A** consists of five courses conducted in Italian to be taken in the Italian section of the Department of Romance Languages and Literatures. Two of these five courses may be fulfilled by courses taken at the Eastern College Consortium program in Bologna (ECCO). Additionally, students in Track A must take four related courses. These four courses may be taken in either English or Italian. Related courses could include, for example, **FIST** courses on Italian topics, courses in various disciplines throughout the University, or courses taken on Wesleyan's study-abroad program in Bologna. Of the courses taken in Italian, students are encouraged to cover the following chronological areas: medieval, Renaissance, 19th and 20th centuries.

Track A may be appropriate for students with an interest in literary and cultural studies and/or art history.

**SAMPLE OF A GRADUATING SENIOR IN ITALIAN STUDIES, TRACK A:** (assumes student spent one semester [spring, junior year] on the ECCO program—these courses are designated as ECCO):

<b>I. Courses in Wesleyan Italian Section</b> <i>Courses given in Italian</i>	<b>II. Related courses</b> <i>Courses may be in English</i>
• <b>ITAL221</b> (jun yr)	<b>FIST246</b> (S first yr)
• <b>VWWB231</b> Cultural Studies	<b>VWWB206</b> Leonardo to Caravaggio
• <b>VWWB208</b> Modern Italian Literature	<b>ARHA128</b> Michelangelo (soph yr)
• <b>ITAL241</b> (F sen yr)	<b>COL234</b> Dante and Medieval Culture I
• <b>ITAL249</b> (S sen yr)	

**Track B** consists of three courses in Italian to be taken in the Italian section of the Department of Romance Languages and Literatures plus an additional six related courses. One of these courses may be fulfilled by a course taken at the Eastern College Consortium program in Bologna (ECCO). Of the remaining six related courses for Track B, a maximum of three may be taken in English. Courses taken in English may include **FIST** courses on Italian topics and courses in various disciplines throughout the University. As in Track A, related courses may include **FIST** courses on Italian topics, courses in various disciplines throughout the University, or courses taken on Wesleyan's study-abroad program in Bologna. Of the courses taken in Italian, students are encouraged to cover the following chronological areas: medieval, Renaissance, 19th and 20th centuries.

Track B may be appropriate for students with an interest (or another major in) social sciences or natural sciences and mathematics.

**SAMPLE OF A GRADUATING SENIOR IN ITALIAN STUDIES, TRACK B:** (assumes student spent one semester [spring, junior year] on the ECCO program)

<b>I. Courses in Wesleyan Italian Section</b> <i>Courses given in Italian</i>	<b>II. Related courses</b> <i>Courses given in Italian</i>	<b>III. Related courses</b> <i>Courses may be in English or Italian</i>
• <b>ITAL221</b> (F jun yr)	<b>VWWB230</b> Government/Politics Italy	<b>FIST246</b> (S First yr)
• <b>ITAL241</b> (F sen yr)	<b>VWWB268</b> Politics/Institutions of the EU	<b>ARHA207</b> Survey of Roman Archaeology and Art
• <b>ITAL250</b> (S sen yr)	<b>VWWB227</b> Contemporary History	<b>ARHA224</b> Italian Art and Architecture of the 16th Century

## Study Overseas

### Wesleyan Program in Bologna

With Vassar and Wellesley Colleges, Wesleyan sponsors the ECCO in Bologna program for all students regardless of their choice of major. Students are required to take a year of Italian language (through **ITAL102** or its equivalent), but two years (through **ITAL112**) is highly recommended. The Fall semester begins in August with an orientation program in Lecce. (For students with fewer than three semesters of Italian, the Lecce program is mandatory.) The Lecce program is optional for students who have completed **ITAL112** or a more advanced course, but the Italian program encourages participation. In September, the program moves to Bologna, where it is housed for the remainder of the academic year. All students will take courses offered by the program, and qualified students will have the opportunity to take courses at the Università di Bologna. Since course offerings at the Università vary from year to year, students work closely with the resident director to devise a program of study.

There are other approved programs in Italy, but the department strongly endorses and supports the ECCO program. Students interested in learning about these other programs should consult the list compiled by the Office of International Studies.

### Concerning Courses Taken Overseas

- Whether they are abroad for one or two semesters, Track A majors may count only two courses toward completion of the five-courses requirement illustrated by Column I. Similarly, Track B majors may count only two courses toward the completion of courses taken in Italian (either Column I or II).

- In rare cases, one additional course, for a maximum of three, will be accepted on a petition-only basis. The program reserves the right to privilege the ECCO program; if the petitioner has studied at a center other than the Wesleyan program in Bologna, it is very possible that the petition will not be granted.
- There is no upper limit imposed on related course work, either at Wesleyan or abroad, for either track of the major.
- It is expected that following study overseas, majors will take one course in the medium of Italian each semester after their return.

### Concerning Honors in Italian and Course Requirements for the Major

Students meeting requirements for admission to the honors program in Romance languages and engaged in writing a thesis may petition to use either **ITAL409** or **ITAL410** as one of the nine required courses. This option is not available to students writing essays.

### 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.

## SPANISH

The Spanish section seeks to teach such essential skills as textual analysis, critical thinking, and writing. To illuminate our reading of the texts and our understanding of Spanish-language cultures, we often draw on other fields within the humanities such as the visual and performing arts as well as the social sciences. These skills and kinds of knowledge are the basis of a liberal arts education and keys to success in graduate study and the professions. A skill developed uniquely in these majors is fluency in Spanish, the first language of a linguistic community that is one of the largest, most diverse, and complex in the world, with more than 400 million Spanish speakers worldwide and 40 million in the United States. Students in the Spanish section have the option of majoring in either Spanish (**SPAN**) or Iberian studies (**IBST**). Both majors require nine courses, at least five of which must be taken in the Wesleyan Spanish section at the **SPAN221** level or higher.

The two Spanish-section majors are organized as follows:

### 1. SPANISH

The Spanish major is designed to provide students with a broad knowledge of the Spanish-language literatures (and related arts, such as film) of Spain and Latin America. It also enables them to develop a command of Spanish sufficient to pursue further study or work in a Spanish-speaking country. All course work in the major is taken in Spanish. The major recognizes some related course work that contributes substantially to the students' interest in mastering the language and in exploring the inherently interdisciplinary range of reference that characterizes literary (and other artistic) works. Students qualify for the major with a grade of B- or better in **SPAN221** or the equivalent. **SPAN221** is not required but may be counted toward the major. Students will be expected to maintain at least a B- average in the major program. The major consists of a minimum of nine courses distributed as follows:

- At least four courses primarily on Latin American literature.
- At least three courses primarily on peninsular Spanish literature.
- At least one course on early modern literature (to 1700, normally **SPAN230–249** or the equivalent), one on modern Spanish literature (from 1700, normally **SPAN250–269** or the equivalent), and one on modern Latin American literature (from 1800, normally **SPAN270–299** or the equivalent). Students are also strongly encouraged to take a course on Cervantes (e.g., **SPAN236** or the equivalent).
- At least five credits must be **SPAN** courses numbered **221** or above taken with the Wesleyan Spanish faculty, one during the senior year.
- Students are highly encouraged to study abroad and may receive up to four credits toward the major for literature courses taken in Spanish on approved programs in Spain, Latin America, and other Spanish-speaking countries.
- Although language courses taken on study-abroad programs receive University credit, they do not count toward the major. However, a course taken in Spanish on the history of the Spanish language or Spanish linguistics can be counted toward the major.
- With their advisors' approval, students may apply literature courses taken in Spanish on Hispanophone writers from countries outside of Iberia or Latin America, such as Equatorial Guinea, Morocco, the Philippines, the United States, etc.
- To encourage students to explore the kinds of interdisciplinary connections to literary texts promoted in different ways within our courses, students may apply one course taken in Spanish in a field other than literature with their advisors' approval.
- Students may—with their advisor's approval—apply a second course taught in Spanish in a field other than literature so long as it bears primarily on Spain. This additional condition is meant to avoid overlap with the Latin American studies major.
- Tutorials (for theses, essays, and independent projects) do not count toward the major but may be taken in addition to the nine courses.
- All courses applied toward the Spanish major must be taken for a letter grade (i.e., not credit/unsatisfactory).

### 2. IBERIAN STUDIES

The Iberian studies major offers Wesleyan students the opportunity to broaden their knowledge of the literature and culture of

the Iberian peninsula through a flexible, interdisciplinary program of study. Students qualify for the major with a grade of B- or better in **SPAN221** or the equivalent. **SPAN221** is not required but may be counted toward the major. Students will be expected to maintain at least a B- average in the major program. The major consists of a minimum of nine courses distributed as follows:

- A minimum of five (and up to nine) SPAN courses primarily devoted to Spain must be taken from the Wesleyan Spanish faculty (normally, **SPAN223** and **SPAN230–269**), at least one of them in the senior year. These courses should include at least one course in early modern literature (to 1700, normally **SPAN230–249** or the equivalent) and one in modern Spanish literature (from 1700, normally **SPAN223** and **SPAN250–269** or the equivalent). Students are also strongly encouraged to take a course on Cervantes (e.g., **SPAN236**). **SPAN221** may be counted toward this major.
- Up to four other courses whose content is devoted substantially to the study of Iberian literature, history, art history, culture, or society. Courses for the major may be taken here on campus (for instance, from the Spanish section's normal curricular offerings), on approved study-abroad programs in the Iberian peninsula (including programs in the Basque Country, Catalonia, Galicia, and Portugal), on approved study-abroad programs in Latin America, or on approved study-abroad programs elsewhere if the courses bear substantially on Iberia. Courses taken at Wesleyan may include **FIST** (French, Italian, Spanish in Translation) courses, courses cross-listed with **IBST** (Iberian studies), or other on-campus courses that are focused substantially on Iberian literature, history, art history, culture, or society.

Courses may be taken in any of the languages of the Iberian peninsula or in English. We expect that students will mainly take their courses for the major in Spanish, Portuguese, and English, since they are languages of instruction at Wesleyan. In regularly offered Spanish-section courses, Basque, Catalan, and Galician authors and topics are addressed. We also encourage students with interests related specifically to the Basque Country, Catalonia, or Galicia to take courses on Basque, Catalan, and Galician language, literature, culture, and society here or on approved study-abroad programs. We recognize these languages and cultures not only owing to their intrinsic interest (and renewed political and cultural vitality), but also because of their fundamental contribution to the development of Spanish-language literatures and cultures on the peninsula and elsewhere. It should be remembered, however, that—as is true for Spanish (i.e., Castilian) in the Spanish major—University credit will be granted for approved-program language work in any of the peninsular languages, but major credit will only be granted for courses pitched at the fifth-semester level or higher (the equivalent of **SPAN221**). Students interested in the co-official languages of Spain other than Spanish (i.e., Castilian) will normally need to study them by direct enrollment in universities through approved Spanish-language programs in Spain.

- Students are highly encouraged to study abroad and may receive up to four credits toward the major for courses on Iberian literature, history, art history, culture, or society taken on approved programs.
- Although language courses taken on study-abroad programs receive University credit, they do not count toward the major. However, a history or linguistics course taken on any one (or more) of the Iberian languages can be counted toward the major.
- In recognition of Latin America's crucial (historical and ongoing) role in the shaping of modern Spain and Portugal, one course on Latin America may be applied to the major, especially if it bears in some direct way on Iberia (e.g., courses on the colonial period, modern immigration in either direction, and other forms of social, economic, or cultural exchange between Latin America and Iberia); for example, courses from the Spanish section's Latin American offerings (normally, **SPAN226** and **SPAN270–299**) and the Latin American Studies Program's (LAST) regular curriculum.
- To encourage students to explore the deep historical and intense on-going relations among Spanish- and Portuguese-speaking countries and other former Iberian colonies in Europe, Africa, and Asia, majors may apply one course on Hispanophone Africa (Equatorial Guinea, Morocco, or the Western Sahara), Lusophone Africa (Angola, Cape Verde, Guinea-Bissau, Mozambique, or Sao Tome e Principe), other former Spanish colonies (such as the Philippines), or other former Portuguese colonies (such as Goa, Macao, and Timor) if the course is approved by the students' major advisor.
- One course offered by other departments and programs on campus that does not bear primarily on Iberian culture, society, or history but that clearly pertains to the student's specific (disciplinary, period, or thematic) interests in Iberia may be applied if approved by the student's major advisor.
- Tutorials (for theses, essays, and independent projects) do not count toward the major but may be taken in addition to the nine courses.
- All courses applied toward the Iberian studies major must be taken for a letter grade (i.e., not credit/unsatisfactory).

Students in both Spanish-section majors are strongly encouraged to spend at least one semester studying abroad. As a rule, study-abroad programs require students to take a language course selected according to the program's evaluation of the student's proficiency. Students receive University credit for such courses, but they do not count toward the Spanish or Iberian studies majors. Students studying abroad are also expected to take at least one course through direct enrollment. Majors should consult in advance with their Spanish-section advisors and advisors in other majors (if pertinent) about the courses they will take while studying abroad, especially if they have any doubts about which courses will count toward their major(s). For more information on study abroad and the Spanish-section majors, see the study-abroad links for Spanish and Iberian studies on the Department of Romance Languages and Literatures Web site. Wesleyan runs programs in Madrid, Spain (the Vassar-Wesleyan program). For more information on study-abroad programs run or approved by Wesleyan, consult the Office of International Studies (OIS) Web site at [www.wesleyan.edu/ois](http://www.wesleyan.edu/ois) or visit the OIS at Fisk Hall 105. You may also call the OIS or write [gwinter@wesleyan.edu](mailto:gwinter@wesleyan.edu). A detailed Web site on the Vassar-Wesleyan Madrid program can be found at [www.wesleyan.edu/madrid](http://www.wesleyan.edu/madrid).



## 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/Spanish American) 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.

The major consists of a minimum of 12 courses, six in each of two Romance cultures (option A), or four in each of three cultures (option B), as defined below. Students writing an honors essay or thesis may substitute one semester of their honors essay or thesis tutorial for one of these 12 courses.

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 (x 2550, 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 ([www.wesleyan.edu/romance/rllhonors.html](http://www.wesleyan.edu/romance/rllhonors.html)).

## FRENCH

**Option A.** Students planning to pursue a Romance studies major combining French with one other Romance culture should take:

- \* Three **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:
- \* **Three other courses whose content is devoted substantially to the study of French or Francophone literature, history, culture, or society.** Students writing an honors essay or thesis may substitute one semester of their honors essay or thesis tutorial for one of these courses.
  - One of these courses must be in French; the other two may be in French or English. These courses 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.

**Option B.** Students planning to pursue a Romance studies major combining French with two other Romance cultures should take:

- \* Two **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** or who have taken an equivalent course elsewhere or who have placed out of **FREN215** through the placement test. In general, these courses are designed for students who have not yet studied abroad in a French-speaking country.
  - **300**-level courses are upper-level courses intended for students who have already completed two courses in French beyond **FREN215** or who have studied abroad in a French-speaking country for at least a semester
- \* **Two other courses whose content is devoted substantially to the study of French or Francophone literature, history, culture, or society.** Students writing an honors essay or thesis may substitute one semester of their honors essay or thesis tutorial for one of these courses.
  - One of these courses must be in French; the other may be in French or English. These courses 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.

## ITALIAN

**Option A.** Students planning to pursue a Romance studies major combining Italian with one other Romance culture should take

- \* Three **ITAL** courses numbered **222-249**.
  - **ITAL221** or the equivalent is the prerequisite for all **ITAL** courses numbered **222** or higher.

- Courses numbered **222-249** are upper-level courses intended for students who have completed **ITAL221**, or who have taken an equivalent course elsewhere, or who have placed out of **ITAL221** through the placement test. In general, these courses are designed for students who have studied in Italy for at least a semester.
- \* **Three other courses whose content is devoted substantially to the study of Italian literature, history, art history, culture, or society.** Students writing an honors essay or thesis may substitute one semester of their honors essay or thesis tutorial for one of these three courses.  
These courses may include
  - Courses from the Italian section's normal offering of upper-level courses.
  - Courses listed as **ITST** (Italian 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 Italian culture, politics, or history. These courses must be approved by the student's major advisor.

