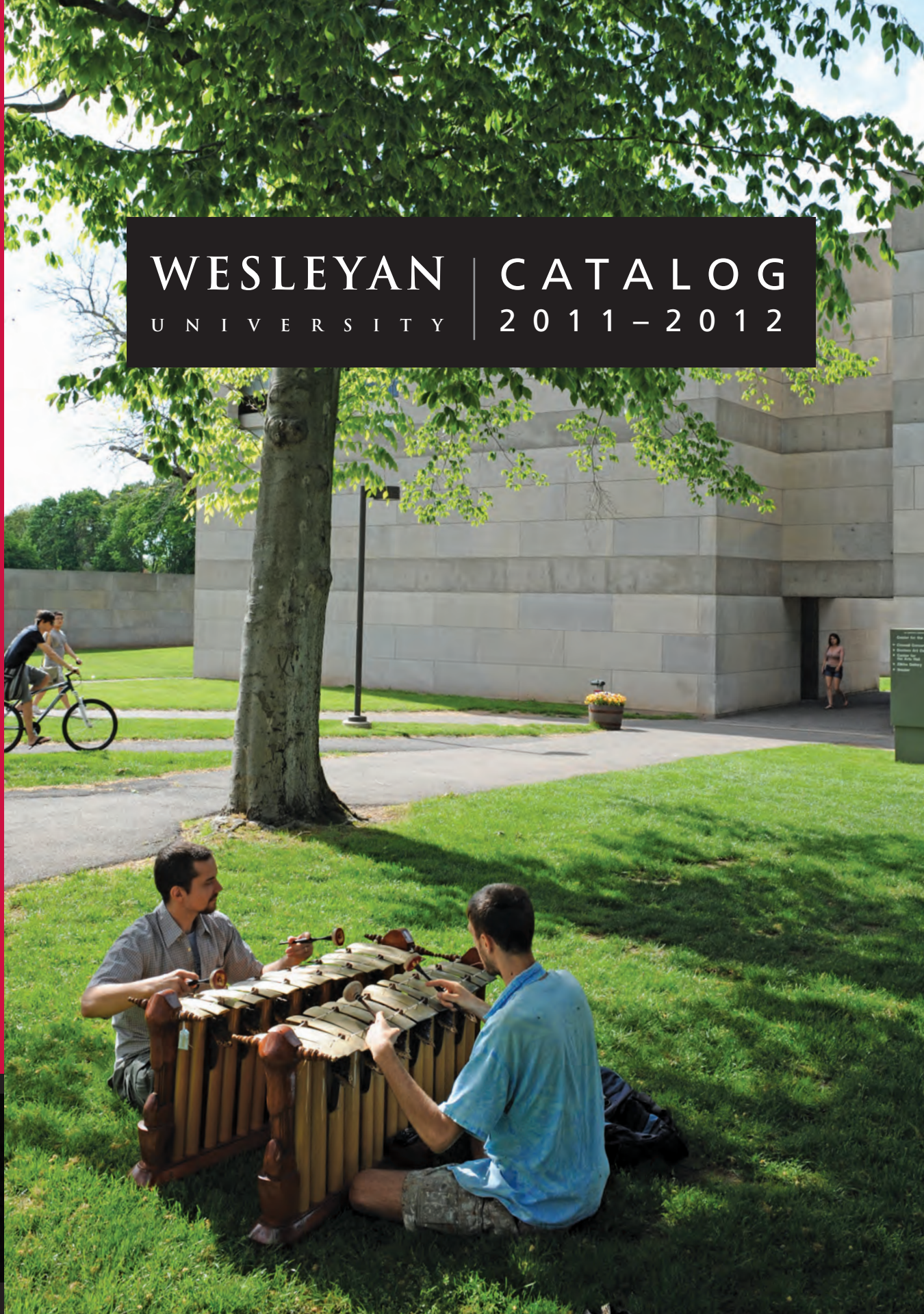


WESLEYAN | CATALOG

UNIVERSITY | 2011-2012



Wesleyan University 2011–2012 Calendar

FALL 2011		FIRST SEMESTER	
AUGUST	23	Tuesday	Graduate housing opens
	28	Sunday	New international undergraduate students arrive
	31	Wednesday	Class of 2015, new transfer, visiting, and exchange students arrive
SEPTEMBER	1	Thursday	Mandatory Graduate Pedagogy Session, 8:30 a.m.
	2	Friday	Course registration for Class of 2015, new transfer, visiting, and exchange students
	3	Saturday	On-campus Enrollment Period for graduates and undergraduates begins
	5	Monday	University housing opens for all undergraduates, 9 a.m.
	12	Monday	Classes begin
OCTOBER	16	Friday	Drop/Add Period begins
	19	Monday	On-campus Enrollment Period for graduates and undergraduates ends, 5 p.m.
	21	Wednesday	GLSP classes begin
	26	Friday	Drop/Add Period ends, 11:59 p.m.
NOVEMBER	12	Wednesday	Last day to withdraw from 1st-quarter classes
	19	Wednesday	1st-quarter classes end
	20	Thursday	2nd-quarter classes begin (2nd-quarter classes may be added or dropped during the five working days following the first class meeting.)
	21–26	Friday–Wednesday	Fall Break begins at the end of classes on October 21 and ends at 8 a.m. on October 26
	4–6	Friday–Sunday	Homecoming/Family Weekend
DECEMBER	22	Tuesday	Thanksgiving recess begins at the end of class day
	28	Monday	Thanksgiving recess ends, 8 a.m.
JANUARY	2	Friday	Last day to withdraw from full-semester and 2nd-quarter classes
	9	Friday	Undergraduate and graduate classes end
	10–13	Saturday–Tuesday	GLSP classes end
	12–16	Monday–Friday	Reading period
	14–17	Wednesday–Saturday	GLSP final examinations
	18	Sunday	Undergraduate final examinations
FEBRUARY	18	Sunday	University housing closes, noon
	24–27	Thursday–Sunday	Spring 2012 grades for degree candidates (seniors and graduate students) submitted to the Registrar's Office by noon.
	27	Sunday	Reunion & Commencement 2012
	30	Wednesday	180th Commencement
	1	Tuesday	All remaining Spring 2012 grades (freshman, sophomore, junior, and graduate) submitted to the Registrar's Office. Grade Entry System closes at 11:59 p.m.
	2	Wednesday	
	4	Friday	
	7–11	Monday–Friday	
	9	Wednesday	
	11–14	Friday–Monday	
15–18	Tuesday–Friday		
19	Saturday		
21	Monday		
24–27	Thursday–Sunday		
27	Sunday		
30	Wednesday		
SPRING 2012		SECOND SEMESTER	
JANUARY	4	Wednesday	All fall 2011 grades (freshman, sophomore, junior, senior, and graduate) submitted to the Registrar's Office. Grade Entry System closes at 11:59 p.m.
	23	Monday	On-campus Enrollment Period for undergraduates and graduates begins
	24	Tuesday	University housing opens for all undergraduates, 9 a.m.
	26	Thursday	Classes and Drop/Add Period begin
	30	Monday	On-campus Enrollment Period for undergraduates and graduates ends, 5 p.m.
FEBRUARY	8	Wednesday	GLSP classes begin
	15	Wednesday	Drop/Add Period ends, 11:59 p.m.
MARCH	2	Friday	Last day to withdraw from 3rd-quarter classes
	9	Friday	3rd-quarter classes end
	26	Monday	Midsemester recess begins at the end of class day
APRIL	6	Friday	Midsemester recess ends, 8 a.m.
	9	Monday	4th-quarter classes begin. (4th-quarter classes may be added or dropped during the five working days following the first class meeting.)
	12	Thursday	Approved graduate thesis/dissertation titles due in Graduate Office, 4 p.m.
MAY	12	Thursday	MA oral examinations begin
	1	Tuesday	Deadline to register senior thesis/essay in Student Portfolio, 4 p.m.
	2	Wednesday	MA oral examinations end
	4	Friday	Last day to withdraw from full semester and 4th-quarter classes
	7–11	Monday–Friday	GLSP classes end
	9	Wednesday	PhD dissertations due in Graduate Office, 4 p.m.
JUNE	11–14	Friday–Monday	GLSP final examinations
	15–18	Tuesday–Friday	Undergraduate and graduate classes end
	19	Saturday	Reading period
	21	Monday	Undergraduate final examinations
	24–27	Thursday–Sunday	University housing closes, noon
	27	Sunday	Spring 2012 grades for degree candidates (seniors and graduate students) submitted to the Registrar's Office by noon.
	30	Wednesday	Reunion & Commencement 2012
	1	Thursday	180th Commencement
	4	Monday	All remaining Spring 2012 grades (freshman, sophomore, junior, and graduate) submitted to the Registrar's Office. Grade Entry System closes at 11:59 p.m.
	7	Thursday	
SUMMER 2012			
JUNE	18–22	Monday–Friday	June Immersion Session (GLSP)
	25	Monday	GLSP regular-term classes begin
JULY	4	Wednesday	No GLSP classes (Independence Day holiday)
AUGUST	3	Friday	GLSP regular-term classes end
	6–10	Monday–Friday	August Immersion Session I (GLSP)
	13–17	Monday–Friday	August Immersion Session II (GLSP)