**Option B.** Students planning to pursue a Romance studies major combining Italian with two other Romance cultures should take

- \* Two **ITAL** courses numbered **222-249**.
  - **ITAL221** or the equivalent is the prerequisite for all **ITAL** courses numbered **222** or higher.
  - Courses numbered **222-249** are upper-level courses intended for students who have completed **ITAL221** or who have taken an equivalent course elsewhere or who have placed out of **ITAL221** through the placement test. In general, these courses are designed for students who have studied in Italy for at least a semester.
- \* **Two other courses whose content is devoted substantially to the study of Italian literature, history, art history, culture, or society.** Students writing an honors essay or thesis may substitute one semester of their honors essay or thesis tutorial for one of these courses.  
These courses may include
  - Courses from the Italian section's normal offering of upper-level courses.
  - Courses listed as **ITST** (Italian 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 Italian culture, politics, or history. These courses must be approved by the student's major advisor.

## SPANISH

**Option A.** Students planning to pursue a Romance studies major combining Spanish with one other Romance culture should take: **EITHER six literature courses in Spanish.** Four of these six courses must be **SPAN** courses numbered **223-299** taken with Wesleyan faculty in the Spanish section.

- These courses are upper-level courses intended for students who have already completed **SPAN221** or who have placed out of **SPAN221** either by taking the language exam.

**OR five literature courses in Spanish and one nonliterature course related to the student's program of study in Spanish or English.** Four of these six courses must be **SPAN** courses numbered **223-299** taken with Wesleyan faculty in the Spanish section. Students writing an honors essay or thesis may substitute one semester of their honors essay or thesis tutorial for the nonliterature course.

**Option B.** Students planning to pursue a Romance studies major combining Spanish with two other Romance cultures should take **EITHER four literature courses in Spanish.** Three of these four courses must be **SPAN** courses numbered **223-299** taken with Wesleyan faculty in the Spanish section.

- These courses are upper-level courses intended for students who have already completed **SPAN221** or who have placed out of **SPAN221** either by taking the language exam.

**OR three literature courses in Spanish and one nonliterature course related to the student's program of study also in Spanish.** All three literature courses must be **SPAN** courses numbered **223-299** taken with Wesleyan faculty in the Spanish section. Students writing an honors essay or thesis may substitute one semester of their honors essay or thesis tutorial for the nonliterature course.

## 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 2009 INSTRUCTOR: OSTROW, CATHERINE R. SECT: 01-02

### 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: NONE

SPRING 2010 SECT: 01

**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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: OSTROW, CATHERINE R. SECT: 01-02

**FREN112 Intermediate French II**

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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: RIDER, JEFF SECT: 02  
SPRING 2010 INSTRUCTOR: OSTROW, CATHERINE R. SECT: 01

**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, and laboratory practice, outside-of-class grammar review, and compositions are to be expected.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: CURRAN, ANDREW SECT: 01  
INSTRUCTOR: LESERVOT, TYPHAINE SECT: 02  
INSTRUCTOR: SHAPIRO, NORMAN R. SECT: 03  
SPRING 2010 INSTRUCTOR: LESERVOT, TYPHAINE 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: OSTROW, CATHERINE R. SECT: 01

**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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: POISSON, CATHERINE 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [AFAM223 OR AMST226 OR COL225 OR LAST220 OR FG55222]

**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 and the Renaissance carnival.

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

**FREN234 Days And Knights 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: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: MDST234

**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. AREA: HA PREREQ: NONE

**FREN250 Makeup and Mirrors: Facing the Face**

When French surgeons succeeded, in 2005, in transplanting a woman's face, ethical debate flared. The human face is considered not just the representation but the very incarnation of individual identity, and yet we know that appearances should not be trusted, or that beauty is only skin deep. In this course, we will read literary and theoretical works that ponder (among other things) the meaning of the face, its truth, and its disguises. We will also study an example from the world of cinema, the classic French horror film *Les Yeux Sans Visage* (Franju, 1959). Topics include narcissism, the portrait and self-portrait, physiognomy, beauty, aging, makeup, and mirror-scenes. Emphasis will be placed on questions of gender identity and the masquerade, as well as race and stereotyping.

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

**FREN251 Gender and Genre in 19th- and 20th-Century Short Fiction**

This course will explore the genre of the short story in modern France through close reading of a selection of tales. The representation and playing out of gender guides the choice of texts and their analysis. A variety of approaches (feminist, thematic, psychoanalytic, cultural, narratological) will be used to shed light on the ways in which these stories construct and deconstruct ideas of gender, construct a world, and tie and untie their narrative knots.

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

**FREN254 French Feminisms: Texts, Pre-Texts, and Contexts**

IDENTICAL WITH: COL269

**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 PREREQ: NONE IDENTICAL WITH: FG55260

**FREN260 The Novel and Its Masks**

In the late '50s, the death of the novel seemed as imminent as the death of its author. However, the novel is not only still alive but also quite invigorated. The purpose of this course is to examine the major transformations of the novel in France in the 20th century and the beginning of the new century. From Marcel Proust to Michel Houellebecq (the latest, *Romancier À Scandale*), the authors of novels have sought to achieve various purposes. Narrative techniques have changed, new themes have appeared. Particular attention will be paid to the role of women writers, readers' response, and the growing interplay between autobiography and fiction.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA 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 Charriere's praise of female independence (*Lettres De Mistriss Henley*), to Laclous' 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. AREA: HA PREREQ: NONE

IDENTICAL WITH: COL301

FALL 2009 INSTRUCTOR: CURRAN, ANDREW SECT: 01

**FREN283 Marginality in Francophone Cinema**

IDENTICAL WITH: COL298

**FREN284 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-'20s to the present.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

IDENTICAL WITH: AFAM229

SPRING 2010 INSTRUCTOR: SHAPIRO, NORMAN R. SECT: 01

**FREN300 Political Independence and Literary Dependence in 19th-Century Franco-Caribbean Literatures**

As Haiti and Louisiana became politically independent from France in the early 19th century, Franco-Caribbean literature emerged as resolutely ambivalent toward the (former) motherland. In particular, we will explore the ways in which Francophone Caribbean authors remained loyal to France yet began to criticize its (post) colonial policies.

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

IDENTICAL WITH: [AFAM290 OR COL303 OR LAST326]

**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. AREA: 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 semi-weekly 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. AREA: HA PREREQ: NONE

**FREN303 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 fils, and Gide.

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

**FREN304 Nomadic Islanders: Contemporary Caribbean Diasporas and Identities**

Diasporas from Europe, Asia, and Africa have long been a part of Caribbean identities. Since the '60s, 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 Antillanite and Creoleness? Class discussions and papers in French.

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

IDENTICAL WITH: [LAST256 OR COL305]

**FREN305 Negotiating French Identity II: 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: COL307

### FREN308 Politics and the French Novel, 1850–1945

While examples of committed writing may be found throughout literary history, this course will focus on the period from 1885 to 1945, during which the idea of the writer as intellectual took root in France. In his 1885 novel *Germinal*, Zola denounced the violent repression of a coal-miner's strike. In 1898, during the Dreyfus Affair, he was brought to trial for publishing an open letter to the president, *J'Accuse*. Céline's *Voyage au Bout de la Nuit* (1932) brings to light the inhumanity of the First World War, and in the 1920s, of colonial Africa, industrial America, and urban France. Malraux's *La Condition Humaine* (1933) is set in a cell of revolutionaries in 1927 China. Sartre, the best-known theorist and apologist of committed literature in the '30s and '40s, deals, in *Le Sursis* (1945), with the Munich accords of 1938 during the build-up to the Second World War. From the excesses of the Industrial Revolution to the nihilism and new conflicts of post-World-War Europe, the authors we will study this semester were all aware of the direct relationship between individual destinies and the larger movements of history. Their works challenged their audiences to confront the political and moral debates of their eras. If the historical and social contexts are different for these four major novels, each provides a different response to the question *faut-il s'engager?*

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

### FREN310 Proust and the Play of Time

Arguably the most important work in 20th-century French literature, Marcel Proust's *A la Recherche du Temps Perdu* provides a rich and often satiric picture of French society in the late 19th and early 20th century. It broke new ground in terms of its philosophical, aesthetic, and psychological insights, as well as its narrative form, influencing the great majority of writers in France (and many elsewhere) since its publication. We will study three aspects of time in *La Recherche*: historical time, Proust's thinking about our experience of time, and the play of time in the form of the novel itself. We will discuss his ideas about memory, mortality, art, and literature, as well as his trenchant analysis of love and jealousy. We will study *Du Côté De Chez Swann* and approximately half of both *À L'ombre Des Jeunes Filles En Fleurs* and *Le Temps Retrouvé*. Attempts to translate Proust into other media—*bande dessinée*, and film—will also be brought into play.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: COL310

### FREN328 Women and Literature in France, 1945–2002: A Complete Revolution?

This course investigates the writings of women in France since the publication of Simone de Beauvoir's *Le Deuxième Sexe* in 1949. Through a study of novels and other texts by women writers such as Beauvoir, Mansour, Duras, Cardinal, Redonnet, we will explore the role of politics, psychoanalysis, and the question of memory in women's writing, as well as the themes of maternity, sexuality, the relationship between the public and

the private. In a more sociological perspective, we will also determine the influence of feminism on literature.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FG55228

### 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: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: MD5T241

### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: MD5T230

FALL 2009 INSTRUCTOR: RIDER, JEFF SECT: 01

### FREN356 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 recurring opposition between the city and its suburbs. Students will be asked to attend various screenings and slide presentations.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: COL256

### 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, and 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: POISSON, CATHERINE SECT: 01

### 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. AREA: 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: COL396

### 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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: SHAPIRO, NORMAN R. SECT: 01

### 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: CURRAN, ANDREW SECT: 01

### FREN391 Diderot

This course provides a survey of the works of the French Enlightenment thinker Denis Diderot. Although this philosophy is generally associated with the realization of the massive *Encyclopédie* project, Diderot was an Enlightenment polymath who, among other things, revolutionized the novel, contributed to the rise of new theatrical genre, pioneered art criticism, produced violent anticolonial texts, all of which were done against the backdrop of his dynamic materialist worldview. In reading a range of his works, members of this seminar will seek to position Diderot within the larger conceptual framework of French Enlightenment thought.

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

### FREN401/402 Individual Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### FREN409/410 Senior Thesis Tutorial

GRADING: OPT CREDIT: 1 PREREQ: NONE

### FREN411/412 Group Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### FREN465/466 Education in the Field

GRADING: OPT CREDIT: 1 PREREQ: NONE

### FREN467/468 Independent Study, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

## FRENCH STUDIES

### FRST212 France Since 1870

IDENTICAL WITH: HIST220

### FRST226 Francophone Uses of America in Literature and Film

IDENTICAL WITH: COL226

### FRST231 Like Lambs to the Slaughter: Improvising Murder in the 12th Century

This course will study three assassinations of the 12th century: that of Bishop Gaudry of Laon in 1112, that of Count

Charles of Flanders in 1127, and that of Archbishop Thomas Becket of Canterbury in 1170. We will study these assassinations and the manifold issues they raise through the various contemporary historical accounts of the murders and their consequences. Another of our goals will thus be to recognize and investigate the ways in which historical works render actions intelligible and meaningful.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [MDST235 OR FIST231 OR HIST278]

### FRST232 Days and Knights of the Round Table

IDENTICAL WITH: FIST276

### FRST276 The Black African in the Early Modern Imagination

IDENTICAL WITH: FIST273

### FRST280 French Cinema, French Society

IDENTICAL WITH: FIST277

### 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

### FRST401/402 Individual Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### FRST409/410 Senior Thesis Tutorial

GRADING: OPT CREDIT: 1 PREREQ: NONE

### FRST411/412 Group Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### FRST465/466 Education in the Field

GRADING: OPT CREDIT: 1 PREREQ: NONE

### FRST467/468 Independent Study, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

## FRENCH, ITALIAN, & SPANISH IN TRANSLATION

### FIST227 Migration and Identity in Contemporary France

IDENTICAL WITH: COL227

### FIST231 Like Lambs to the Slaughter: Improvising Murder in the 12th Century

IDENTICAL WITH: FRST231

### FIST235 Biculturalism, Border-Crossing, and Nonconformism in the Age of Conquest

This course explores the diversity within Spanish (European, Christian) as well as Amerindian cultures at the time of the Conquest. Many Old and New World texts can be read as complex examinations of national, religious, ethnic, and personal identity understood as both destiny and choice and as an ongoing quest or adventure. Identity assumes many forms here: multiple and sometimes divided allegiances, border-crossing, passing and disguise, conformist and nonconformist assimilation. We will focus on four prominent themes: biological and cultural *mestizaje* as ideal, as curse, and as amoral reality (the cases of Dona Marina/La Malinche/Malintzin; Gonzalo Guerrero, Nuñez Cabeza de Vaca, and the Inca Garcilaso); the discourse of barbarism and civilization, or what it means to be fully human (the debate between Las Casas and Sepulveda, Vitoria’s launching of international law, and the ethnographic achievements of Sahagun and Acosta); the struggle over the soul of the Church: Is Christianity inherited or acquired? In

particular, is it compatible with racist blood-purity statutes aimed at converted Jews and Muslims (the cases of Ignacio de Loyola, Fray Luis de León, Santa Teresa, and the moriscos)? And, finally, the unstable boundary between the masculine and the feminine: Is anatomy destiny (the cases of Santa Teresa, the novelist Maria de Zayas, and Sor Juana Inés de la Cruz)?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [LAST238 OR SPAN235 OR IBST318]

### **FIST238 Dissimulation, Truth, and Power: Making up Machiavelli**

Politics is the realm of appearances, the place for making up ideas and identities, the theater of dissimulation, where truth is subjected to power and power is mingled with lies. Machiavelli is the mastermind of the political game. The famous maxim “the end justifies the means” is attributed to him, even though he never put it on paper. At a closer look, Messer Niccolò appears to be less ruthless than he is usually portrayed. His life raises the issue of morality in politics. After serving as a chancellor for the Republican government, he tried to gain favor under the princely Medici returned from exile to Florence. On a comparative level, this course will also take a glimpse at the works of his more successful friends Francesco Guicciardini and Francesco Vettori.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ITAL232 OR MDST240]

### **FIST241 Dante and Medieval Culture I**

IDENTICAL WITH: COL234

### **FIST242 Dante and Medieval Culture II**

IDENTICAL WITH: COL236

### **FIST246 Primo Levi: Memory of the Offense**

A subtitle of this course could be Italians, Jews, and the Holocaust. The course begins with an overview of the historical situation of Jews in Italian history and letters and then turns to specifically examine the works of Primo Levi, one of the most noted survivors of the concentration camps and one of the best custodians of the memory of the Holocaust. The course works its way from his landmark memoir of survival in Auschwitz, *If This Be a Man* (sometimes published under the title *Survival In Auschwitz*), through the prose writings of the middle period (fiction and nonfiction) including his writings on science, to the dark remembrance of Holocaust 40 years after the fact, *The Drowned and the Saved*, his last work.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ITAL246

### **FIST273 The Black African in the Early Modern Imagination**

With a few notable exceptions, European missionaries, soldiers, slavers, and natural historians rarely penetrated into the interior of sub-Saharan Africa until the late 18th 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 yardsticks against which European civilization measured its presumed technical, cultural, and, increasingly, biological superiority. This was, of course, most acutely true after the latter part of the 18th century when pseudoscientific racial theories were used to justify the continued existence of the slave trade. Members of this seminar will become familiar with the European discourse on Africa by reading selections from travel accounts and natural history treatises as well as novels featur-

ing European perceptions of the African. While we begin our examination of this topic with an overview of the history of cultural contacts between Europe, North Africa, and sub-Saharan Africa, this course is anything but African history. Indeed, the objective of this seminar will be to examine the evolution of the portrayal of Africans against a backdrop of shifting European concerns.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FRST276

### **FIST275 Murder and Adultery: The French and Russian Novel**

IDENTICAL WITH: RUSS254

### **FIST276 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [MDST234 OR FRST232]

FALL 2009 INSTRUCTOR: RIDER, JEFF SECT: 01

### **FIST277 French Cinema, French Society**

This introductory course, taught in English, focuses on key moments in 20th-century France and their reflection in films of the period. The films to be studied comment on the First and Second World Wars, class conflicts in French society, and cultural movements that can be seen as reactions to historical and sociopolitical developments. In the first part of the course, entitled “History with a capital H,” films and readings will focus on the two World Wars, the Aegian war, and the uprisings of May 1968. The second part, entitled “Freedom and Fantasy,” looks at the struggle for liberty in the face of social and cultural institutions and uses of the imagination, fantasy, and humor in reaction to these restrictions. Filmmakers include Renoir, Carné, Vigo, Cocteau, Clément, Tati, Bresson, Truffaut, Varda, and Kassovitz.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FRST280

### **FIST279 Postmodern Metafictional Narratives in Contemporary Spain**

This course focuses on narratives that are essentially metafictional, that flaunt the mechanics of narration, that problematize the means and objectives of representation in and of itself, and that thereby posit serious questions regarding truth, meaning, and the limits of knowledge. Our goal will be to see how metafiction, more than a mere literary posture, may be taken as a guise for concerns that are of a historical or cultural nature. The course also works as an introduction to the controversial but key concept of postmodernism, given its intrinsic relationship with historiographic metafiction, this being one of the essential traits of postmodern narratives. The course will try to build a bridge between different theoretical constructions and the sociopolitical reality of a country, Spain, that was considered by many “the most postmodern country in Europe” in the '80s.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: SPAN258

### **FIST286 Francophone Uses of America in Literature and Film**

IDENTICAL WITH: COL226

### **FIST290 Reading Theories**

IDENTICAL WITH: ENGL295

## IBERIAN STUDIES

### IBST262 **The New Spain: A Magnet for Immigrants**

IDENTICAL WITH: SPAN262

### IBST302 **American Tropics: Literature from the U.S. Colonies—Hawaii, the Philippines, and Puerto Rico**

IDENTICAL WITH: ENGL340

### IBST303 **Sophomore Seminar: The Spanish Civil War, 1936–1939**

IDENTICAL WITH: HIST160

### IBST304 **History and Memory in Modern Spanish Literature**

IDENTICAL WITH: COL250

### IBST306 **Orientalism: Spain and Africa**

IDENTICAL WITH: SPAN250

### IBST307 **Urban Fantasies: The City, Sexuality, and National Identity in the Modern Spanish Novel**

IDENTICAL WITH: SPAN251

### IBST308 **Spain and Its Cinema: A Different Mode of Representation**

IDENTICAL WITH: SPAN252

### IBST309 **Families on Stage: Individual, Society, and the Nation in Spanish Theater from 1600 to the Present**

IDENTICAL WITH: SPAN253

### IBST310 **Garcia Lorca and His World**

IDENTICAL WITH: SPAN254

### IBST311 **Representations of the Spanish Civil War in Narrative and Film**

IDENTICAL WITH: SPAN257

### IBST313 **Feminist Literature in Spain: From the Dictatorship to the Democratic Era**

IDENTICAL WITH: SPAN259

### IBST314 **Between Word and World: Major Spanish Poets of the 20th Century**

IDENTICAL WITH: SPAN260

### IBST315 **Sex, Violence, and (Poetic) Justice: Spanish and New World Classical Theater**

IDENTICAL WITH: SPAN231

### IBST316 **Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America**

IDENTICAL WITH: SPAN232

### IBST318 **Biculturalism, Border-Crossing, and Nonconformism in the Age of Conquest**

IDENTICAL WITH: FIST235

### IBST319 **Cervantes**

IDENTICAL WITH: SPAN236

### IBST322 **Heroes, Lovers, and Swindlers: An Introduction to Medieval and Renaissance Spanish Classics and Cult**

IDENTICAL WITH: SPAN230

### IBST323 **Introduction to Hispanic Literature and Advanced Practice in Spanish**

IDENTICAL WITH: SPAN221

### IBST325 **Sites of Resistance & Memory: Theater, Performance, and Political Consciousness in Contemporary Spain**

IDENTICAL WITH: SPAN261

### IBST401/402 **Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### IBST409/410 **Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### IBST411/412 **Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### IBST465/466 **Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### IBST467/468 **Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## ITALIAN

### ITAL101 **Elementary Italian I**

This course is the first half of a two-semester elementary sequence. Our emphasis is on the development of basic oral and written competence, and reading and aural comprehension skills. In this course you will master the linguistic skills necessary to function in day-to-day circumstances in Italian, as you begin to explore similarities and differences between your native culture and Italian culture and society. Class is conducted entirely in Italian.

GRADING: A-F CREDIT: 1 PREREQ: NONE

FALL 2009 INSTRUCTOR: VIALE, DANIELA SECT: 01

### ITAL102 **Elementary Italian II**

This course is the second half of a two-semester elementary sequence. Our emphasis is on the continued development and strengthening of oral and written competence, and reading and comprehension skills. You will also reach a better understanding of culture, society, and everyday life in Italy. By the end of the elementary sequence, you can expect to be able to function quite ably and with assurance in day-to-day circumstances in Italian. Class is conducted entirely in Italian.

GRADING: A-F CREDIT: 1

SPRING 2010 INSTRUCTOR: VIALE, DANIELA SECT: 03

### ITAL111 **Intermediate Italian I**

This course is the first half of a two-semester intermediate sequence and it seeks to increase students' confidence and ability to read, write, speak, and understand the language, as it builds on previously learned grammatical structures and introduces more complex ones. Authentic artifacts such as literary excerpts, films, newspaper articles, and songs constitute the starting points (*spunti*) of this course. Each *spunto* helps students develop an understanding of culture and society in contemporary Italy, offers opportunities to explore similarities and differences between the student's native culture and Italian culture and society, and provides varied activities for the improvement of linguistic competence. Class is conducted entirely in Italian.

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

FALL 2009 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. Students acquire more complex language structures and refine those they already know. Authentic artifacts such as literary excerpts, films, newspaper articles and short stories constitute the starting points (*spunti*) of this course. Each *spunto* helps the student develop an understanding of the history, society and culture of contemporary Italy, offers opportunities to explore similarities and differences between the student's native culture and Italian culture and society, and provides varied activities for the improvement of linguistic competence. By the end of the intermediate sequence, students can expect to express themselves articulately and feel comfortable in an Italian setting, both linguistically and culturally. Class is conducted entirely in Italian.

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

SPRING 2010 INSTRUCTOR: VIALE, DANIELA SECT: 01

INSTRUCTOR: NERENBERG, ELLEN SECT: 02

### ITAL221 **Advanced Speaking, Writing, and Reading in Italian**

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 reading, writing, and speaking skills through exposure to a variety of literary genres and cultural

texts: from the medieval *sonetto* to opera, from the modern *romanzo* (novel) to contemporary cinema. We will include different kinds of languages and jargons, such as movie scripts, newspapers, ads, bureaucratic forms, and Internet sites, etc. Writing exercises may be freer in form, may imitate the genres studied, or may be a mixture of the two.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: NERENBERG, ELLEN SECT: 01

### ITAL222 Advanced Italian

This course continues the kind of work taken on in ITAL221, but with different texts and varied perspectives. The 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 reading, writing, and speaking skills through exposure to a variety of literary genres and artistic styles, from the medieval era to today, from the traditional *novella* to the modern novel (*romanzo*), and cinema. We will include different kinds of languages and jargons, such as movie scripts, newspapers, bureaucratic forms, and Internet sites, etc.

GRADING: A-F CREDIT: 1 PREREQ: NONE  
SPRING 2010 SECT: 01

### ITAL225 Make It Short: The Italian Novella

This course will trace the development of the novella, or short story, from its origins in the 13th century through the early modern period. Although the emphasis will be on recurrent themes (love, marriage, sexual and political intrigue) and characters (especially women, priests, and princes), some attention will be given to stylistic development and to the social and historical contexts that affected individual writers.

GRADING: A-F CREDIT: 1

### ITAL226 Dante and Medieval Culture I

IDENTICAL WITH: COL234

### ITAL230 Dante and Medieval Culture II

IDENTICAL WITH: COL236

### ITAL232 Dissimulation, Truth, and Power: Making up Machiavelli

IDENTICAL WITH: FIST238

### ITAL233 Painted Humanism and Secret Renaissance: War and Peace in Italy

It is a well-known fact that the recuperation of classical models was fundamental for the early modern cultural movements that we identify by the terms “humanism” and “Renaissance.” Students today are perhaps less aware that politics rivaled aesthetics as a central concern of this age. Conspiracies, war, and other forms of violence—their causes, manifestations, and consequences—are as crucial as any reflection on notions of the classical for understanding the culture and cultural phenomena of Italy during the 15th and 16th centuries. In this course we will focus on the conversation that emerges along these lines, between aesthetics and politics, in the literature and visual arts of the period. We will give special attention to the relationship between covert and overt modes of communication by analyzing how secret language unfolds in opposition to the obvious public forms of address. Our inquiry will involve a wide variety of genres and styles: private epistles and public orations; dialogues, diaries, dramas; epic and lyric poems; treatises and novellas; coded diplomatic letters; and historiographic and autobiographic recollections. We will study as well pertinent works of art by the prominent painters, sculptors, and architects of Renaissance Italy.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ARHA226 OR MDST230]

### ITAL237 Tragicomedy in Renaissance in Cavalaresque Epic

Women and knights, loves and battles, either treated with supreme irony or with lofty seriousness: this is the matter of cavaleresque epic. The aim of this course is to look at it through the tragicomic component peculiar to Italian culture. We will read carefully selected episodes from the four major epic works, namely Pulci's *Morgante Maggiore*, Boiardo's *Orlando Innamorato*, Ariosto's *Orlando Furioso*, Tasso's *Gerusalemme Liberata*. We will also take a glimpse at later theatrical treatment, like the melodramatic music by Monteverdi (*Il Combattimento di Tancredi e Clorinda*) or the modern version of Ariosto's by director Luca Ronconi.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: MDST237

### ITAL239 The Courtier and the Courtesan in Renaissance Italy

This course aims at analyzing the process of creation of the male courtier through the close reading of Baldassarre Castiglione's *Il Cortegiano*, which was by far one of the best-selling books in the Western world up to the 1600s. Courtly culture was developed and formalized at the highest levels in Renaissance Italy in the late 15th and early 16th centuries to become a model for all Europe in subsequent centuries. On the other hand, the figure of the female courtesan, poet and whore, literata and entertainer, grew to be a fascinating and repulsive subject of many dialogic and dramatic treatments, especially by the powerful “pen-prince” Pietro Aretino. The interaction of style and culture that courtier and courtesan are two characters, at once idealized and all too real, played with each other will be studied with the aid of contemporary paintings and prints (from high-brow to popular, early erotic productions).

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

### ITAL240 Fascism, Futurism, 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 does the radical annihilation of standard mores and culture proposed by the futurists help pave the way for Italian fascism? How does 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 ultra-violence 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 dis/connections 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. AREA: HA



**ITAL241 Nation Formation: Italy in the 19th Century**

In this class we will examine closely Italy's slow advance toward unification and nationhood in the 19th century. The desire, both stated and implicit, for a unified Italian state is a topic we will explore in a variety of texts, some of which are fictional and literary, while others are more historical in nature. We will read these texts with an eye toward their social, historical, political, and aesthetic contexts. Some texts include *Le Ultime Lettere ei Lacopo Ortis*, *I Promessi Sposi*, Garibaldi's *Memoirs*, and poems by Giacomo Leopardi, among others. Additionally, we examine several 20th-century works, like Blasetti's Fascist-era film 1860 and Lampedusa's *Il Gattopardo*, that review the legacy of the Risorgimento. Conducted in Italian.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
 FALL 2010 INSTRUCTOR: NERENBERG, ELLEN SECT: 01

**ITAL246 Primo Levi: Memory of the Offense**

IDENTICAL WITH: FIST246

**ITAL247 Plays and Spectacles: 20-Century Italian Theater**

Plays, playwrights, and playmaking in Italy during the 20th century are the subject of this course. We will consider the work of such playwrights as Luigi Pirandello, Edoardo de Filippo, Natalia Ginzburg, Dacia Maraini, Dario Fo, Franca Rame, and productions deriving from the Fo-Rame collaboration. As well, we will investigate the futurist *Serate* and Fascist spectacles and parades of the 1930s. When scripted plays are the object of inquiry, close readings will inform their position in literary history; an examination of the plays' reception, both at premier and subsequently, will provide a cultural and historical framework in which they may be considered in Italian.

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

**ITAL249 Contemporary Italian Culture**

This course, taught in Italian, investigates the intersection between contemporary culture and society in Italy since 1990. We will explore the literary and cinematic expression of themes including, but not limited to, the following: immigration and racism, sexuality, the commodification of culture, human rights, and war. Featured writers and directors include Amelio, Ammaniti, Campo, Celati, Mazzantini, Martone, Nove, Tabucchi, Tondelli, Vallorani, and Vassalli.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
 FALL 2009 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 '60s, 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?

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

**ITAL401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ITAL409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ITAL411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ITAL465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**ITAL467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**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 2009 INSTRUCTOR: NEARY, LOUISE C. 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  
 SPRING 2010 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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
 FALL 2009 INSTRUCTOR: FLORES, OCTAVIO SECT: 01

**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. AREA: HA  
 FALL 2009 INSTRUCTOR: FLORES, OCTAVIO SECT: 01-02

INSTRUCTOR: NEARY, LOUISE C. SECT: 03-04

SPRING 2010 INSTRUCTOR: FLORES, OCTAVIO SECT: 01

**SPAN112 Intermediate Spanish II**

With cultural issues continuing to serve as a backdrop, this course, a continuation of **SPAN111**, leads students through a review and in-depth examination of Spanish grammar and vocabulary, while providing the experience of working with written texts and other media materials. Students will explore an array of cultural topics relevant to the Spanish-speaking world. Assignments will be both written and oral.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
 FALL 2009 INSTRUCTOR: PÉREZ-GIRONÉS, ANA M. SECT: 01-02

SPRING 2010 INSTRUCTOR: FLORES, OCTAVIO SECT: 02  
 INSTRUCTOR: NEARY, LOUISE C. SECT: 03

**SPAN203 Spanish for Heritage Speakers**

This course is designed to meet the specific needs of students who are heritage speakers of Spanish, so that they are able to perform well in the postlanguage sequence courses offered in our department. Students who take this course must have placed into **SPAN112** or above and have a limited ability (and/or confidence) in their language skills in Spanish. 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 acquisition of Spanish, as well as the experience of Spanish speakers in the United States.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: PÉREZ-GIRONÉS, ANA M. SECT: 01

### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: IBST323

FALL 2009 INSTRUCTOR: MORENO-NUÑO, CARMEN SECT: 01

INSTRUCTOR: ARMSTRONG ROCHE, MICHAEL SECT: 03

SPRING 2010 INSTRUCTOR: MORENO-NUÑO, CARMEN SECT: 01

### 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), works, that is, that have achieved canonical status by means of either the influence they have come to exercise over successive generations or their popular reception at the time of their production. Our objective is to interrogate the very processes and conditions that have led to their canonization. In doing so, we intend to emphasize the relationship between cultural production and historical context, seeking to draw analogies at all times between the short stories, novels, poems, plays, paintings, and movies under consideration and the social, political, and economic milieu from which they emerge.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: MORENO-NUÑO, CARMEN 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, Vallejo, Neruda, Borges, Carpentier, Fuentes, Castellanos, Paz, the subcomandante Marcos, 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*, *A Place Called Chiapas*, and *La Batalla de Chile*.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: LAST226

FALL 2009 INSTRUCTOR: CONN, ROBERT T. SECT: 01

SPRING 2010 INSTRUCTOR: DEGIOVANNI, FERNANDO SECT: 01

### SPAN230 Heroes, Lovers, and Swindlers: An Introduction to Medieval and Renaissance Spanish Classics and Cult

This course is designed to develop students' ability to make informed and creative sense of three fascinating, complex, and influential medieval and Renaissance Spanish texts: the “national” epic *El Cid* (12th-13th century), the bawdy and highly theatri-

cal prose dialogue known as *La Celestina* (1499), and the first picaresque novel, *El Lazarillo* (1554). Through these and selected historical readings, the course is also intended to provide students with a basic knowledge of Spanish culture from the 11th through the 16th centuries and 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; and of social injustice and religious hypocrisy in Imperial Spain. 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 culture; 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: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [COL229 OR MDST228 OR IBST322]