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Wesleyan University: A Brief History

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

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

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

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

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

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

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

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

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

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

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

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

Wesleyan's Curriculum

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

GENERAL EDUCATION, ESSENTIAL CAPABILITIES, AND THE MAJOR CONCENTRATIONS

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

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

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

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

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

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

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

in a particular area of study. While concentrating on their majors, students continue to develop their writing and speaking skills, their logical abilities, their capacity to interpret, and so on, but they increasingly apply these skills to one discipline or to a specific area of an interdisciplinary field.

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

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

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

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

MAJORS AT WESLEYAN

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

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 Ronald E. McNair Post-Baccalaureate Achievement Program, that are designed to reduce the underrepresentation of people from low-income, first-generation, and certain racial and ethnic groups in specific professions and academic disciplines.

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

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 (CCP), serves as a resource for students, faculty, and staff who are interested in volunteer opportunities in the Middletown community. OCS has 16 student-run programs that engage more than 500 Wesleyan students each semester. Program areas include education, arts, elderly, environment, health, housing, hunger, mentoring, and special events. The office also 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, check out the OCS web site: 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 in and After the Fall of 2000

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.

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 16 courses in one department can be counted toward the degree requirements (except for double majors in art history and art studio or mathematics and computer science, for whom the limit is 20 credits). Such credits could be earned through a combination of department, prematriculant, study abroad, and/or transfer credits. If a given course appears in more than one departmental listing, i.e., is cross-listed, it must be counted in all departments in which it is listed. A student who exceeds these limits will be considered oversubscribed and the additional course credits may not count toward the 32 required for the bachelor of arts. In addition, the student may count toward the 32 credits a maximum of the following credits:

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

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

MAJOR

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

Students 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.

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

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

COLLEGIATE PROGRAMS

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

GENERAL EDUCATION EXPECTATIONS

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

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

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

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

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

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

A student who does not meet these expectations by the time of graduation will not be eligible for University honors, Phi Beta Kappa, honors in general scholarship, and for honors in certain departments.

ACADEMIC STANDING

Semester Credits and Course Load

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

Grading System

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

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

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

The numerical equivalents of the letter grades are

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

Sequence Courses

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

Dean's List

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

Honors Program

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

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

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

Phi Beta Kappa

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

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

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

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

Academic Review and Promotion

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

Requirements for Academic Good Standing

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 made acceptable progress toward the completion of the 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 courses. One passing but unsatisfactory grade continues a student on probation. A student on probation is required to meet regularly with the class dean and to perform at a satisfactory level in all courses. Failure to do so usually results in more serious discipline. A student who receives more than two incompletes without the class dean's permission may also be placed on probation.

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

- Failure in one course and passing but unsatisfactory work in another

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

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

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

For all students:

- Failure to earn the required number of credits for promotion

If a student is in good standing:

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

If a student is on probation:

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

If a student is on strict probation:

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

Students who are required to resign may not be on campus or in University housing, nor may they participate in student activities or the life of the University community while on this status. Students who are required to resign may apply for readmission through 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 the Academic Review Committee, a subcommittee of the Educational Policy Committee. A student who wishes to appeal must notify his or her class dean two days prior to the scheduled date on which appeals will be reviewed. Information about the appeals procedure will be provided by the student's class dean. Appeals are reviewed by members of the subcommittee of the Educational Policy Committee with attendance by the class deans and the vice president for student affairs. A student may elect to attend his or her review or participate via telephone. The committee's decisions are final.

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

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

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

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

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

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

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

Acceleration

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

Nondegree Undergraduate Students

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

- An application is required; students must have a high school diploma or the equivalent (with the exception of High School Scholars), and must be approved for admission by one of the programs below.
- Admission to nondegree status does not constitute admission to Wesleyan University. Nondegree students who wish to apply for admission to degree candidacy may do so through the 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. Please note that candidates admitted as first-year students may only count two credits taken prior to matriculation (admission to degree candidacy) toward the degree.

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

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

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

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

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

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

Transfer Students

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

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

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

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

International Study

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

- Wesleyan-administered programs
- Wesleyan-approved programs

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

Wesleyan-Administered Programs

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

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

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

Wesleyan-Approved Programs Abroad

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

Programs Abroad Approved by Petition

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

International Study Regulations and Guidelines

Copies of the guidelines and financial procedures are available in the Office of International Studies or online at 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 (IN), deferred grade (X), or absent from final exam (AB) must be resolved two weeks prior to the student's departure date, and students with such grades on their transcript should consult with their class dean about the resolution process.