FALL 2009 INSTRUCTOR: ARMSTRONG ROCHE, MICHAEL SECT: 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 is 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: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [COL313 OR IBST315]

SPRING 2010 INSTRUCTOR: ARMSTRONG ROCHE, MICHAEL SECT: 01

### 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 20th century. It is structured by three principal dialogues: the creative reception of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz, among others); by leading 20th-century poets from Spain and Latin America (Pablo Neruda, García Lorca, Jorge Guillén, Gabriela Mistral, Jorge Luis Borges, Octavio Paz, and Lezama Lima, among others); the interplay of poetry and essayistic reflection on poems, poets, and poetry by many of those same writers; and the crossing of linguistic, ethnic, religious, and gender boundaries that has been a hallmark of Spanish-language verse from its beginnings as love lyrics embedded in Hebrew and Arabic poems (*jarchas*) to 20th-century Latin American poets open to diverse Amerindian and African influences and contemporary Hispanic American poets exploring bilingualism. We will read examples from epic, lyric, and burlesque verse on a wide variety of themes; reflect on how poetry can best be enjoyed and understood; and consider how poetry has been produced, heard, read, and used in its original

contexts (oral performance by medieval minstrels and popular transmission of ballads, courtly patronage, Renaissance literary academies and manuscript circulation, private reading of printed texts and commodification, 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 PREREQ: NONE IDENTICAL WITH: IBST316  
 SPRING 2010 INSTRUCTOR: ARMSTRONG ROCHE, MICHAEL SECT: 01

**SPAN235 Biculturalism, Border-Crossing, and Nonconformism in the Age of Conquest**

IDENTICAL WITH: FIST235

**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. In fact, besides the chivalric novel, he reimagined virtually every fashionable genre of his time: verse, theater, novella, the pastoral, and the Greek adventure novels. Cervantes' art remains fresh and unsettling, distinguished as it is by its revaluation of humor, invention, make-believe, and play; seriousness in his textual world is not to be confused with solemnity, the typical ploy of political, religious, and intellectual orthodoxies then as now. Characteristic themes: social reality as artifact or fiction, the counterintuitive or 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. AREA: HA PREREQ: NONE  
 IDENTICAL WITH: [COL327 OR MDST254 OR IBST319]

**SPAN237 The Itinerary of Justice in Cervantes's Prose, Poetry, and Theater**

Starting with Don Quixote's famous discourse on arms and letters, we will examine Cervantes's ideas on justice, with special attention to the topics of violence, law, love, and war. We will be interested in how Cervantes represents justice in different contexts, be these conflicts of war, captivity, literary duels, or love affairs. We will also be interested in the rhetorical mechanisms he uses to carry out his reflections (allegory, dialogism, double coding, and intertextual irony). Our case studies will reveal that Cervantes portrays justice in several ways and that in each case he is establishing a dialogue with both the "literary community" contemporary to him and the literary tradition (Parnaso) that he inherited and sought to continue. Therefore, throughout the course we will refer to the works of other Spanish and Romance-language writers (Tasso, Montaigne, et al.), as well as to the visual art and the sociopolitical situation of Spain during the early modern period. Finally, the course aims to provide the tools necessary to understand how behind any representation (visual, textual, oral, etc.), a set of ideas or values is assumed that belong not only to the writer but also to her/his community and the period of time in which she/he is writing.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
 IDENTICAL WITH: [COL240 OR MDST236]

**SPAN238 Undressing the Self and Disguising the Other(s): Representations of Cruelty in Calderón's Plays**

In this course, we will explore the notion of cruelty in the plays of the 17th-century Spanish dramatist Pedro Calderón de la Barca. As we study his works, we will pay special attention to the way in which cruelty defines identity and the Self,

particularly with regard to figures who represent power. This will lead us to consider the connections between gender and authority both in the private sphere (home, love affairs, etc.) and in the public (the palace, the battlefield, etc.). The manner in which cruelty is represented on and for the stage will also be considered. Critical readings will include writings by Eric Fromm, Alasdair McIntyre, Martha Nussbaum, and Charles Taylor.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA 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. AREA: HA PREREQ: NONE  
 IDENTICAL WITH: [COL231 OR IBST306]

**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 social and economic transformations that are linked to the emergence of the metropolis as a "capital" coordinate (literally and figuratively) in 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 perhaps best reflected by the novels of Benito Pérez Galdós and Leopoldo Alas, alias Clarín. Through a close reading of what are widely regarded as masterpieces of the modern Spanish novel, *Fortunada y Jacinta* (Galdós) and *La Regenta* (Clarín), we will attempt to evaluate how narrative and the cityscape form interlocking textualities within each of which the family is protagonist, sexuality a central theme.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
 IDENTICAL WITH: [COL248 OR IBST307]

**SPAN252 Spain and Its Cinema: A Different Mode of Representation**

In this course we will study some of the most important Spanish movies from the 1950s to the present. Special emphasis will be placed on such key directors as Buñuel, Saura, Erice, or Almodovar. In some instances we will study a film in its entirety; in others, we will focus on segments or scenes from different movies, always with the intention of understanding how Spanish modes of representing reality through cinema differ from Hollywood's. Theoretical readings will be assigned to provide students the conceptual tools necessary to analyze cinematic texts.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [COL242 OR IBST308]

**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 therein 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 a fluid national domain.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: IBST309

**SPAN254 Garcia Lorca and His World**

Our focus will be the Spanish avant-garde as mirrored in the poetry and plays of Federico Garcia Lorca, one of Europe's most celebrated authors. Students should note that 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [COL237 OR IBST310]

**SPAN256 Images of Women in Spanish Film**

This course provides a panoramic exploration of cultural and cinematic constructions of femininity in Spanish film of the 20th century. The course starts with cinema of the early part of the century, looks at films from before the Civil War (1936–1939) and during the Franco era (1939–1975), and concludes with a close examination of films of the post-Franco period. Special attention will be given to the social roles assigned to women by patriarchal society and the manner in which those roles are represented in film, the use of cinema stars as vehicles of mystification and idealization, and the new agency and visibility that women achieve for themselves both as social subjects and, more particularly, as filmmakers in the 1980s and '90s.

Finally, the course seeks to bridge Spanish cultural perspectives and feminist film theories.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: FGSS245

**SPAN257 Representations of the Spanish Civil War in Narrative and Film**

This course will study the Spanish Civil War through some of its representations in narrative and film. If the Spanish Civil War pitted Spaniard against Spaniard in the fight over fascism, it was also international, serving Hitler as a battleground on which to experiment with new military weaponry as well as a site on which to confront and defeat him. The course will focus on the representation of this historical event through novels and short stories dating from the end of the war to the present. Some in-class time will be devoted to the depiction of the war in a number of famous films and documentaries. Special attention will be given to the many different approaches taken by writers and artists over time and, in particular, to changes in perception that have occurred as a result of Spain's transition to democracy in 1975.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: IBST311

**SPAN258 Postmodern Metafictional Narratives in Contemporary Spain**

IDENTICAL WITH: FIST279

**SPAN259 Feminist Literature in Spain: From the Dictatorship to the Democratic Era**

The emergence of the feminine voice in literature is one of the key signs of the democratization that Spanish culture underwent during the last few decades of the 20th century. We will seek to gain a better understanding of this process by studying a selection of the best known narratives written by Spanish women during these last decades. In doing so, we will focus especially on such matters as the narratological strategies adopted by women writers, the sociopolitical context as it relates to female literary production in Spain, and the historical origins of Spanish feminism. We will also explore some of the key concepts of feminist theory.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [FGSS249 OR COL259 OR IBST313]

**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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [COL260 OR IBST314]

**SPAN261 Sites of Resistance & Memory: Theater, Performance, & 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: IBST325

**SPAN262 The New Spain: A Magnet for Immigrants**

Although the movement of peoples has continually reshaped Spanish identity for millenia, since the 1990s Spain has undergone a particularly marked transformation as a result of the massive influx of immigrants. Indeed, Spain now has (proportionally) the largest immigrant population in the world after the U.S. This large-scale (and growing) presence of immigrants and the profound social changes that follow from it are the demographic and social face of the most salient national and international tensions affecting Spanish society today. If the Spain of the Civil War and the Franco regime is the Spain of the past, the Spain of immigration is the Spain of the future. This course studies the phenomenon of immigration through diverse cultural representations (narrative, film, comics, and journalism), emphasizing such aspects as the social and political discourse about immigration, exclusion, difference, racism, gender, spatial segregation, agency, power, and national identity.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: IBST262

SPRING 2010 INSTRUCTOR: MORENO-NUÑO, CARMEN SECT: 01

**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 wa-

tershed 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: LAST260

SPRING 2010 INSTRUCTOR: DEGIOVANNI, FERNANDO SECT: 01

**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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: LAST261

**SPAN272 Imagining Latin America: Representations of the Other**

Since the early 19th century, “gauchos,” “mestizos,” “indios,” and “negros” have been repeatedly used to create and establish 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 subcontinent.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: LAST265

**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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: LAST275

**SPAN275 20th-Century Latin American Fiction**

This course will focus on the literary production of some leading Latin American writers of the 20th century. Through a close reading of selected texts, we will examine the relationship between history and fiction, representations and otherness, politics and violence, and cities and cultures in several Spanish-speaking authors. By contrasting historical events and literary versions, this class intends to highlight ideological and aesthetic strategies of textual construction in Latin America, as well as the role of the intellectual and the uses of fiction in the formation of a modern culture and society.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: LAST244

**SPAN277 Topics in Central American Literature: Myth and History in Central America**

In this course we study the relationship between myth and history in Central America since its origins in the *Popol Vuh* until the period of the postcivil-war era. The course is organized in a chronological manner. We will study, in addition to the *Popol Vuh*, the chronicles of Alvarado, some poems by Rubén Darío and Francisco Gavidia, and some of the writings of Miguel Ángel Asturias and Salarrué. The course will end with a study of critical visions of the mythical presented by more contemporary authors such as Roque Dalton and Horacio Castellanos Moya. We will also read some critical readings about the relationship of myth, literature, and history by Jacques LeGoff, Hans Blumenberg, Lionel Gossman, and Claude Lévi-Strauss.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: LAST277

**SPAN278 Women and Revolution: Denunciation, Utopia, and Disenchantment in Central America**

In this course we will study works by some of the most prominent female voices from Central America: Gioconda Belli, Rigoberta Menchú, Claribel Alegría, Ana Guadalupe Martínez, and Jacinta Escudos. We will examine the central role that these women played in the Central American struggles of liberation, civil war, and revolution. Whether they served as the spokesperson for an oppressed minority as was the case of Menchú in her native Guatemala, participated in the armed Sandinista Revolution like Belli, or wrote to express the disenchantment after the civil war like Escudos, these women present an important, often silenced, voice in the utopian revolutionary projects that gripped the attention of the world during the 1970s and '80s. We will put the work of these women in dialogue with other female thinkers who were involved in different revolutionary projects such as Rosa Luxemburg, Simone de Beauvoir, and Angela Davis.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: LAST278

**SPAN279 The Revolution of Literature: Writing the Cuban Revolution**

The Cuban Revolution symbolizes a moment of tremendous political, social, and cultural transformation in Latin America. Out of this political upheaval arose a cultural renovation that resulted in various forms of artistic experimentation as well as different narratives about the revolution. We will focus on several practices and discourses (literature, literary and cultural criticism, film and art) that were central to the debates fostered during this period. We will read some Latin American writers who wrote about the concept of revolution, as well as authors who wrote about the Cuban Revolution.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: LAST281

**SPAN280 History and Ideology in Latin American Poetry**

In this course we will examine poetic experimentation in relation to the major political and ideological trends that have shaped Spanish American societies and cultures in the 20th century. We will focus on the avant-garde poetry of the 1920s and the resurgence of the avant-garde in the 1960s. Of particular interest to us in our study will be the rise of popular song movements like the *Nueva Canción Latinoamericana*, its various authors, and their relationship to the new poetry of the 1960s.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: LAST282

**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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: LAST254

**SPAN285 Exile and Immigration in Latino and Hispanic Literatures**

During the past two centuries, Latin American writers and intellectuals have produced important works while living outside their countries of birth, whether in Latin America, Europe, or in the United States. Recently, particularly in the United States, a good deal of writing has been produced by Hispanic subjects both from the temporary position of exile and from the more stable position of belonging. This course will examine these issues, paying special attention to the ways in which exile, immigration, and shifting national borders have informed, both as reality and discourse, Spanish American and Latino writings.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: LAST241

**SPAN286 Simon 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. AREA: HA IDENTICAL WITH: LAST258  
 SPRING 2010 INSTRUCTOR: CONN, ROBERT T. SECT: 01

**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 will assist us in defining context, as will films.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
 IDENTICAL WITH: LAST288  
 FALL 2009 INSTRUCTOR: CONN, ROBERT T. SECT: 01

**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. AREA: HA PREREQ: NONE  
 IDENTICAL WITH: LAST287

**SPAN401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**SPAN409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**SPAN411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**SPAN465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**SPAN467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## Russian and East European Studies Program

**PROFESSORS:** Susanne Fusso, *Russian Language and Literature, Chair*; Priscilla Meyer, *Russian Language and Literature*; Philip Pomper, *History*; Peter Rutland, *Government*

**ASSOCIATE PROFESSORS:** Duffield White, *Russian Language and Literature*; Magdalena Teter, *History*

**ADJUNCT PROFESSOR:** Irina Aleshkovsky, *Russian Language and Literature*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** Susanne Fusso; Priscilla Meyer; Philip Pomper; Peter Rutland; 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).

### Politics and Economics

- ECON265 Economies in Transition
- GOVT274 Russian Politics

### History

- HIST155 The Intelligentsia and Power: The Struggle for Socialism in the Early Soviet Period
- HIST156 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
- RUSS207 Popular Culture in Russia
- RUSS208 Semiotics of Post-Soviet Film
- RUSS209 The Poor Clerk: Origins of the Petersburg Tale
- RUSS220 Speak, Memory: Autobiography and Memoir in Russian Literature
- RUSS222 Doubles in Literature
- RUSS240 Reading Stories
- RUSS250 Pushkin
- RUSS251 Dostoevsky
- RUSS252 Tolstoy
- RUSS253 Gogol and the Short Story
- 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
- RUSS266 Architects and Inventors of the Word: Russian Modernist Poetry
- RUSS267 Parody: Russian and Western, Theory and Practice
- RUSS285 Short Prose of the 20th Century
- RUSS290 The Fantastic in Narrative Imagination
- RUSS303 Advanced Russian: Stylistics

**Study abroad.** Majors are strongly encouraged to participate in either a summer or a semester program of study in the former Soviet Union (FSU), 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.