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

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

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

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

Internal Special Study Programs

Summer Study at Wesleyan

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

Wesleyan Summer Session

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

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, 74 Wyllys Avenue.

Independent Study

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

Education in the Field

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

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

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

No more than four credits earned through independent study and education in the field combined can be counted toward the graduation requirements. **Fees for independent study and education in the field and credit from unaccredited institutions:** Students should consult the finance Web site or contact the Student Accounts Office, 237 High Street for information about fees for pursuing an independent study or enrolling only in an education in the field or taking a course at an unaccredited institution.

Teaching Apprentice Program

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

The Teaching Apprentice Program has two main objectives:

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

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

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

Tutorials

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

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

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

Group tutorials, numbered **411–412**, are proposed and taught by a faculty member. Applications are available at the Office of the Registrar and must be approved by the department and the academic dean.

Student Forums

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

External Special Study Programs

Summer Study at Other Accredited National and International Institutions

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

Transfer of Credit from Other Institutions

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

A student who wishes to receive Wesleyan credit for work done at an unaccredited institution must secure the sponsorship of a Wesleyan faculty member, the approval of the chair of the corresponding Wesleyan department, and the approval of the class dean prior to undertaking the work.

To apply for credit, a student should write a statement that describes the work to be done and indicates the amount of academic credit sought. The statement should be endorsed by the faculty sponsor and the department chair and submitted to the class dean. The faculty sponsor will be responsible for evaluating the completed work and reporting the amount of credit earned to the class dean. See Fees, above.

Twelve-College Exchange Program

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

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

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

Other Nonresident Programs

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

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

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

The Urban Education Semester. This is a fully-accredited academic immersion program combining an interdisciplinary examination of inner-city public education with supervised practical teaching experience in selected New York City public school classrooms. Each semester, students enroll in graduate courses at the Bank Street College of Education and work three days per week under the guidance of distinguished teachers. The Urban Education Semester introduces students to the theory and practice of urban education. Interested students should contact the Career 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/gfsp, send e-mail to masters@wesleyan.edu, or visit the office at 74 Wyllys Avenue 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, and music, and to the PhD in biology, chemistry, ethnomusicology, mathematics, molecular biology and biochemistry, and physics. Theses and dissertations are required for these degrees. An interdepartmental program leading to the PhD is offered jointly by the chemistry and physics departments. An interdepartmental program in molecular biophysics leading to the PhD is offered by the departments of molecular biology and biochemistry and chemistry.

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.

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 was 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 want the intensive research experience that a fifth year of study can afford. The program has a strong research orientation. However, it also includes course work, seminars, and, in some cases, teaching. Although most individuals who enroll in this program go on for further graduate study, the program provides a strong professional background for either further advanced study or employment in industry. Completion of both BA and MA requirements in five years requires careful schedule planning of courses and research for the last two years of the program. Students hoping to enter this program will be expected to declare the intention early enough in their 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 includes the following features:

The MA requires 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) must 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. However, students in the program who earn more than 32 credits in their four undergraduate years may apply any excess credits toward the MA, providing that the extra credits are in the major area or a related area and they have not been used to fulfill the undergraduate major requirement.

Students enrolled in this program receive the BA degree after four years and the MA degree at the end of the fifth year. As this is a combined degree program, applicants must submit carefully-worked-out and integrated study plans for the final two years at the time of application to the program.

Students are encouraged to declare their interest and apply to the program during their junior year. Students may also apply during their senior year. The application deadline for juniors is March 1; the application deadline for seniors is December 1. Admission to the program is based on both departmental recommendation and academic record. Departments set their own requirements for admission into the program.

Wesleyan does not charge tuition for the fifth year if students have completed all the requirements for the undergraduate degree by the end of the eighth term in the undergraduate program. Tuition is charged, however, if credits earned in the fifth year are used to complete the undergraduate degree requirements. Students needing more than five years to complete the program pay tuition for the additional time required plus an extension fee of \$250 per semester.

Students in this program are expected to submit an MA thesis describing the research that they have carried out in partial fulfillment of the degree requirements. Many students in the program choose not to write senior honors theses because they will write more substantial MA theses based on the same projects the following year. While there is no prohibition against writing a BA thesis, this does not relieve students of the obligation to submit MA theses in the fifth year.

The program is under the administrative supervision of a three-person committee of the Graduate Council that monitors the progress of students in the program toward completion of the degree requirements. The Office of Graduate Student Services maintains a roll of those enrolled in the program and administers 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, 130-132 Science Tower, or visit the www.wesleyan.edu/grad/AcademicResource/bama.html

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.

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

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

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

Auditing

Subject to any conditions set by the instructor, a registered Wesleyan student may be permitted to audit a course without charge. At the end of the semester, the instructor may add to the grade roster the name of any student who has attended with sufficient regularity to have the course listed in the academic record as audited, without credit.

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 having academic difficulties and allow the deans to work with instructors to reach out and work with these students. Early intervention proves to be the most effective method for helping students 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 (see Completion of Work in Courses/Incompletes), in which case work assigned during the semester may be submitted no later than the first day of classes of the subsequent semester. A change of grade may be made on the following grounds:

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

Incompletes/Completion of Work in Courses

All the work of a course (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.

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

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

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

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

Repeating Courses

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

Regulations Governing the Scheduling of Classes

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

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

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

Reading Week

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

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

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 authorized by the vice president for student affairs on the basis of a recommendation from the medical director of University Health Services or the director of the Office of Behavioral Health for Students. Students on a medical leave must leave campus and focus on the evaluation of, treatment for, and recovery from the illness or condition that necessitate the leave. The appropriate class dean will communicate the terms of the leave as well as the conditions and procedures for returning to Wesleyan. When a medical leave is authorized, students are withdrawn from the courses in which they are enrolled. In exceptional cases, some incomplete grades may be granted, depending on course content and the date of the leave. (Note that any semester in which a grade is given is counted as a Wesleyan semester for purposes of graduation.) Full policy and additional information at www.wesleyan.edu/deans/leaves/medleaves.html

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

Voluntary

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

Involuntary for Academic Reasons

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

Involuntary for Nonacademic Reasons

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

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

Refunds. The following guidelines govern refunds to students who terminate 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 is required.
- 501–600** Graduate-level courses; undergraduates by permission

Symbols Used in Course Descriptions

General Education Areas

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

Grading Modes

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

Table of Departments, Programs, and Course Subject Codes

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

ART AND ART HISTORY

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

ASIAN LANGUAGES AND LITERATURES

- ALIT** Asian Literatures in English
- CHIN** Chinese
- JAPN** Japanese

- ASTR** Astronomy
- BIOL** Biology
- CHUM** Center for the Humanities
- CHEM** Chemistry