**REES156 Sophomore Seminar: East European Jewish Experience**

IDENTICAL WITH: HIST156

**REES192 Sophomore Seminar: Stalin and Stalinism**

IDENTICAL WITH: HIST192

**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 Popular Culture in Russia**

IDENTICAL WITH: RUSS207

**REES208 Semiotics of Post-Soviet Film**

IDENTICAL WITH: RUSS208

**REES209 The Poor Clerk: Origins of the Petersburg Tale**

IDENTICAL WITH: RUSS209

**REES218 Russian History to 1881**

IDENTICAL WITH: HIST218

**REES219 Russian and Soviet History, 1881 to the Present**

IDENTICAL WITH: HIST219

**REES220 Speak, Memory: Autobiography and Memoir in Russian Literature**

IDENTICAL WITH: RUSS220

**REES222 Doubles in Literature**

IDENTICAL WITH: RUSS222

**REES235 Economies in Transition**

IDENTICAL WITH: ECON265

**REES240 Reading Stories**

IDENTICAL WITH: RUSS240

**REES241 Russian Theater: Reflection of Society in the 20th Century and Today**

IDENTICAL WITH: RUSS241

**REES242 The Russian Revolution, Futurism, and Avant-Garde in the Arts**

IDENTICAL WITH: RUSS242

**REES251 Dostoevsky**

IDENTICAL WITH: RUSS251

**REES252 Tolstoy**

IDENTICAL WITH: RUSS252

**REES254 Murder and Adultery: The French and Russian Novel**

IDENTICAL WITH: RUSS254

**REES255 The Central and East European Novel**

IDENTICAL WITH: RUSS255

**REES256 Tolstoy's *Anna Karenina***

IDENTICAL WITH: RUSS256

**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

**REES266 Architects and Inventors of the Word: Russian Modernist Poetry**

IDENTICAL WITH: RUSS266

**REES268 Sophomore Seminar: The Intelligentsia and Power: The Struggle for Socialism in the Early Soviet Peri**

IDENTICAL WITH: HIST155

**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

**REES284 Pushkin**

IDENTICAL WITH: RUSS250

**REES285 Short Prose of the 20th Century**

IDENTICAL WITH: RUSS285

**REES300 International Security in the Post-Soviet Space**

IDENTICAL WITH: GOVT300

**REES401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**REES409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**REES411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**REES465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**REES467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

# Russian Language and Literature

**PROFESSORS:** Susanne Fusso, *Chair*; Priscilla Meyer

**ASSOCIATE PROFESSOR:** Duffield White

**ADJUNCT PROFESSOR:** Irina Aleshkovsky

**DEPARTMENTAL ADVISING**

**EXPERTS 2009–2010:** 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.

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 former Soviet Union (FSU) to be determined in consultation with the major advisor.

**Russian House.** Students may choose to live in the Russian House, whose inhabitants organize 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, including an intensive course in intermediate Russian that Wesleyan offers in June.

**Study in the FSU.** Russian majors are encouraged to spend a summer and/or a semester studying in the FSU after completing at least two years of language study or the equivalent. Some scholarship money is available for summer study, and academic credit (under **RUSS465/466**) will be given for successful completion of Wesleyan-sponsored 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.

## 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 2009 INSTRUCTOR: WHITE, DUFFIELD 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  
SPRING 2010 INSTRUCTOR: ALESHKOVSKY, IRENE SECT: 01

## RUSS201 Intermediate Russian

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: A-F CREDIT: 1 GEN. ED. AREA: HA  
FALL 2009 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: A-F CREDIT: 1 GEN. ED. AREA: HA  
SPRING 2010 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: REES205  
FALL 2009 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 risked submitting *Ivan Denisovich* during Khrushchev's Thaw—each decade has its characteristic masterpiece. Students who wish to read excerpts from the course offerings in the original Russian should see the instructor to enroll in a half-credit tutorial.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: REES206  
SPRING 2010 INSTRUCTOR: MEYER, PRISCILLA SECT: 01

## RUSS207 Popular Culture in Russia

This course is an interdisciplinary survey of Russian popular culture and the changes *Perestroika* and *Glasnost* brought to it. It

will focus on what is new about the Russian cultural scene now, attempt to find the roots of change in the past, understand what is different and what has stayed the same. Major topics will include youth culture (rock music, parties, and groups), popular media (TV, newspapers, and film), and the arts (theater, art, literature). Through literary and historical texts, works of visual art, film, and lectures by visiting experts, students will be introduced to the social and cultural climate from which *Perestroika* emerged that continues to influence changes in Russian life.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: REES207

### **RUSS208 Semiotics of Post-Soviet Film**

The course draws on 12 post-Soviet films as a source of sociological data on a rapidly changing society. The films reflect the inner codes of the traditional Russian culture (communalism, the spiritual quest, and drinking habits, etc.), as well as the new social realities (sense of money, market behavior, organized crime, and economy of violence, etc.). The films present a fresh artistic perspective on social developments that are not normally reported in the Western press.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: REES208

### **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. AREA: HA  
IDENTICAL WITH: REES209

SPRING 2010 INSTRUCTOR: MEYER, PRISCILLA SECT: 01

### **RUSS220 Speak, Memory: Autobiography and Memoir in Russian Literature**

Memoirs and autobiographical prose have been a major genre of Russian literature, particularly for women, since the 18th century. They offer a chance for the individual to make sense of his or her relationship to larger historical forces and allow writers of fiction and poetry to reflect on the tensions between biography and the creative process. We will read major works from the 18th century to the present, including Nadezhda Durova's account of her life on the front lines in the Napoleonic Wars; Dostoevsky's prison memoirs; the poet Mandelstam's reminiscences of a prerevolutionary childhood and his wife's account of Stalin's terror; and intense memories of childhood by Marina Tsvetaeva and Vladimir Nabokov. Attention will be paid throughout the course to related theoretical problems (narratology, feminism, and historiography, etc.). All works will be read in English translation.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: REES220

### **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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: REES222

### **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. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: MEYER, PRISCILLA SECT: 01

### **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, 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, Kharms, Platonov, and Petrushevskaja. We will also read articles and selected chapters on theory by Iser, Hirsch, Chatman, Booth, Bakhtin, Lotman, Frye, and Jakobson.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: REES240

SPRING 2010 INSTRUCTOR: WHITE, DUFFIELD SECT: 01

### **RUSS241 Russian Theater: Reflection of Society in the 20th Century and Today**

In the Russian theater of the early 20th century, theatrical symbolism, art stylization, and productions based on Dostoevsky's novels marked a trend of alienation from contemporary life in theater art. Russian theater after the Bolshevik Revolution became a complex combination of resistance, tragedy, dream, propaganda, and lies. The Bolsheviks considered theater to be the most powerful way of creating a communist public mentality; however, an argument was still going on between the followers of conventional aesthetics (Lunacharsky) and those who wanted to create a new communist person through avant-garde culture (Trotsky). Censorship was introduced as a device for directing the national mentality. The issues to be covered in this course include genesis of socialist realism; changes in Stanislavsky's method during the Soviet era; isolationism of Soviet culture and its interconnections with European art; the arts during the period of liberalization in the 1950–60s; the Soviet version of existentialism; and theater under *Perestroika*. Students' discussion of Russian plays of the 20th century will focus on the ways in which the life and characters depicted in them document Soviet and post-Soviet society and also on the specific features of their literary and theatrical style. Lectures will be illustrated with slides, video recordings, and virtual models of performances.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [REES241 OR THEA241]

### **RUSS242 The Russian Revolution, Futurism, and Avant-Garde in the Arts**

The main topics of this course are theories of leftist culture in Russia in the 1910–20s; futuristic events created by Vladimir Mayakovsky, David Burliuk, Mikhail Larionov, and others; poetry by Kruchonykh, Khlebnikov, Mayakovsky, and others; The Association of Real Art (*Oberiu*); ideas of "transreason" (*zaum'*) or "transrational language" (*zaumnyi iazyk*); futurist literary and artistic groups; avant-garde philosophy in the visual arts; suprematism and rayonism in painting (Malevich,



Shkolnik, Filonov); futurist theater (*Victory Over the Sun*; *Vladimir Mayakovsky: a Tragedy*); futurists after the socialist revolution; “Proletcult” group; theories of Bogdanov and Kerzhentsev; the theater of Vsevolod Meyerhold; theater constructivism and biomechanics; the theater of Igor Terentyev; the “Left Front of the Arts” and its journals; the formalist school of literature and arts studies; Trotsky as a theorist of futurism; the struggle of the Bolsheviks against the avant-garde and futurism.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [ARHA239 OR REE5242]

### 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. AREA: HA IDENTICAL WITH: REE5284  
FALL 2009 INSTRUCTOR: WHITE, DUFFIELD SECT: 01

### RUSS251 Dostoevsky

This course is a reading of Dostoevsky’s major works in the context of 19th-century Russian cultural and social history.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: REE5251

### RUSS252 Tolstoy

During the late 19th and early 20th centuries 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [REE5252 OR COL262]  
SPRING 2010 INSTRUCTOR: WHITE, DUFFIELD SECT: 01

### RUSS253 Gogol and the Short Story

We will read Gogol’s best known stories in the context of his German sources and Russian contemporaries.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA

### RUSS254 Murder and Adultery: The French and Russian Novel

What did the Russians learn from reading French novels? How did they respond to them in writing their own? We will examine how themes taken from one national literature are self-consciously transformed by another while learning to read from the author’s point of view.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [COL261 OR FIST275 OR REE5254]

### 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 relation 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 relation of Eastern and Central European literature to the Western and Russian literary traditions, especially the avant-garde.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: REE5255  
SPRING 2010 INSTRUCTOR: FUSO, SUSANNE GRACE SECT: 01

### RUSS256 Tolstoy’s *Anna Karenina*

A seminar conducted in Russian on Tolstoy’s 1875–77 novel *Anna Karenina*, students will read and discuss the text in Russian. Critical texts will be read in English. Students will write analytical papers in Russian and give oral reports in Russian on critical articles.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: REE5256

### RUSS260 Dostoevsky’s *Brat’ia Karamazov*

A seminar devoted to close reading of the original text of Dostoevsky’s 1879–80 novel, all students will be required to read the entire text in English, and each week specific passages will be read in Russian. In class we will analyze and discuss the text in Russian. Students will give presentations about critical works related to the novel and to Dostoevsky’s work in general. Conducted in Russian.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA  
IDENTICAL WITH: REE5260

### 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [COL265 OR REE5263]

### RUSS265 Kino: Russia at the Movies

Soon after the cinemas first opened in Russia in 1910, movie-going 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [REE5265 OR FILM365]

### RUSS266 Architects and Inventors of the Word: Russian Modernist Poetry

One of the treasures of the Russian literary tradition is its poetry, which had two remarkable flowerings: in the first decades

of the 19th century (the Golden Age) and in the first half of the 20th century (Russian modernism). Created against the background of war, revolution, and Stalin's repressions, the latter poetry offers exciting experimentation with language, a new discourse of love, and a rich and complex understanding of the poet's relationship to history. We will read the works of Alexander Blok, Anna Akhmatova, Osip Mandelstam, Boris Pasternak, Marina Tsvetaeva, Velemir Khlebnikov, and Vladimir Mayakovsky. Special attention will be paid to learning to read poetry aloud; the understanding of metrics and verse language; the relationship between a poet's theorizing about verse and his or her actual verse; the poets' relationship to each other and to the tradition that preceded them; and the historical background. Conducted in Russian.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: REES266

### **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 (1809–1952), 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: REES277

SPRING 2010 INSTRUCTOR: FUSO, SUSANNE GRACE SECT: 01

### **RUSS279 Theater of Anton Chekhov: Research, Analysis, and Performance**

IDENTICAL WITH: THEA214

### **RUSS285 Short Prose of the 20th Century**

At the beginning of the 20th century, many Russian writers turned away from the monumentality of the realist novel to miniature forms such as lyric poems and short stories. This course will investigate one of the period's most interesting genres, the collection of short prose pieces that often mixed fiction, nonfiction, and literary criticism, "held together not only by the interest of the separate parts, but by the interest of their linkages as well" (Shklovsky). Russian examples of the genre will be compared to similar works by European and Latin American writers. All work will be done in English.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: REES285

### **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. AREA: HA

FALL 2009 INSTRUCTOR: MEYER, PRISCILLA 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: A-F CREDIT: 1 GEN. ED. AREA: HA

SPRING 2010 INSTRUCTOR: ALESHKOVSKY, IRENE SECT: 01

### **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. AREA: HA

### **RUSS319 European and Russian Avant-Garde**

IDENTICAL WITH: COL319

### **RUSS340 Reading Theories**

IDENTICAL WITH: ENGL295

### **RUSS401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **RUSS409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **RUSS411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **RUSS465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

### **RUSS467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## 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*; Laura Stark, *Sociology*

**DEPARTMENTAL ADVISING EXPERTS 2009–2010:** Paul Erickson; Jill Morawski; Joseph T. Rouse Jr.; 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 their only major or as a joint major with one of the science departments (Astronomy, Biology, Chemistry, Earth and Environmental Sciences, Molecular Biology and Biochemistry, Neuroscience and Behavior, Physics, or Psychology). All students must take one course each in history of science, philosophy of science, and sociocultural studies of science. Students who undertake the joint major with a science must take two additional courses in the program and complete all requirements for a science major. Students for whom the program is their only major must take three additional courses in the program, plus a minimum of four major-track courses in one of the science departments and a structured three-course area of concentration in either anthropology, history, philosophy, sociology, or feminist, gender, and sexuality studies. Further information about program requirements and policies can be found on the program's Web site.

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.

### 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 the science; the significance of instrumentation, experiment, and artifice in science; the places of laws, models, and causal relations in scientific understanding; and whether various sciences differ fundamentally in their aims, methods, and achievements. Considerable attention will be given to examples of scientific practice, both historical and contemporary.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: PHIL287

SPRING 2010 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. AREA: SBS PREREQ: NONE  
IDENTICAL WITH: [PHIL288 OR ENV5205]

### SISP206 Intellectuals and the Production of Knowledge

IDENTICAL WITH: SOC244

### SISP207 Social and Cultural Practices of Science

IDENTICAL WITH: FG55200

### SISP213 Machines and Modernity

IDENTICAL WITH: ENGL212

### SISP221 History of Ecology

IDENTICAL WITH: HIST221

### SISP228 Health and Disease in Human Population—An Introduction to Epidemiology

IDENTICAL WITH: BIOL128

### SISP247 Environmental Sociology

IDENTICAL WITH: SOC247

### SISP253 The Scientific Revolution

IDENTICAL WITH: HIST253

### SISP254 Science in Western Culture, 1650–1900

IDENTICAL WITH: HIST254

### SISP256 The Environmental Sciences

IDENTICAL WITH: HIST256

### 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 examines when and why people believe medical knowledge and health care professionals on matters of health and illness. We will consider, for example, how big organizations (such as drug companies, insurance systems, governments, and professional associations) can encourage or undermine medical authority. We will also explore how inequalities and biases might be built into medical knowledge and institutions, and examine what happens when everyday people 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 is an introduction to social studies of medicine, and does not require science training.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: SOC259  
FALL 2009 INSTRUCTOR: STARK, LAURA J. M. SECT: 01

**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. AREA: SBS IDENTICAL WITH: SOC261  
FALL 2009 INSTRUCTOR: STARK, LAURA J. M. SECT: 01

**SISP277 Sophomore Seminar: Life Science, Art, and Culture, Medieval to Present**

IDENTICAL WITH: HIST177

**SISP281 Post-Kantian European Philosophy**

IDENTICAL WITH: PHIL258

**SISP286 Sophomore Seminar: Gender and Science**

IDENTICAL WITH: HIST186

**SISP290 The Psychology of Gender and the Gendering of Psychology**

IDENTICAL WITH: PSYC290

**SISP304 Disease and Epidemics in Historical Perspective**

IDENTICAL WITH: HIST304

**SISP312 Discovering the Person: History of the Psychological Sciences**

IDENTICAL WITH: PSYC310

**SISP315 The Health of Communities**

IDENTICAL WITH: SOC315

**SISP331 Life Science, Art, and Culture**

IDENTICAL WITH: HIST331

**SISP334 Biomedical Ethics Seminar**

IDENTICAL WITH: PHIL334

**SISP336 Science and the State**

IDENTICAL WITH: HIST336

**SISP361 Unifying Life Sciences: Biological Cultures and Meanings of Life**

What does it mean to integrate or unify sciences? Scientists and philosophers have often advocated the unity of science, but for much of the 20th century, unification has been contested within the life sciences. None of the multiple programs for the unification of biology have comfortably integrated all of the life science disciplines, and they have differed substantially

over the autonomy of the life sciences from chemistry and physics. This course will briefly address philosophical conceptions of the unity or disunity of science and then will examine four programs for unifying biology: the neo-Darwinian synthesis, molecular biology, artificial life, and developmental systems theory. The focus of this examination will be the relation between scientific practice (the concrete research activities undertaken on behalf of the program) and the cultural meanings of life associated with it. The course is an upper-level seminar in the Science in Society Program and the Philosophy Department and is also intended to provide philosophical, historical, and cultural background for the Integrated Genomic Sciences initiative.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: PHIL361

**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

**SISP395 Brain, Mind, Soul, and Self: Historical and Ethical Dimensions of Neurology and Neuroscience**

IDENTICAL WITH: HIST395

**SISP401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**SISP409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**SISP411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**SISP465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**SISP467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

# Sociology

**PROFESSORS:** Mary Ann Clawson; Alex Dupuy; Charles C. Lemert; Robert Rosenthal

**ASSOCIATE PROFESSOR:** Jonathan Cutler, *Chair*

**ASSISTANT PROFESSORS:** Robyn Autry; Daniel Long; Paromita Sanyal; Laura Stark, *SISP*

**DEPARTMENTAL ADVISING**

**EXPERTS 2009–2010:** Mary Ann Clawson; Jonathan Cutler; Alex Dupuy

**The Department of Sociology offers three types of courses:**

- **Foundation courses** (Introductory Sociology [SOC151 and 152]; Sociological Analysis [SOC202]; Sociology and Social Theory [SOC212]). 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. They may double as topical courses.