CLASSICAL STUDIES

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

GERMAN STUDIES

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

MATHEMATICS

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

RELIGION

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

ROMANCE LANGUAGES AND LITERATURES

- FIST** Romance Literatures in Translation
- FREN** French
- FRST** French Studies
- IBST** Iberian Studies
- ITAL** Italian Studies
- RLIT** Romance Literature
- SPAN** Spanish

- RULE** Russian Literature in English
- RUSS** Russian Language and Literature
- REES** Russian and East European Studies
- SISP** Science in Society
- SOC** Sociology
- THEA** Theater
- WRCT** Writing Center

African American Studies Program

PROFESSORS:	Alex Dupuy, <i>Sociology, Chair</i> ; Demetrius Eudell, <i>History</i> ; Peter Mark, <i>Art History</i> ; Ashraf Rushdy, <i>English</i>
ASSOCIATE PROFESSORS:	Elizabeth McAlister, <i>Religion</i> ; Gina Ulysse, <i>Anthropology</i>
ASSISTANT PROFESSOR:	Leah Wright, <i>History</i>
DEPARTMENTAL ADVISING EXPERTS 2011–2012:	Ashraf Rushdy

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

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

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

AFAM202 Introduction to African American Literature

AFAM203 African American History, 1444–1877

AFAM204 Introduction to Modern African American History

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

Literature and literary theory

Social and behavioral sciences (any **AFAM** SBS course except history)

The arts (art, art history, dance, film, creative writing, music, theater)

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

Junior Colloquium. Theory and Methods in African American Studies (**AFAM301**). 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.

AFAM119 What Is History?

2011 marks the 50th anniversary of the publication of E. H. Carr's now classic, *What is History?* This course will examine Carr's thesis in light of the proliferation of scholarship on questions related to the origins and intellectual foundations of the practice of writing history. It examines these questions from Herodotus's *The Histories* and St. Augustine's *The City of God Against the Pagans* to late 20th-century musings on the ongoing debate as to the value and purpose of history.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: HIST144

SPRING 2012 INSTRUCTOR: EUDELL, DEMETRIUS L. SECT: 01

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 ex-

traordinary extra-textual 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

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

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE IDENTICAL WITH: HIST140
FALL 2011 INSTRUCTOR: WRIGHT, LEAH M. SECT: 01

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 poor-

est 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 August Wilson
IDENTICAL WITH: THEA175

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 OR AMST275]
SPRING 2012 INSTRUCTOR: MAHURIN, SARAH JOANNA SECT: 01

AFAM203 African American History, 1444–1877

This course will examine the history of blacks in the New World from the 15th to the late-19th-century. Beginning with the expansion of Europeans into then newly discovered lands (from their perspective) in Africa and the Americas, this class explores the Middle Passage, and 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 in order to demonstrate the world-systemic dimensions of the history of Blacks in the Americas, and therefore it aims to show that rather than constituting a “minority,” Blacks represent one of the founding civilizations (along with Western Europeans and the Indigenous populations) to the “new worlds” that would be instituted in the wake of the Encounter of 1492.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: HIST241
FALL 2011 INSTRUCTOR: EDEULL, DEMETRIUS L. SECT: 01

AFAM204 Introduction to Modern African American History

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

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [HIST242 OR AMST238]
FALL 2011 INSTRUCTOR: WRIGHT, LEAH M.

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 Race and Globalization

IDENTICAL WITH: ANTH205

AFAM208 Gender and Labor: Ideology and “Women’s Work”

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

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

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

IDENTICAL WITH: ECON209

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

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

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

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

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 an E&E 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: NSM PREREQ: NONE
IDENTICAL WITH: [E&E170 OR ENV5213]

AFAM214 20th-Century Black Conservatism

IDENTICAL WITH: HIST193

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

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [AMST296 OR HIST272]**AFAM216 Introduction to the Culture and Politics of the Caribbean**

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

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

AFAM217 Introduction to U.S. Racial Formations

IDENTICAL WITH: AMST217

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

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [AMST212 OR ENGL219]

FALL 2011 INSTRUCTOR: WOODARD, LAURIE AVANT SECT: 01

AFAM219 Love in the Time of Slavery

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [AMST228 OR ENGL228]**AFAM222 African American Anticolonial Literature**

Over the course of the 20th century, the United States came to wield increasing power over much of the globe, supporting and extending racialized systems of domination at home and abroad. This course will examine African American literary responses to American imperialism, from W. E. B. Du Bois’ *Dark Water* (1920) to John A. Williams’ *The Man Who Cried I Am* (1967). Our goals are to map out the contours of a defined theme in

African American literature and to understand the diverse ways that black writers challenged, and contributed to, the expansion of American power in the world.

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [AMST221 OR ENGL221]**AFAM223 20th-Century Franco-Caribbean Literature and the Search for Identity**

IDENTICAL WITH: FREN225

AFAM224 Problems in Brazilian History

IDENTICAL WITH: HIST238

AFAM225 Zora Neale Hurston and the Rise of Feminist Fiction

IDENTICAL WITH: ENGL222

AFAM227 Race and Ethnicity

IDENTICAL WITH: SOC230

AFAM228 African American Literary Movements: Harlem Renaissance to Cave Canem

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: [AFAM202 OR ENGL240 OR AMST275]

IDENTICAL WITH: [ENGL355 OR AMST224]

FALL 2011 INSTRUCTOR: NELSON, MARILYN R. SECT: 01

AFAM229 Poets and Playwrights of Negritude

IDENTICAL WITH: FREN284

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

IDENTICAL WITH: LAST318

AFAM233 Harlem Renaissance

IDENTICAL WITH: ENGL267

AFAM238 Thinking, Writing, and Speaking Feminism (FGSS Gateway Course)

IDENTICAL WITH: FGSS238

AFAM239 Three Generals in the Lord’s Army

IDENTICAL WITH: RELI283

AFAM241 Ebony Singers: Gospel Music

IDENTICAL WITH: MUSC448

AFAM242 African Diaspora Feminisms (FGSS Gateway)

IDENTICAL WITH: FGSS242

AFAM243 Caribbean Literature

IDENTICAL WITH: ENGL243

AFAM248 Imagining the American South

IDENTICAL WITH: ENGL248

AFAM249 Sacred and Secular African American Musics

IDENTICAL WITH: MUSC269

AFAM251 African Presences II: Music in the Americas

IDENTICAL WITH: MUSC266

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

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

This course explores race, gender, and sexuality in terms of relations of power and the politics of representation in the media and popular culture. We begin by developing a theoretical framework for understanding the evolution of race and gender by examining theories of late-19th-century scientists and the eugenics movement that conspired to legitimize a particular racialized worldview. We explore the ways

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: FG55268

AFAM268 From Assimilation to Self Expression: Afro-African Art Since 1865

IDENTICAL WITH: ARHA267

AFAM272 Engendering the African Diaspora (FGSS Gateway)

IDENTICAL WITH: HIST273

AFAM279 Special Topics in Analysis and Criticism: Award-Winning Playwrights

IDENTICAL WITH: THEA280

AFAM280 Religion and the Social Construction of Race

IDENTICAL WITH: RELI391

AFAM282 Mixed in America: Race, Religion, and Memoir

IDENTICAL WITH: RELI280

AFAM289 Everyday Forms of Resistance

IDENTICAL WITH: GOVT257

AFAM293 Contemporary Art in Africa and Diaspora in War and Peace

IDENTICAL WITH: ARHA293

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

IDENTICAL WITH: ARHA294

AFAM297 African American Literary Theory

IDENTICAL WITH: ENGL317

AFAM299 African History and Art

IDENTICAL WITH: ARHA299

AFAM301 Junior Colloquium: Theory and Methods in African American Studies

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: ULYSSE, GINA ATHENA SECT: 01

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

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: HIST270

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 study 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

AFAM306 American Media and the Politics of Representation

This course explores race, gender, and sexuality in terms of relations of power and representations of “blackness” in the media. We begin by developing a theoretical framework for understanding the evolution of race and gender by examining theories of late-19th-century scientists and the eugenics movement that conspired to legitimize a particular racialized worldview—reaching its height in 1923. English scientist Francis Galton, Charles Darwin’s cousin, coined the word “eugenics” to advance the science of heredity and the notion of a “perfect” human race by filtering out “undesirables” while multiplying its “desirables” in what Darwin called, “survival of the fittest.” This course also examines the politics of race, gender, and sexuality by taking a critical look at the social policies that came out of the Moynihan Report (1965) in the construction of the black family—particularly black women—and the Kerner Commission, a 1968 report motivated by urban riots in the United States that sought to analyze the specific triggers for the riots and pointed to the need for diversity in newsrooms across the country. We also use the critical tools of Stuart Hall, Herman Gray, Marlon Ross, Devon Carbado, Kara Keeling, Charles Nero, E. Patrick Johnson, bell hooks, Darnell Hunt, and Trinh Minh-ha to inform our understandings of media production and practice.

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: FG55307

AFAM309 Black Political Thought

IDENTICAL WITH: HIST309

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

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

trade had begun to take on important dimensions, setting the stage for the increasingly racist attitudes that would characterize European relations with Africa during the colonial period.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [ARHA300 OR AMST308]
SPRING 2012 INSTRUCTOR: MARK, PETER A. SECT: 01

AFAM311 Color and the Canon: Rethinking American Literary Criticism

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

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

AFAM312 African American Autobiography

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: ENGL307

FALL 2011 INSTRUCTOR: MAHURIN, SARAH JOANNA

AFAM318 Love and Marriage in Modern Black Fiction

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
IDENTICAL WITH: ENGL352 PREREQ: NONE

AFAM323 Survey of African American Theater

IDENTICAL WITH: THEA323

AFAM324 Black Power and the Modern Narrative of Slavery

IDENTICAL WITH: ENGL324

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

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

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

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

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

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

IDENTICAL WITH: ENGL328

AFAM329 Race, Rage, Riots, and Backlash: 20th-Century Protest Movements

IDENTICAL WITH: CHUM331

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

IDENTICAL WITH: ENGL331

AFAM333 Modernity and the Work of History

IDENTICAL WITH: HIST333

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

This course examines a central institution in our (that is, Western) culturally-specific approach to dealing with social transgressions: the prison system. Using an archaeological approach that examines intellectual foundations, it attempts to ask how and why prisons developed as the central mode for adjudicating breaches of the social order. Beginning in the 19th century with the discovery of the asylum and the work of Italian criminologist Cesare Lombroso, 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 HIST337]

AFAM350 Contextualizing Inequity: An Interdisciplinary Approach

IDENTICAL WITH: ENV5350

AFAM357 Toni Morrison

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: ENGL357

AFAM358 African American Literature as Migration Studies

IDENTICAL WITH: ENGL359

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

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

GRADING: A-F CREDIT: 1.25 GEN. ED. AREA: SBS
PREREQ: ([AFAM203 OR HIST241] AND [AFAM204 OR HIST242 OR AMST238])
IDENTICAL WITH: [AMST361 OR FG5360]

AFAM361 The Psychology of Prejudice and Discrimination

IDENTICAL WITH: PSYC361

AFAM385 Music of Coltrane, Mingus, and Coleman

IDENTICAL WITH: MUSC270

AFAM386 Theory of Jazz Improvisation

IDENTICAL WITH: MUSC210

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

AFAM396 Jazz Orchestra I

IDENTICAL WITH: MUSC457

AFAM397 Jazz Orchestra II

IDENTICAL WITH: MUSC458

AFAM401/402 Individual Tutorial, Undergraduate

GRADING: OPT

AFAM409/410 Senior Thesis Tutorial

GRADING: OPT

AFAM411/412 Group Tutorial, Undergraduate

GRADING: OPT

AFAM465/466 Education in the Field, Undergraduate

GRADING: OPT

AFAM467/468 Independent Study, Undergraduate

GRADING: OPT

American Studies Program

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

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

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

DEPARTMENTAL ADVISING EXPERTS 2011–2012: Patricia Hill; Indira Karamcheti; J. Kehaulani Kauanui; Elizabeth McAlister; Elizabeth Milroy; Joel Pfister; Claire Potter; Amy Tang; 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 visual culture and aesthetics to racial politics and gender systems.

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

Major program. The American Studies Program recommends that freshmen and sophomores considering the major enroll in one of the following survey courses. Each of these courses offers an introduction and overview of important issues and questions in American studies and would be a solid foundation for advanced work in the major. Recommended courses include Colonial America (**HIST237**), The Long 19th Century in the United States (**HIST239**), The 20th-Century United States (**HIST240**), American Literature from the Colonial Period to the Civil War (**ENGL203**), American Literature, 1865–1945 (**ENGL204**), Rebellion and Representation: Art in North America to 1867 (**ARHA270**), Making Art in the United States, 1860–1960 (**ARHA271**).

Junior core courses constitute the foundational base for the major. Colonialism and Its Consequences in the Americas (**AMST200**) and one junior colloquium are required of every major. The colonialism course situates American studies in a hemispheric frame of reference and introduces a variety of theoretical and methodological approaches to an intercultural analysis of the Americas. Junior colloquia explore in-depth a range of theoretical perspectives utilized in American studies, consider the history and changing shape of the multifaceted American studies enterprise, and engage students in research and analysis. Majors in American studies must take 10 courses to complete the major, or 11 if they are honors candidates.