**Major program.** Introductory Sociology (SOC151 or, in certain cases, SOC152) 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 10 courses (including SOC 151). The courses must be distributed as shown in the following table:

Number of Courses	Type of Course
3	<b>FOUNDATION COURSES</b>
	(1) SOC151 Introductory Sociology
	(1) SOC202 Sociological Analysis (methods)
	(1) SOC212 Sociology and Social Theory (theory)
6	<b>TOPICAL COURSES</b>
	(6) All courses 221 and above (includes research courses)
1	<b>RESEARCH COURSES (CONSIDERED TOPICAL COURSES)</b>
	(1) SOC239, 246, 258, 260, 263, 265, 270, 271, 286, 291, 302, 312, 316, 399
<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.

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. For example, students may apply as many as three electives taken outside the Department of Sociology toward the topical course requirement. Transfer students are encouraged to evaluate their transfer credit with the department chair at their earliest convenience. All exceptions must be approved in writing by the student's faculty advisor.

The program is designed to help students attain both broad knowledge and confident skill in sociological reasoning and argumentation. All sociology majors must enter their senior year having taken a minimum of three courses within the Sociology Department. This includes at least one of the two required courses (Sociological Analysis [SOC202] or Social Theory [SOC212]).

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). SOC305 and SOC324 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.

To qualify for honors via either 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, SOC202 Sociological Analysis will have been taken by the end of the sixth semester, but SOC212 Sociology and Social Theory may be substituted as long as the student is enrolled for SOC202 in the seventh semester.

Students are invited to explore these possibilities with their faculty advisor early in the fall of the junior year. 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 (SOC 409/410) may count toward the topical course requirement if the integrity of the overall program is thus enhanced.

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, TA credits may not count toward the major and must be taken Credit/Unsatisfactory.

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. 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. The department periodically awards the Robert S. Lynd Prize for outstanding senior essays written in sociology courses, the Herbert H. Hyman Prize for outstanding senior theses on a sociological topic, and the Anna Julia Cooper Prize to a student of overall excellence.

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.

In planning their programs, students should examine the department's memorandum of courses to be offered in future years or omitted in a given year. Students in urgent need of courses omitted in a given year should consult members of the department about the possibility of tutorials. Other information about the sociology major is available in the department office, Public Affairs Center 122. **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.

### 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. Sections may have variable content. Students are urged to consult instructors or the departmental office.

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

FALL 2009 INSTRUCTOR: SANYAL, PAROMITA SECT: 02

INSTRUCTOR: ROSENTHAL, ROB SECT: 01,04

INSTRUCTOR: AUTRY, ROBYN KIMBERLEY SECT: 03

SPRING 2010 INSTRUCTOR: LONG, DANIEL A. SECT: 02

INSTRUCTOR: CUTLER, JONATHAN SECT: 01,03

### 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 it 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. AREA: SBS PREREQ: NONE

FALL 2009 INSTRUCTOR: LEMERT, CHARLES C. SECT: 01

### SOC160 Difficult Dialogues: Change Theories, Identity Development, and Leadership

This course uses dialectical theories to investigate the connections among social-change theories, frameworks for understanding the construction and development of societal organizations (e.g., hierarchal institution and collaborative networks), principles of participatory leadership and empowerment in organizational change strategies, and concepts of social-identity

group development. The intersection of these research fields provides a theoretical foundation to understand dialectical and participatory democracy strategies for advancing social justice within societal institutions populated with diverse individuals. As a learning laboratory for social-change theory, the campus context will be used to explore and/or test theories and hypotheses for advancing social justice within a societal institution.

GRADING: A-F CREDIT: 1 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. AREA: SBS

FALL 2009 INSTRUCTOR: CUTLER, JONATHAN SECT: 01

SPRING 2010 INSTRUCTOR: SANYAL, PAROMITA 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. AREA: SBS

FALL 2009 INSTRUCTOR: LEMERT, CHARLES C. SECT: 01

SPRING 2010 INSTRUCTOR: DUPUY, ALEX 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. AREA: SBS PREREQ: NONE

IDENTICAL WITH: FGSS254

### 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 relation-

ship 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. AREA: SBS IDENTICAL WITH: FG55231  
FALL 2009 INSTRUCTOR: CLAWSON, MARY ANN SECT: 01

### SOC230 Race and Ethnicity

The purpose of this course is to provide a sociological examination of race and ethnicity in American society. Race and ethnicity continue to have significance in modern American society both as sources of social organization and social conflict. This course will examine the structural and social psychological components of race and ethnic relations in the United States. We will examine the contributions of race and ethnicity to modern economic, political, and social arrangements. We will also discuss the impact of social psychological variables such as prejudice, discrimination, and stereotypes on these arrangements. Finally, social policy analyses will assess contributions of ideas such as multiculturalism, affirmative action, and educational reform to social change.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: AFAM227

### 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. AREA: SBS PREREQ: NONE  
FALL 2009 INSTRUCTOR: SANYAL, PAROMITA SECT: 01

### SOC233 Power and Domination

This course draws on classical and contemporary sociological thought to explore the following questions: What are power and domination, and what forms do they take? What is the relationship between those who have power and those who are subject to it? How does power affect those who wield it, and what circumstances encourage complicity or resistance among those who are controlled? What does it mean for one social actor to control another?

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

### SOC234 Race and the American Legal System

IDENTICAL WITH: AFAM231

### 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. AREA: SBS  
SPRING 2010 INSTRUCTOR: SANYAL, PAROMITA SECT: 01

### 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. AREA: SBS

### 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. AREA: SBS IDENTICAL WITH: MUSC280

### SOC243 Race and Urban Space: Riots, Resistance, and Renewal

IDENTICAL WITH: AFAM252

### SOC244 Intellectuals and the Production of Knowledge

Facts—especially scientific facts—usually appear “as independent beings endowed with life, and entering into relations both with one another and the human race” (Marx, 1872). Marx was primarily interested in the products of physical labor when he wrote those words, but knowledge, too, is a *commodity*: a product of human effort and exchange. It does not spring forth fully formed, but rather has a history, a social setting, and a cast of interesting (and interested) characters. Through case studies and cross-disciplinary readings, this course challenges students to examine the social forces that influence the production and producers of knowledge (scientific and otherwise).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: SIS206

### SOC245 The Sociology of Conflict Resolution

This course will examine the recent rise of alternative dispute resolution (ADR) techniques for managing a wide variety of conflicts—including personal feuds, tensions at workplaces and schools, public planning and policy disputes, ethnic conflict, and full-scale war. These strategies—including dialogue facilitation and different forms of mediation—seek to replace the one-winner, one-loser mode of resolving conflict with nonviolent, consensus-based solutions. Proponents argue that doing so will not only yield better results while avoiding violence, but may possibly help positively transform the cultures of hierarchy and domination that embrace violence to begin with. Critics, meanwhile, have seen them as insidious forms of co-optation and silencing that simply reproduce preexisting relations of power while wasting much time and (often) costing much money. With these tensions in mind, we will examine theories of democratic communication and collaborative social change and connect them to specific ADR approaches. Along the way, we will focus on a range of case studies from a variety of contexts, and, from time to time, experiment with dialogue facilitation and conflict resolution inside the classroom.

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

### 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. AREA: SBS

IDENTICAL WITH: [AMST246 OR FG55256]

### SOC247 Environmental Sociology

This course is an examination of the intersection between the environment and society analyzed along two planes: the realm of ideas and the realm of power. The former asks how nature and the environment have been conceptualized in the modern era and how dominant interpretations have been challenged by subsequent ethical writings and social movements. The latter asks how control over the environment was established in

the modern era (especially in the United States). Whose interests have been served along the way? And how have different movements succeeded (or failed) to force social, political, and cultural change? Finally, we will examine the recent debates on the death of environmentalism in the United States.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: SIS247

#### **SOC248 Gentrification and Urban Development**

Under the general heading of urban renewal, American cities have undergone a wave of efforts to promote new investment into previously poor downtowns. This has resulted in extraordinary changes to the urban economic, cultural, and physical landscape, usually leading to what is commonly called gentrification. In this course, we will examine the phenomenon of gentrification as one of the fundamental social changes currently affecting American society. We will begin with a brief historical sociology of urban development and planning in the United States leading up to the redevelopment and renewal movement in the late '80s and early '90s. From then, the course will examine case studies of the effects of redevelopment over the past two decades and critical arguments about the alleged benefits and evils of the gentrification that tend to come with it. Finally, we will examine a variety of movements made in the name of economic justice and urban ecology to stop, change, or reimagine the redevelopment process. Although the primary focus will be on the United States, we may also consider similar impacts in global cities that have resulted from globalization.

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

#### **SOC250 Political Sociology, or What Does Democracy Look Like?**

In this course, we will attempt to understand democracy as a social practice and lived experience rather than as a series of representative political institutions. Focusing on the spirit of democracy as a way of life, we will look at different views on bridging this spirit with reality. Asking what constitutes a richly democratic society, we will examine the classical liberal and republican traditions, neoliberal, neoconservative, neo-Marxist, and anarchist theory. Throughout, we will connect these theoretical views with efforts to achieve them (self-consciously or not) in practice, looking at contemporary political issues that surround gender and race politics, the environment, and economic development.

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

#### **SOC252 Race, Postmodernism, and Culture**

IDENTICAL WITH: AFAM352

#### **SOC255 Race and Social Structure**

IDENTICAL WITH: AFAM253

#### **SOC256 An Introduction to Quantitative Analysis-Democracy and the Social Sciences**

The course is an introduction to the concepts, methods, and tools used in the analysis of quantitative data in the social sciences. It covers topics in descriptive statistics and statistical inference and adopts a hands-on, learning-by-doing approach to explore major sources of social data and to develop the appropriate statistical tools.

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

IDENTICAL WITH: GOVT366

#### **SOC257 Applied Data Analysis**

IDENTICAL WITH: QAC201

#### **SOC258 Migration and Cultural Politics: Immigrant Experiences in the United States**

This course will examine the experiences of contemporary immigrants in the United States, especially since 1965 and primarily from the Caribbean. After considering several theories of international migration and the causes of migration to the United States, the course will focus on the ways in

which first- and second-generation immigrants, primarily from the Caribbean, confront and negotiate the meaning of race and ethnicity and how these forms of cultural politics affect their modes of incorporation in the economy.

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

IDENTICAL WITH: [AMST258 OR AFAM258 OR LAST249]

#### **SOC259 The Sociology of Medicine**

IDENTICAL WITH: SIS262

#### **SOC260 Globalization, Democracy, and Social Change in the Americas**

This course will examine various perspectives on the relationship between globalization and democracy in Latin America and the Caribbean. Among the central questions we will try to answer are: What is the meaning of democracy when, in the context of a hierarchical global economic system, the ability of citizens of less developed or less powerful nation-states to determine the agenda of their nation-states is usurped by social actors (governments, international organizations, or multinational corporations) who are neither citizens nor accountable to the demos of those nation-states? And what are the limits of such practices on the ability of the citizens of the regional countries to effect social change to deal with social injustices and the inequalities between rich and poor countries, and rich and poor classes? We will consider these issues by looking at several case studies.

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

IDENTICAL WITH: [AMST263 OR LAST250]

#### **SOC261 Regulating Health**

IDENTICAL WITH: SIS263

#### **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. AREA: SBS

#### **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. AREA: SBS

IDENTICAL WITH: [FGSS265 OR AMST271]

#### **SOC267 Sociology of Tourism**

Travel has always been central to human history, but mass tourism and the leisure industry are a more recent development. Global tourism is on the rise: Tourists and tourist spaces abound, and the tourist industry has become the world's largest. The rapid growth of tourism has been a mixed bag; while it has been an economic boon and encouraged certain types of cultural preservation, it has also brought negative effects, promoting dependency, environmental degradation, and commodification of cultures. Tourism is key to the process of glo-



balization and therefore offers a forceful entry point to exploring where globalization is taking us. This course will explore tourism not only as an important human activity and industry, but also as a means to understand of the complex relationship between globalization and culture.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: ANTH267

### SOC270 Urban Societies

How do cities develop? Do universal laws govern city growth, or do cities develop differently within distinctive economic and political frameworks? This course addresses those questions by tracing the history of cities, comparing major theoretical approaches, and addressing a number of important current issues in urban areas in the United States, including redevelopment, housing, homelessness, and the fiscal crisis of the cities.

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

### 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. AREA: SBS  
SPRING 2010 INSTRUCTOR: ROSENTHAL, ROB SECT: 01

### 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 pedagogies. 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. This class will have a service learning component where students will observe and tutor in two different schools: either a high- and low-income school or a traditional and a charter school.

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

### SOC275 Tornadoes, Tsunamis, and Terrorism: Sociology of Disaster

Our world seems to always be on the brink of disaster. Public discourse and private fears are inundated with talk of disaster, from the difficulties of recovering from recent catastrophes to the striking need to better plan for impending future ones. But what is a disaster? While many disasters can certainly be classified natural, nature only plays a part—a disaster is better understood in terms of its social effects. Taking a sociological perspective will allow us to examine what constitutes a disaster, how communities and individuals typically prepare (or don't prepare) for them, how survivors respond, how these response patterns differ from what is commonly perceived to occur, the media's role, organizational response patterns, and the role of planning and mitigation. We will examine actual disaster events, both natural, as in Hurricane Katrina, and human-made, like the attacks of September 11.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS

### 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. AREA: SBS IDENTICAL WITH: RELI281

### SOC291 Postcolonialism and Globalization

The emancipatory uprisings and postcolonial challenges of the 20th century have irrevocably unsettled the old Eurocentric colonial order. The potent anticolonial insurrections of the last 50 years have posed serious questions for our global future: What does postcolonialism mean for the colonizer and the colonized? Under what circumstances, if any, can the colonial relation be transcended in ways that do not merely reproduce structures of domination (racism, sexism, and homophobia, etc.) within the Third World? Does the term globalization signify a simple return to a neocolonial form of capitalist imperialism? Or does it signify First World anxiety about its own decentered status? To examine these and other questions, this course will take an interdisciplinary approach, examining cases and ideas presented in works of sociology, political economy, and cultural studies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: AMST289

### 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. AREA: SBS IDENTICAL WITH: LAST292  
SPRING 2010 INSTRUCTOR: LONG, DANIEL A. SECT: 01

### SOC294 Diasporas, Transnationalism, and Globalization

IDENTICAL WITH: COL294

### SOC300 Sociology and Race

GRADING: A-F CREDIT: 1 PREREQ: NONE

### SOC302 Paternalism and Social Power

This course will consider the construction of caring and helping in the structuring of social relations. What does helping

entail? How does power operate in the velvet glove? What, if anything, lies beyond paternalism? How does social change occur? Competing perspectives on paternalism from within social and political theory will be considered as vehicles for tracing power dynamics in a survey of U.S. social formations related to family, gender, sexuality, race, labor, class, medicine, criminal justice, religion, environmentalism, and international relations.