In addition to junior core courses and a senior seminar, a major program includes seven 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, queer studies), or a “problematic” (such as ecology and culture, politics and culture). As model and inspiration for prospective concentrators, we have developed descriptions of seven standing concentrations—queer studies, race and ethnicity, cultural studies, material culture, visual culture, historical studies and literary studies—that we encourage majors to select or adapt. Some majors choose a disciplinary concentration; others devise their own concentrations. Among the latter in recent years have been concentrations in urban studies, gender studies, education, and environmental studies. 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 comparative Americas component of the major. A senior seminar, essay, or thesis that utilizes a hemispheric perspective may count as an Americas course. In addition, to ensure chronological breadth, majors must take at least one course (among electives or as a course taken to fulfill the senior requirement) that focuses on American culture(s) in the period before 1900. To encourage interdisciplinary range, students are asked to take at least one course in each of the following areas: literature, history, social sciences, and the arts.

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

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

IDENTICAL WITH: ENGL116

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

IDENTICAL WITH: HIST116

AMST118 Social Norms and Social Power

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: FGSS119

AMST124 The Environmental Imagination: Green Writing and Ecocriticism

IDENTICAL WITH: ENGL112

AMST135 American Food

IDENTICAL WITH: HIST135

AMST142 Poverty in the United States

IDENTICAL WITH: HIST142

AMST151 Colonial America

IDENTICAL WITH: HIST237

AMST155 American Literature from the Colonial Period to the Civil War

IDENTICAL WITH: ENGL203

AMST156 American Literature, 1865–1945

IDENTICAL WITH: ENGL204

AMST175 Toward a Global “América”: An Introduction to American Studies

This course is intended as an introduction to interdisciplinary thought; to American studies as a field; and to the hemispheric and transnational intellectual direction of the American Studies program at Wesleyan. Its goal is to answer the question “What IS American studies?” and will

make connections to the fields best represented in our program—ethnic studies, queer studies, cultural studies, and material culture—as well as to the social science and humanities fields that American studies draws on.

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

AMST198 Superculture and Subculture in American Music

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

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

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? What have been the effects of colonial processes that have happened elsewhere but have clearly had an impact on the rise of nation-states and on racial formation in postslavery societies? What does it mean to put slavery and freedom at the center of national histories, even for those nations (post-colonial or indigenous) that are not typically associated with slavery? Beginning with 1898, this course analyzes cultural production over time and offers a comparison of the political legacies (as well as the contemporary cultural traces) of the original colonial enterprise.

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

IDENTICAL WITH: LAST200

FALL 2011 INSTRUCTOR: KARAMCHETI, INDIRA SECT: 01

INSTRUCTOR: POTTER, CLAIRE B. SECT: 02, 03

AMST201 Junior Colloquium: Critical Queer Studies

This junior colloquium will give students a solid theoretical foundation in the field of queer studies and help students imagine the uses to which theory can be applied, such as research, activism, or conceptualizing community. While we will continually return to queer studies, an essential interdisciplinarity within the field of American studies, we will also explore the centrality of queer theory to other interdisciplinary fields that center the body, such as feminist studies, gender studies, critical race studies, transgender studies, fat studies, and disability studies. Finally, we will demonstrate the ways in which queer theory can be usefully brought to other disciplines that benefit from a theoretical approach, primarily history, literature, and anthropology.

Students should expect to end the semester confident of their ability to read queer theory, critique it, and put it to use in an intellectual or artistic project of their own devising.

This course is excellent preparation for a queer studies concentration in American studies.

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

SPRING 2012 INSTRUCTOR: POTTER, CLAIRE B. SECT: 01

AMST202 Junior Colloquium: Representing Race in American Culture

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

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

FALL 2011 INSTRUCTOR: TANG, AMY CYNTHIA SECT: 01

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

SPRING 2012 INSTRUCTOR: PFISTER, JOEL SECT: 01

AMST205 Junior Colloquium: Topics in Historic Preservation: Managing the Past in Middletown

In this course students will study the history and theory of historic preservation and gain practical experience in site assessment and historical analysis. How do we determine historic significance? Who are the stewards of historic spaces? What are effective strategies for preservation planning and policy making? How do artifacts and structures inform our understanding of local history? Students will pursue fieldwork at local sites such as the Washington Street burying ground. The major assignment will be a preservation assessment study of a building or site on Wesleyan campus or in Middletown.

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

FALL 2011 INSTRUCTOR: MILROY, ELIZABETH SECT: 01

AMST206 Junior Colloquium: Citizenship and Sovereignty in the United States

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

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

FALL 2011 INSTRUCTOR: GONZALES, CHRISTIAN MICHAEL SECT: 01

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

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

IDENTICAL WITH: AFAM218

AMST214 African Presences II: Music in the Americas

IDENTICAL WITH: MUSC266

AMST216 Chosen Peoples, Chosen Nation

IDENTICAL WITH: RELI275

AMST217 Introduction to U.S. Racial Formations

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

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

IDENTICAL WITH: [ANTH217 OR AFAM217]

AMST219 American Pastoral

IDENTICAL WITH: ENGL277

AMST221 African American Anticolonial Literature

IDENTICAL WITH: AFAM222

AMST222 Directorial Style: Classic American Film Comedy

IDENTICAL WITH: FILM314

AMST223 American Jewish History: 1492–2001

IDENTICAL WITH: HIST210

AMST224 African American Literary Movements: Harlem Renaissance to Cave Canem

IDENTICAL WITH: AFAM228

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

IDENTICAL WITH: FREN225

AMST228 Love in the Time of Slavery

IDENTICAL WITH: AFAM219

AMST229 Hymnody in the United States Before the Civil War

IDENTICAL WITH: MUSC274

AMST230 The 20th-Century United States

IDENTICAL WITH: HIST240

AMST231 Sophomore Seminar: American Utopias in the 19th Century

IDENTICAL WITH: HIST175

AMST232 American Architecture and Urbanism, 1770–1914

IDENTICAL WITH: ARHA246

AMST233 Making Art in the United States, 1860–1960

IDENTICAL WITH: ARHA271

AMST234 Zora Neale Hurston and the Rise of Feminist Fiction

IDENTICAL WITH: ENGL222

AMST236 Topics in United States Intellectual History: Religion and National Culture

IDENTICAL WITH: HIST235

AMST238 Introduction to Modern African American History

IDENTICAL WITH: AFAM204

AMST240 Imagining the American South

IDENTICAL WITH: ENGL248

AMST241 Qualitative Research Methods in Psychology

IDENTICAL WITH: PSYC202

AMST242 Mixed in America: Race, Religion, and Memoir

IDENTICAL WITH: RELI280

AMST244 Comparative Race and Ethnicity

IDENTICAL WITH: SOC240

AMST246 Social Movements

IDENTICAL WITH: SOC246

AMST247 Caribbean Literature

IDENTICAL WITH: ENGL243

AMST248 Native American History: Pre-Columbian Era to 1890

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

Students investigate a number of topics, including precontact Native cultures and economies, early interactions between Native Americans and

Europeans, the fur trade, slave trade, and the establishment of military and economic alliances. The course also explores Native American roles in North American empires and Indian participation in the American Revolution. The latter part of the class focuses on Native relations with the United States and the strategies Natives used to contend with American expansion.

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

AMST249 The First Gilded Age: Media and Modernity in the U.S. 1865–1913

IDENTICAL WITH: ARHA276

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

IDENTICAL WITH: HIST227

AMST251 The Sixties

IDENTICAL WITH: ENGL237

AMST252 Culture of Gay Liberation

IDENTICAL WITH: ENGL321

AMST253 Television: The Domestic Medium

IDENTICAL WITH: ANTH244

AMST254 American Modernisms: Time, Space, and Race

IDENTICAL WITH: ENGL245

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 indigenous politics vis-à-vis the states, the United States Congress, the United States Supreme Court, and the United Nations. Films and guest lectures will complement the course readings.

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

IDENTICAL WITH: ANTH261

AMST261 Protestantism: From the Reformation to the Religious Right

IDENTICAL WITH: HIST261

AMST262 Middletown Materials: Archaeological Analysis

IDENTICAL WITH: ANTH227

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 are trans studies marked as different from the studies that have come before? Is institutionalization seen as necessary to knowledge production? And, finally, what are the (activist/academic) politics of the field’s institutionalization?

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: FG55263

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

IDENTICAL WITH: ARHA174

AMST268 Desire and Power: The Sociology of Sexuality

IDENTICAL WITH: SOC293

AMST269 New World Poetics

IDENTICAL WITH: ENGL258

AMST270 Rebellion and Representation: Art in North America to 1867

IDENTICAL WITH: ARHA270

AMST271 Work and Leisure: The Sociology of Everyday Life

IDENTICAL WITH: SOC265

AMST272 Sculpture in the United States, 1776–1976

IDENTICAL WITH: ARHA272

AMST274 Economics of Wealth and Poverty

IDENTICAL WITH: ECON213

AMST275 Introduction to African American Literature

IDENTICAL WITH: AFAM202

AMST278 Introduction to Latino/a Literatures and Cultures

IDENTICAL WITH: ENGL279

AMST279 Aesthetics and/or Ideology

IDENTICAL WITH: ENGL269

AMST281 Ethics of Embodiment (FGSS Gateway)

IDENTICAL WITH: FG55210

AMST282 Postcolonial Theory

IDENTICAL WITH: ENGL272

AMST283 Housing and Public Policy

IDENTICAL WITH: SOC271

AMST284 Engendering the African Diaspora (FGSS Gateway)

IDENTICAL WITH: HIST273

AMST287 Critical Issues in Education

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

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

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

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 Style and Identity in Youth Cultures

IDENTICAL WITH: ANTH290

AMST291 The American Revolution

IDENTICAL WITH: HIST291

AMST292 Women in U.S. History

IDENTICAL WITH: HIST244

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

IDENTICAL WITH: ENGL347

AMST294 Diasporas, Transnationalism, and Globalization

IDENTICAL WITH: COL294

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

IDENTICAL WITH: AFAM215

AMST297 Religion and the Social Construction of Race

IDENTICAL WITH: RELI391

AMST297 Religious Worlds of New York

IDENTICAL WITH: RELI272

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

IDENTICAL WITH: ENGL209

AMST299 Survey of African American Theater

IDENTICAL WITH: THEA323

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

IDENTICAL WITH: LAST304

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

IDENTICAL WITH: AFAM310

AMST309 Black Political Thought

IDENTICAL WITH: HIST309

AMST311 Color and the Canon: Rethinking American Literary Criticism

IDENTICAL WITH: AFAM311

AMST313 Stein and Woolf

IDENTICAL WITH: ENGL308

AMST314 The United States in the Pacific Islands

The relationship between the United States of America and the nations and territories that comprise the Pacific Islands is complex and has historical and continuing significance in international and global affairs. American involvement in the Pacific was and continues to be primarily structured by strategic interests in the region. Oceania has been greatly affected by American colonial rule, temporary engagement, and neo-colonial 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

AMST315 Native Americans as Slaves and Slaveholders

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

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

IDENTICAL WITH: HIST292

AMST316 Television Storytelling: The Conditions of Narrative Complexity

IDENTICAL WITH: ANTH308

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

AMST319 Monumental Cultures of Pre-Columbian North America

IDENTICAL WITH: ANTH364

AMST320 Nationalism and the Politics of Gender and Sexuality

IDENTICAL WITH: ANTH322

AMST322 Crossing the Color Line: Racial Passing in American Literature

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

literary and filmic texts invoke, interrogate, and otherwise explore categories of race, gender, class, and sexual identity.

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

AMST323 Trauma in Asian American Literature

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: ENGL323
SPRING 2012 INSTRUCTOR: TANG, AMY CYNTHIA SECT: 01

AMST325 Faulkner and the Thirties

IDENTICAL WITH: ENGL260

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

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

IDENTICAL WITH: ENGL328

AMST330 Race, Rage, Riots, and Backlash: 20th-Century Protest Movements

IDENTICAL WITH: CHUM331

AMST331 American Literature as American Studies

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [ENGL345 OR FGSS333]
FALL 2011 INSTRUCTOR: PFISTER, JOEL SECT: 01

AMST332 Topics in African American Literature: Charles Chesnut and Pauline Hopkins

IDENTICAL WITH: ENGL331

AMST334 Black Power and the Modern Narrative of Slavery

IDENTICAL WITH: ENGL324

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

IDENTICAL WITH: HIST335

AMST338 New York City in the '40s

IDENTICAL WITH: CHUM338

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

IDENTICAL WITH: HIST342

AMST343 Contesting American History: Fiction After 1967

IDENTICAL WITH: ENGL343

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

IDENTICAL WITH: HIST349

AMST346 American Revolutions and Counterrevolutions: A Short 18th Century

IDENTICAL WITH: ENGL302

AMST347 Science and the State

IDENTICAL WITH: HIST336

AMST348 Frank Lloyd Wright: Myth and Fact

IDENTICAL WITH: ARHA348

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

IDENTICAL WITH: AFAM349

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

IDENTICAL WITH: AFAM325

AMST352 Collecting Native America: Cultural and Literary Perspectives

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

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

AMST354 Chicago Architecture and Urbanism, 1880–2000

IDENTICAL WITH: ARHA345

AMST355 Reading Latinidad: Ethnicity and Strategies of Representation

IDENTICAL WITH: ENGL310

AMST358 Affective Sovereignties

IDENTICAL WITH: CHUM348

AMST360 Museum Studies

IDENTICAL WITH: ARHA360

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

IDENTICAL WITH: AFAM360

AMST362 Authenticity in the Americas: Constructions and Contestations of Identity