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

IDENTICAL WITH: AMST209

FALL 2009 INSTRUCTOR: CUTLER, JONATHAN SECT: 01

### 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

FALL 2009 INSTRUCTOR: CLAWSON, MARY ANN SECT: 01

### 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. AREA: SBS

### SOC312 Selected Topics

This is a variable subject course. In Spring '10 the topic is to be determined.

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

### 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; learning about the historical antecedents of the contemporary community health center model of care in response to the needs of vulnerable populations; and studying (through participation and observation) the conduct of research designed to document and/or support efforts to improve the health of communities. We will explore the concept of social medicine, the importance of vocabulary and categorization in any discussion of health care, the complex issues involved in population categorization, ethical issues 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. Enrolled students will serve as volunteer research assistants (3–4 hours/week) with one of the ongoing research projects being conducted by Middletown's Community Health Center (CHC). Previous projects have addressed topics such as school-based efforts to reduce the risk of obesity, health needs of homeless persons, the effectiveness of pharmacist intervention in reducing/eliminating health disparities in outcomes for African American patients, early behavioral health intervention for school-aged children, and assessment of the effectiveness of a model of group prenatal care.

GRADING: A-F CREDIT: 1.25 GEN. ED. AREA: SBS PREREQ: NONE

IDENTICAL WITH: SISP315

FALL 2009 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. Throughout the semester, the course will convene twice weekly to allow for discussion of research methodology and to track problems and progress in the individual projects. Research projects will be completed by the end of the semester.

GRADING: A-F CREDIT: 1.5 GEN. ED. AREA: SBS PREREQ: NONE

SPRING 2010 INSTRUCTOR: ROSENTHAL, ROB SECT: 01

### 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. AREA: SBS PREREQ: NONE

SPRING 2010 INSTRUCTOR: DUPUY, ALEX SECT: 01

### SOC341 Sixties Politics: From Port Huron to Porto Alegre

In many ways the political actions of the 1960s, worldwide, were as much a failure as a success. Most agree that social and global structures changed then. Few agree whether the changes were for the better or the worse. Still, there are lessons to be learned from an era that has been called revolutionary. This seminar will study the history of the 1960s in global perspective with special attention to changes that may have occurred since. The purpose of the seminar is to rethink the theory and practice of political action directed toward progressive social change in the 2000s.

GRADING: A-F CREDIT: 1

### SOC399 Selected Topics in Sociology: Globalization

History and theories of globalization from the ancient empires of Asia, Africa, and the Americas through the rise of the modern world-system and current globalization theories and debates.

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

SPRING 2010 INSTRUCTOR: LEMERT, CHARLES C. SECT: 01

### SOC401/402 Individual Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### SOC409/410 Senior Thesis Tutorial

GRADING: OPT CREDIT: 1 PREREQ: NONE

### SOC411/412 Group Tutorial, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE

### SOC465/466 Education in the Field

GRADING: OPT CREDIT: 1 PREREQ: NONE

### SOC467/468 Independent Study, Undergraduate

GRADING: OPT CREDIT: 1 PREREQ: NONE



# Theater

**PROFESSORS:** John F. Carr, *Chair*; Ronald Jenkins

**ASSOCIATE PROFESSORS:** Yuriy Kordonskiy; Claudia Tatinge Nascimento

**ADJUNCT ASSISTANT PROFESSOR:** Marcela Oteiza

**ARTIST-IN-RESIDENCE, THEATER:** Leslie Weinberg

**DEPARTMENTAL ADVISING**

**EXPERTS 2009–2010:** John F. Carr; David Jaffe; Ronald Jenkins

Wesleyan University's Theater Department explores theater from both a scholarly and practical viewpoint, emphasizing a world view of performance in a liberal arts context. Classes are offered in theory; history and literature of drama and theater; playwriting; criticism; costume, set, and lighting design; and directing and acting. Our sponsored productions reflect the diverse interests of the faculty and students, offering direct participation in creative endeavor where process, performance, and understanding are equally stressed. The department produces contemporary adaptations of classical theater texts, adaptations of literary works for the stage, Latin American theater, collaborations with the Music Department on contemporary and classical operatic works, puppet-theater, and the use of multimedia, solo performance, and performance art.

**Recommended course sequences.** Students interested in dramatic art are advised to enroll in Basic Production Techniques (THEA105) in either semester of their first year. In addition, students interested in double majoring in theater and film are advised to enroll in Basic Production Techniques (THEA105) the first semester of their first year. FYI courses are also recommended and are open to only first-year students during both semesters. Acting I (THEA245) is open to first-year students in the spring term, when two sections are usually offered. Admission is by audition. A limited number of first-year students may enroll spring semester in History of Drama and Theater II (THEA302). Some places are usually available for interested first-year students in Directed Experiences in Acting (THEA183). This is a half-credit course and is only offered pass/fail. Add slips will be signed during the first class.

Each year the department sponsors play productions and other events in a variety of theatrical forms; some are directed by faculty members or guest artists, while others are directed by advanced undergraduates. The department makes regular use of two theater facilities: the Theater in the Center for the Arts, a modern, highly sophisticated 400-seat space, and the Patricelli '92 Theater, a flexible and recently renovated studio space. Second Stage, an extracurricular student theater group, has its headquarters and also sponsors productions in the Patricelli '92 Theater, in cooperation with the Theater Department. Performances are also given in many alternative spaces on campus by members of the lively and diverse Wesleyan theater community.

Many students participate in some aspect of theater during their years at Wesleyan. The most seriously interested become theater majors, while others take only a few courses or work solely on an extracurricular basis. All types of involvement are desired and welcomed. It is not necessary to become a theater major to take many courses in the department or to participate in its productions.

**Major program.** Application to become a major is usually made in the second semester of the sophomore year. Students must normally take Basic Production Techniques (THEA105) and Script Analysis (THEA280) before acceptance into the major; those declaring late must take them in their first semester as majors.

The theater major is an integrated program of study, and each student develops an acquaintance with the art that is both broad and deep. The major, then, would not be appropriate for a student who wants to focus entirely on only one aspect of theater. Students with strong interest in both theater and other fields of study may find it worthwhile to plan a double major; in the past, theater majors have completed double majors in combination with many other departments and programs. Such an option requires careful planning but offers attractive possibilities for maximizing the benefits of Wesleyan's broad curriculum.

Each theater major will be assigned an advisor from among the department faculty.

**Requirements.** The departmental requirements for the major are designed to ensure that students will have (1) a broad overview of the field; (2) a knowledge of many of its important traditions, basic literatures, and theoretical principles; (3) an orientation to production practices in a variety of technical areas; (4) experience in performing; and (5) a more advanced level of expertise in a least one of the theater subdisciplines. The following courses, or their direct equivalents, are required:

- THEA105 Basic Production Techniques
- THEA280 Script Analysis
- One course in theater design
- Two courses in theater history (normally THEA301 and THEA302; they do not need to be taken in sequence)
- One course in acting (normally THEA245)
- Two courses in dramatic literature, theory, criticism, and ethnography in addition to the two courses of theater history
- One credit of intermediate technical theater practice (earned in 0.25- and 0.50-credit increments)
- Advanced practice or project (at least one credit total, earned after declaring major)
- A total of nine credits over the 200 level are required, at least five of which must be earned within the Theater Department. No more than two credits earned in any single other program may be counted.

**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.

Students whose preliminary proposals are accepted will be given the opportunity to submit more fully documented proposals and papers/essays in the fall of their senior year. The fully documented proposals and papers/essays are due by the beginning of the third week of classes in September.

Students proposing a critical honors thesis should then submit a fully developed thesis, rationale, and outline of their papers, as well as an expanded bibliography.

Students proposing a creative honors thesis should then submit a clear statement of the artistic objectives of the project accompanied by an essay. Essays accompanying practical theater projects will consist of a fully documented discussion of the theatrical traditions and artists that provide a historic context for the project being proposed.

By the Monday before fall break, students will be informed whether or not their honors proposals have been accepted. Productions will be assigned spaces for performance according to availability and need.

Final deadlines for papers and productions in the spring are determined by the Honors College.

Beyond completing the major requirements, prerequisites to apply for honors theses are:

#### Actors

- At least two acting courses with an A- average
- Performing in a faculty-directed production
- Solo Performance (THEA286) if the project is a solo performance involving the development of an original script

#### Designers

- Two courses in design with an A- average
- Assistant designing/tutorial with a faculty member

#### Directors

- An A- average in Directing I (THEA281) and Directing II (THEA381)
- Stage-managing or assistant directing with a faculty member

#### Dramaturgy

- An A- average in History of Drama and Theater I (THEA301) and History of Drama and Theater II (THEA302) and three courses in dramatic literature, theory, criticism, and ethnography

#### Playwrights

- An A- in a playwriting class and an A- average in theater history and dramatic literature courses.

**All honors candidates must have at least a B+ average overall in the major.**

#### THEA105 Basic Production Techniques

This course provides an introduction to performance spaces, technologies, and design for theater. It focuses on the technical aspects of stagecraft, management, props, building, and crew work in a hands-on format where students will participate in making theater productions happen (choosing from set construction, costume building, light hanging, crew member, etc). The course will have a lecture/studio format where students will develop specific design projects and learn design principles. This course is required for entrance to the theater major.

GRADING: CR/ CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

FALL 2009 INSTRUCTOR: CARR, JOHN E. SECT: 01

SPRING 2010 INSTRUCTOR: OTEÍZA, MARCELA SECT: 01

#### THEA150 Plays for Performance

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: Theatre: space, style, and ideology; and Representations of the margins: theatre and (the other's) identities—each divided in three different sections.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

SPRING 2010 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01

#### THEA151 Performance and Culture

This course will examine theatrical texts and performance techniques in the context of the social, cultural, and political environments in which they are created. Topics will include Aristophanes in the context of Ancient Greek democracy,

Shakespeare in the context of the Elizabethan world, Bertolt Brecht in the context of post-Nazi Germany, Mbongeni Ngema in the context of South African apartheid, Dario Fo in the context of Italian Catholicism, Joshua Sobol in the context of the Jewish Holocaust, Tony Kushner in the context of the AIDS plague, Balinese Hindu temple performers in the context of Islamic extremism, Moises Kaufman in the context of American homophobia, and Anna Deveare Smith in the context of American racism.

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

#### THEA155 Approaches to Acting

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 Constantin Stanislavsky and those developed in response to his theories, including Lee Strasberg, Sanford Meisner, Stella Adler, Viola Spolin, Anne Bogart and Viewpoints, and David Mamet and Practical Aesthetics. This class is intended for second-, third-, and fourth-year students interested in a deep introduction to acting. First-year students and sophomores who are potential theater majors are advised to take THEA245 in the spring semester.

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

**THEA170 The American Playwright Performed**

This course examines the development of the uniquely American theatrical voice, from the early American plays of the late 18th/early 19th centuries through the 20th and into the 21st. The course examines both social and cultural context as well as dramatic structure and use of language. Playwrights may include Anna Cora Mowatt, James Nelson Barker, early O'Neill, Sophie Treadwell, Susan Glaspell, Elmer Rice, Hellman, late O'Neill, Miller, Williams, Odets, Wilder, Hansberry, Shepard, Adrienne Kennedy, Mamet, Kushner, Vogel, Parks, Rivera, and others.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 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/ CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE

**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. AREA: HA PREREQ: NONE

**THEA202 Greek Drama**

IDENTICAL WITH: CCIV202

**THEA205 Activism and 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 Agostinho Boal, the Brazilian actor/politician/activist whose book (*Theater of the Oppressed*) proposes ways in which theater can be used to achieve social change. Students need no theatrical experience but can use whatever artistic interests they possess (acting, puppetry, drawing, writing, storytelling, vocal and instrumental music) in collective work with other students.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 INSTRUCTOR: JENKINS, RONALD S. SECT: 01-02

**THEA214 Theater of Anton Chekhov: Research, Analysis, and Performance**

The course will take a journey to 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. AREA: HA PREREQ: NONE  
IDENTICAL WITH: [COL215 OR REES279 OR RUS5279]  
SPRING 2010 INSTRUCTOR: KORDONSKIY, YURIY SECT: 01

**THEA218 Blackface Minstrelsy, Then and Now**

IDENTICAL WITH: AFAM218

**THEA227 The Civil Rights and Black Arts Movements in Performance**

IDENTICAL WITH: AFAM228

**THEA237 Seeing Performance Art: From Futurism to the Present**

This is a hands-on class where students will explore performance art history, aesthetics, and its collision with theater from a project-based studio course. Students will conduct performance assignments and conceptual research between art forms in a guided studio setting.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

**THEA241 Russian Theater: Reflection of Society in the 20th Century and Today**

IDENTICAL WITH: RUSS241

**THEA245 Acting I**

Admission is by audition/interview. Admission to studio courses in theater is at the discretion of the individual faculty instructors, who take into account estimated talent, experience and the need to form balanced and effective working ensembles.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 | SPRING 2010 SECT: 01

**THEA251 Theories and Practices of Improvisation**

Through a series of exercises, games, scene work, and readings, students will explore the theories and practices of improvisational theater and acting. The course will enhance the student-actors' spontaneity, range, imagination, physical and sensory awareness, and use of language. The course work will challenge students to trust their creative impulses and increase their attention to the partner. Improvisation is a foundational element in the development of complex character and in-the-moment acting. The improvisational skills developed in the course will be applied to original character creation, group projects, and scripted material. The course will begin with a focus on impulse work, physical and vocal exploration, and environmental and given-circumstances exercises, helping the actor find spontaneous ways of creating the who-what-where-and-when of a scene. Week to week, exercises and assignments will grow in complexity, exploring such things as narrative structure, group dynamics, status, proximity, persona, and conflict. The course may culminate in the creation of an ensemble-created performance project.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

**THEA280 Script Analysis**

This course's goal is to help students understand the role of intellectual investigation and analysis in the creative process, thus preparing them to apply this knowledge to their work as actors, dramaturges, designers, and directors. For that, the course will analytically look at a range of playscripts and introduce some possible ways one can benefit from research. In short, students will be asked to think analytically, critically, and contextually about dramatic texts.

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

**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. AREA: HA  
SPRING 2010 INSTRUCTOR: KORDONSKIY, YURIY 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. Students will go through all stages of acting—preparing a monologue, audition process, casting, rehearsing, tech week, and performance. Students of the class will work together with Directing II and Lighting Design students.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA  
FALL 2009 INSTRUCTOR: KORDONSKIY, YURIY SECT: 01

**THEA286 Solo Performance**

This course introduces students to the work of solo performers that include Richard Pryor, Lenny Bruce, Dario Fo, Anna Devereaux Smith, Franca Rame, Roger Guenever 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 write and/or perform a solo performance. Much of the work will involve fieldwork in a local women's prison where students will collaborate with inmates on the creation of solo performances that give voice to their experiences. Wesleyan students can choose to work as writers, dramaturgs, actors, or directors of these solo pieces. In addition students might choose 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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: JENKINS, RONALD S. SECT: 01

**THEA299 A Playwright's Workshop**

This intensive course in playwriting emphasizes the student's work. Writing exercises, discussion, and, most important, writing and reading student work constitute the major portion of this course.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: ENGL174  
SPRING 2010 SECT: 01

**THEA301 History of Drama and Theater I**

A history of drama and theater, with examples from classical Greek, Renaissance, and 17th-century theater arts and dramatic texts as representations of cultural norms or provocations.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
FALL 2009 SECT: 01

**THEA302 History of Drama and Theater II**

Study of theater history, plays, aesthetic theories, and performance techniques from 1700 to the present. Topics will include theater architecture, acting, theater criticism and theory, and the cultural politics of each period we examine. This course assumes that theater is both an art form and a social institution. As such, we will examine representative texts as both aesthetic and cultural documents, exploring how these plays were produced, for whom, and why.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
SPRING 2010 SECT: 01

**THEA303 Irish Plays and Politics**

The tumultuous relations between Ireland and England are reflected in Irish plays and performances from the past three centuries. Those relations worsened as native Irish lost freedoms, rights, and lands to English colonizers, provoking rebellion and revolution in Irish politics and subversive wit and humor in Irish plays. This course tracks those historical events and play

productions to reveal how Irish writers and performers used words, song, and buffoonery to combat repression.

GRADING: OPT CREDIT: 1 PREREQ: NONE  
IDENTICAL WITH: ENGL301

**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. AREA: HA  
FALL 2009 INSTRUCTOR: CARR, JOHN F. SECT: 01

**THEA306 The Avant-Garde Theater**

Twentieth-century avant-garde theater was shaped by multiple artistic voices seeking to respond and/or resist rapidly changing historical and political circumstances. Each one of these movements represents a dynamic, diverse, but cumulative rupture with the mainstream. In addition to a broader understanding of 20th-century avant-garde history, this course will expose the ways in which theoretical frames and theatrical practice dialogued. Such knowledge will lead to a clearer insight of how the transformations desired by each movement/artist took place both theoretically and practically, provoked the audience to change its perception of the world and of art, and, ultimately, affects how we see and produce art today.

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

**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. AREA: HA PREREQ: NONE  
SPRING 2010 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01

**THEA308 Digital Performance: The Virtual Representation of Body, Space, and Time**

IDENTICAL WITH: CHUM308

**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 SPRING 2010—SECT: 01

**THEA312 Documentary Performance: Prison Fieldwork for Playwrights, Actors, and Directors**

Students will conduct research and fieldwork in a local prison and create performances in collaboration with the prisoners that are based on the prisoners' life stories. Students can participate in the class as playwright, dramaturgs, actors, social science researchers, or directors.

GRADING: OPT CREDIT: 1 PREREQ: NONE  
SPRING 2010 INSTRUCTOR: JENKINS, RONALD S. SECT: 01

**THEA314 Masks, Physical Comedy, and Commedia Dell'Arte: Advanced Acting**

This course gives student actors the opportunity to investigate the traditions of masked performance and physical comedy techniques that can be applied to stylized genres of theater from ancient Greek drama and Molière to Commedia Dell'Arte



and the contemporary avant-garde. Archetypal characters will be explored through the use of both Eastern and Western masks, with special emphasis on the masks of Bali that have inspired artists from Antonin Artaud and Peter Brook to Arianne Mnouchkine and Julie Taymour.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

### THEA315 Latin American Theater: Topics

This course will combine theory and performance to examine different Latin American plays.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: LAST227

### THEA316 Performance Studies

The course focuses on how particular uses of the body, space, narrative frames, and performance practices inform the limits and intersections between ritual and theater. Ritual is by definition an extra-daily ceremony. In theater, the actor alters his/her natural behavior to embody a character and engage in make-believe. We will look at a number of theoretical texts as well as case studies to examine the differences and points of contact between ritual and theater's modes of presence, performative techniques, spatial relationships, and narrative frames.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE  
IDENTICAL WITH: RELI385

### THEA317 Performing the War Within: Race, Nation, and War

IDENTICAL WITH: CHUM315

### THEA319 Performing Heightened Text

This course will be an intensive and active investigation of a variety of plays that call for a heightened, nonnaturalistic acting approach. Beginning with monologues and scene studies and culminating in a group performance, students will examine the physical, vocal, and analytical demands of performing the works of writers who have explored and expanded form and language. The working texts will be drawn from a wide range of playwrights, including Sophocles, Shakespeare, Marlowe, Aphra Behn, Molière, Sophie Treadwell, Becker, Ionesco, Harold Pinter, Sarah Kane, and Suzan-Lori Parks.

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

### THEA321 Translation/Adaptation

This is a writing course for students interested in the study and practice of translating and adapting texts for performance from a variety of source materials. Students will initially analyze theatrical adaptations of Asian epic sources (*Ramayana*, *Mahabhrata*, *Sivaratrikalpa*) into a variety of Indonesian theatrical forms (shadow puppets, masked drama, etc.). These Indonesian translation/adaptations incorporate current events like terrorism and political issues into the classic texts. (Other modern writers of adaptations like the political satirist and Nobel Laureate Dario Fo will also be studied as masters of the art of adaptation.) Students will then write their own translation/adaptations of these and other texts of their choice.

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

### THEA326 Performing Race

IDENTICAL WITH: AFAM326

### THEA329 Intermediate Technical Theater 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/ CREDIT: .25 GEN. ED. AREA: HA  
FALL 2009 | SPRING 2010 INSTRUCTOR: CARR, JOHN F. SECT: 01

### THEA331 Intermediate Technical Theater 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/ CREDIT: .5 GEN. ED. AREA: HA  
FALL 2009 | SPRING 2010 INSTRUCTOR: CARR, JOHN F. SECT: 01-02

### THEA334 Production and Performance of a German Play

IDENTICAL WITH: GRST334

### 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.

GRADING: OPT CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE

### THEA348 Music and Theater of Indonesia

IDENTICAL WITH: MUSC111

### THEA359 Scenic Design for the Theater

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: A-F CREDIT: 1 GEN. ED. AREA: HA  
SPRING 2010 INSTRUCTOR: OTEÍZA, MARCELA SECT: 01

### 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, and music, etc. This is an advanced directing course in performance 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. AREA: HA  
FALL 2009 INSTRUCTOR: KORDONSKIY, YURIY SECT: 01

### THEA383 Costume Design for Theater and Dance

An intensive exploration of the interaction of materials, the human form, and text in performance (whether dramatic, psychological, social, historical, hidden, religious, et al.). The topics covered will include draping the human form, basic design, costume research, fabrics, project realizations, and text analysis. The course will proceed from design of the torso or bodice to design for a solo performer to multiple related designs (e.g., a Shakespearean text, a Mozart opera, a parade, a ceremony, a series of solo performances, et al.).

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

### 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  
FALL 2009 INSTRUCTOR: WEINBERG, LESLIE A. SECT: 01

### THEA398 Theater Criticism

The course will involve writing criticism of live performances. The group will discuss selected readings in dramatic theory



and criticism. Student-written reviews and the performances that inspired them will be discussed. Each student will prepare a portfolio of pieces for final evaluation.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

**THEA427 Advanced Practice in Acting and Directing A**

Assigned advanced work done under faculty supervision in the departmental production program. Entails 60 hours of participation.

GRADING: OPT CREDIT: .25 GEN. ED. AREA: HA PREREQ: NONE

**THEA431 Advanced Practice in Acting and Directing B**

Assigned advanced work done under faculty supervision in the department production program. Entails 60 hours of participation.

GRADING: OPT CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE

**THEA433 Advanced Practice in Acting and Directing C**

Assigned advanced work done under faculty supervision in the department production program. Entails 120 hours of participation.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

FALL 2009 INSTRUCTOR: WEINBERG, LESLIE A. SECT: 01

**THEA435 Advanced Design and Technical Practice A**

Assigned advanced work in technical theater. Program A entails commitment of 60 hours of time.

GRADING: OPT CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE

FALL 2009 INSTRUCTOR: CARR, JOHN F. SECT: 01

INSTRUCTOR: WEINBERG, LESLIE A. SECT: 02

SPRING 2010 INSTRUCTOR: CARR, JOHN F. SECT: 01

INSTRUCTOR: WEINBERG, LESLIE A. SECT: 02

INSTRUCTOR: OTEÍZA, MARCELA SECT: 03

**THEA437 Advanced Design and Technical Practice B**

Assigned advanced work in technical theater. Program B entails a commitment of 120 hours of time.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

FALL 2009 INSTRUCTOR: CARR, JOHN F. SECT: 01

INSTRUCTOR: WEINBERG, LESLIE A. SECT: 02

SPRING 2010 INSTRUCTOR: CARR, JOHN F. SECT: 01

INSTRUCTOR: WEINBERG, LESLIE A. SECT: 02

INSTRUCTOR: OTEÍZA, MARCELA SECT: 03

**THEA401/402 Individual Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**THEA409/410 Senior Thesis Tutorial**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**THEA411/412 Group Tutorial, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**THEA465/466 Education in the Field**

GRADING: OPT CREDIT: 1 PREREQ: NONE

**THEA467/468 Independent Study, Undergraduate**

GRADING: OPT CREDIT: 1 PREREQ: NONE

## Certificate Programs

Certificate programs 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 five certificate programs in place.

### 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 of environmental studies. But environmental studies also brings together the spectrum of foci that are necessary to solve, evaluate, comprehend, and communicate environmental issues. Thus, environmental studies includes sciences, economics, government, policy, history, humanities, art, film, ethics, philosophy, and writing.

For students to engage contemporary environmental issues, they must obtain expertise in the area of their major and gain broader perspectives in environmental studies through a set of introductory and elective courses that increase the breadth of their understanding to complement their specialty. The aim of the program is to graduate students who have both a specialty and breadth of perspective so that they can interpret environmental information; understand the linkages to social, political, or ethical issues; and formulate well-reasoned opinions.

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 must come from one department
  - the six must come from three departments or programs and two divisions
  - one class 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.)

### 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 is increasingly emphasizing 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 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 Introduction to Programming (**COMP211**); one of the following courses: Data Structures (**COMP212**), Computer Structure and Operation (**COMP231**), Algorithms and Complexity (**COMP312**), or Computational Physics (**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 new challenge in the life sciences—to successfully integrate large amounts of information in order to build and evaluate models of how organisms work. This is inherently an interdisciplinary problem, and involves bridging conceptual frameworks and ways of thinking between 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 Michael Rice (mrice@wesleyan.edu).

## CERTIFICATE IN INTERNATIONAL RELATIONS

Students seeking the Certificate in International Relations (CIR) are required to take introductory international politics, introductory economics, a foreign language, and a modern history course 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 ([www.wesleyan.edu/pac/cir-info.htm](http://www.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.

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. The deadline for submitting applications is April 15. To receive the certificate upon graduation, students will be required to 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. Courses taken elsewhere and accepted for credit transfer to Wesleyan can be substituted with the approval of the appropriate department.

## 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.

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 II: Out of the Ghetto
- **RELI201:** Old Testament/Hebrew Bible
- **RELI203:** Judaism and Story

At least four additional courses, no more than two of which can be taken in one department, with the exceptions of the gateway courses and the seminar. (Additional course offerings are listed in Jewish and Israel studies cluster in the course clusters section of WesMaps.)

The seminar course **RELI396** Performing Jewish Studies: Theory, Methods, and Models is offered every other spring, and candidates for the certificate can 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. Through advising, students will also be alerted to coherent pathways that will provide both multidisciplinary training as well as an opportunity to concentrate work in one of the four areas in the curriculum.

Students who are majoring in religion or in history will be limited to counting one course from their major toward the

certificate. Students wanting to include two Hebrew courses (listed under Religion) to fulfill the certificate requirements will be allowed to count two additional Religion Department courses among the seven required courses. 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 either Professor M. Teter (mteter@wesleyan.edu), D. Katz (dkatz01@wesleyan.edu), or Professor J. Zwelling (jzwelling@wesleyan.edu).

## 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) or Prof. Ishita Mukerji (imukerji@wesleyan.edu).

## Prizes

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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, 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.

### **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 an individual student or student group for significant contributions to the Wesleyan and Middletown communities in the spirit of service.

### **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 1909 by the Board of Trustees in memory of Samuel T. Camp, trustee 1880–1903. Awarded for excellence in English literature.

**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. The prize is awarded to an outstanding undergraduate senior comedy (16mm, digital, and/or virtual).

**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.

**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.

**Condil Award**

Given in memory of Caroline Condil, Class of 1992, and is 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.

**DACOR Fellowship**

Awarded by the DACOR (Diplomatic and Consular Officers, Retired) Bacon House Foundation to support a Wesleyan senior who is an American citizen and who will be engaged in the study of international affairs toward a master's degree at a recognized institution of higher learning in the United States.

**Davenport Prize**

Established in 1948 by the gift of Ernest W. Davenport in honor of his brother, Frederick Morgan Davenport, Class of 1889, for excellence shown by seniors in the field of government and politics.

**Denison Award**

Awarded to a graduate student for outstanding accomplishment in biology.

**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 campus-wide impact.

**William Firshein Prize**

Awarded to the graduating MB&B student who has contributed the most to the interests and character of the Molecular Biology and Biochemistry Department.

**First-Year Leadership Award**

Awarded to a first-year student who has demonstrated outstanding leadership or involvement in the Wesleyan community.

**Susan Frazer Prize**

Awarded annually to the student (or students) who has done the most distinguished work in the elementary and intermediate French language sequence.

**Freeman Prize**

Established in 1975 by Mansfield Freeman, Class of 1916. Awarded annually to a senior for excellence in East Asian studies.

**French Government Teaching Assistantship**

One-year assistantship for teaching English at a lycée in France, administered by the Institute for International Education (New York).

**Beulah Friedman Prize**

This prize recognizes work of outstanding achievement by a student in the history of art. The prize is awarded to a member of the senior class.

**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 was given to Wesleyan in honor of the 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.

**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.

**K. P. Harrington Public Service Award**

Awarded annually by the Mystical Seven Society to a Wesleyan undergraduate who has distinguished herself/himself in public service to the community.

**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.

**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 unfailing kindness, quiet dignity, and brilliant scholarship.

**Littell Prize**

The gift of Franklin Bowers Littell, Class of 1891, for excellence in one or more advanced courses in astronomy.

**Luce Scholarship**

The Henry Luce Foundation selects 18 graduates to spend a year in an Asian country and provides an experience that will broaden the participant's perspective on his or her chosen career field.

**Robert S. Lynd Prize**

Awarded to a student for a Department of Sociology thesis.

**John W. Macy Summer Internship in Public Administration**

Established by friends and colleagues of John W. Macy, Class of 1938. Awarded to the junior who most clearly exemplifies, in the decision of the selection committee, the characteristics associated with John Macy: high intellectual ability, a capacity for sustained effort in difficult tasks, strong ethical standards, an ingrained sense of duty, and a commitment to public service as a worthy career.

**Mann Prize**

Established in memory of Albert Mann, Class of 1906, devoted alumnus and faculty member, by his daughters and their families. Awarded annually to the senior(s) showing the most outstanding achievements in the Romance languages.

**George C. Marshall Scholarship**

Awarded annually for two years of study at any university in the United Kingdom on the basis of distinction of intellect and character as evidenced by both scholastic attainments and other activities and achievements; strong motivation and seriousness of purpose; and the potential to make a significant contribution to one's own society.

**Martius Yellow Award**

Awarded for excellence in organic synthesis.

**Roger Maynard Award**

A memorial award to that senior scholar-athlete who best exemplifies the spirit, accomplishments, and humility of Roger Maynard, Class of 1937, former trustee.

**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 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.

**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.

**Outstanding Collaboration Award**

Awarded for a program that was successfully planned in the spirit of partnership and team work.

**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.

**Parker Prize**

Established in 1870 by the Reverend John Parker, trustee 1859–71. Awarded to a sophomore or junior who excels in public speaking.

**Peirce Prize**

Awarded in successive years for excellence in biology, chemistry, and geology.

**Emily White Pendleton Scholarship**

Established in 1979 by Ralph Darling Pendleton, founder of the Theater Department, in memory of his wife. Awarded annually to a dance major or to a student who is significantly involved in dance and who shows outstanding promise in the field.

**Peterson 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.

**Rockefeller Brothers Fund Fellowship**

Awarded to an outstanding junior wishing to pursue a master's degree in education and teach in public schools.

**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.

**John and Mary Sease Prize**

Awarded for outstanding work in environmental science.

**Sehlinger Prize**

Established by the Class of 1965 in memory of Charles Edward Sehlinger III, who died in 1964. The award of a medical dictionary is given to a premedical student for excellence of character, community spirit, and academic achievement.

**Senior 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**

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 language and excellence in 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.

**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**

Established in 1981 by a gift from Mrs. Tishler.

**ART:** 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 Memorial 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.

**Tölölyan Fund for the Study of Diasporas and Transnationalism**

Established in 2008 by Bruce Greenwald, Professor of Economics at Columbia Business School, in honor of Wesleyan Professor Khachig Tölölyan. The award funds the summer research of a junior with the best proposal for a thesis on the study of diasporic or transnational issues.

**Trench Prize**

The gift of Miss Grace A. Smith in memory of William James Trench, trustee 1835–67, for excellence in the 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 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 recent graduate who is currently enrolled in, or has been accepted into, a doctoral program in political science.

**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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