IDENTICAL WITH: LAST362

AMST363 Vietnam and the American Imagination

IDENTICAL WITH: ENGL364

AMST364 Photography and Representation

IDENTICAL WITH: ARHA365

AMST365 Querying the Nation: American Literature and Ethnic Studies

IDENTICAL WITH: ENGL365

AMST370 Science and Technology Policy

IDENTICAL WITH: HIST378

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

IDENTICAL WITH: ARHA374

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

IDENTICAL WITH: ARHA376

AMST379 Christianity and Sexuality

IDENTICAL WITH: REL379

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

IDENTICAL WITH: REL384

AMST386 Mapping Metropolis: The Urban Novel as Artifact

IDENTICAL WITH: HIST396

AMST393 Materia Medica: Drugs and Medicines in America

IDENTICAL WITH: HIST393

AMST398 Queer/Anthropology: Ethnographic Approaches to Queer Studies

IDENTICAL WITH: ANTH398

AMST401/402 Individual Tutorial, Undergraduate

GRADING: OPT

AMST409/410 Senior Thesis Tutorial

GRADING: OPT

AMST411/412 Group Tutorial, Undergraduate

GRADING: OPT

AMST465/466 Education in the Field, Undergraduate

GRADING: OPT

AMST467/468 Independent Study, Undergraduate

GRADING: OPT

Anthropology

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

ASSOCIATE PROFESSORS: 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 2011–2012: Douglas K. Charles; Elizabeth Traube

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

Major requirements. If you plan to major in anthropology, you should take Introduction to Cultural Anthropology (**ANTH101**), the department's required gateway course, during your first or sophomore year. Starting with the class of 2014, a minimum grade of B in **ANTH101** is expected as a condition of acceptance into the major. In addition to **ANTH101**, 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**, or another advisor-approved course).

Concentrations. In addition to the two core theory courses and a course in anthropological methods, students must develop and complete an area of concentration consisting of four elective courses; one of these courses can be from outside the department. Concentrations are conceived of as flexible specializations reflecting the students' particular areas of interest. They work with their faculty advisors to decide on a coherent set of four courses that demonstrate their specific focus within anthropology. Our areas of concentration (please see www.wesleyan.edu/courses for more information about concentrations) currently include

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

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

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

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

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

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

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 up to three of your study-abroad courses for specific concentration or elective courses. The Office of International Studies has information about specific programs, etc.

ANTH101 Introduction to Cultural Anthropology

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

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

FALL 2011 INSTRUCTOR: GANDOLFO, DANIELLA SECT: 01

INSTRUCTOR: GOSLINGA, GILLIAN SECT: 02

SPRING 2012 INSTRUCTOR: GOSLINGA, GILLIAN SECT: 01

ANTH102 Anthropology and Contemporary Problems

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

ANTH103 Gifts and Giving

What is a gift? Our common understanding is that a gift is something given gratuitously and without the expectation of a return (just look the word up in any dictionary). Why, then, upon receiving a gift, do we feel indebted to the giver? And rather than gratuitous, isn't most gift-giving occasioned by socially significant events and regulated by relatively rigid rules?

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

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

SPRING 2012 INSTRUCTOR: GANDOLFO, DANIELLA SECT: 01

ANTH110 Forensic Anthropology

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

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

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 IDENTICAL WITH: ANTH101

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 2011 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

ANTH205 Race and Globalization

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

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

ANTH207 Gender in a Transnational Perspective (FGSS Gateway)

IDENTICAL WITH: FGSS207

ANTH208 Crafting Ethnography

In this course students will explore interpretive, political, and moral dimensions of ethnographic research and writing. This course will prepare students for pursuing ethnographically-based theses and essays in their senior year and is the preferred way for anthropology majors to fulfill the methods requirement for the major.

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

IDENTICAL WITH: ANTH101

ANTH216 Introduction to the Culture and Politics of the Caribbean

IDENTICAL WITH: AFAM216

ANTH217 Introduction to U.S. Racial Formations

IDENTICAL WITH: AMST217

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

ANTH225 Excavating America: Historical Archaeology of the Modern World

This course covers the archaeology of approximately the last 500 years in the Americas. By its very nature, historical archaeology deals with material remains from periods for which historical information also exists. In this course, we will focus on understanding how material remains can be used as a rich source of history in and of themselves and how archaeological data can also be blended with historical sources to produce rich interdisciplinary narratives of the past.

The period covered by historical archaeology in the Americas has been a time of upheaval, most notably from settler colonialism, the forced diaspora of enslaved Africans to work on plantations, and from the move into industrialization that changed conditions of life and labor for many.

We will address all of these changes, paying particular attention to how archaeology informs our understanding of resistance and hybridity in colonial contexts, the contribution of archaeology to understanding processes of racialization, and the commitment of historical archaeologists to furthering social justice in the present through their work on the past.

Sites studied will include those relating to Spanish settlement in California and the Caribbean; Native sites that intersected with periods of settler colonialism; British plantations in the Chesapeake; domestic sites of enslaved Africans and free black communities; industrializing cities, including New York City and Lowell, MA; mining settlements in the American West; overseas Chinese communities in California; sites of institutional confinement; and brothels in 19th-century cities. Our study of these sites will focus on social interpretations of ethnic, racialized, gender, sexual, and class identities.

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE IDENTICAL WITH: ARCP225 FALL 2011 INSTRUCTOR: CROUCHER, SARAH KATHARINE SECT: 01

ANTH226 Feminist and Gender Archaeology (FGSS Gateway)

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

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE IDENTICAL WITH: [ARCP226 OR FGSS237]

ANTH227 Middletown Materials: Archaeological Analysis

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

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

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

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

SPRING 2012 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

ANTH229 Introduction to Social, Cultural, and Critical Theory

IDENTICAL WITH: CHUM227

ANTH230 Anthropology of Cities

This course is an introduction to the theory and practice of urban anthropology. The first part of the course is a theoretical examination of "the modern city" and of contemporary global urban trends, such as the explosion of cities into megalopolises. Attention is placed on new intellectual challenges these trends present to us in our attempts to think and write about urban space and metropolitan life today. Readings on urbanism and urbanization, the production of space and place, and transnationalism include perspectives from Marxism, the avant garde, feminism, poststructuralism, and globalization theory. The second part of the course focuses on the study of cities as they are experienced, imagined, and made every day by those who live in them. We consider how cities become foremost spaces for the exercise and contestation of power, for social cohabitation and conflict, for cultural creation and repression. Themes include class and racialization; public and "sacred" spaces; "informality" and its cultures; carnivals and parades; crime and policing; and storytelling in the city.

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

FALL 2011 INSTRUCTOR: GANDOLFO, DANIELLA SECT: 01

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

ANTH239 Cross-Cultural Childhoods

IDENTICAL WITH: PSYC339

ANTH242 All Our Relations? Kinship and the Politics of Knowledge

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

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

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

IDENTICAL WITH: FGSS244

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

ANTH256 African Archaeology

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

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE IDENTICAL WITH: ARCP256
SPRING 2012 INSTRUCTOR: CROUCHER, SARAH KATHARINE SECT: 01

ANTH259 Anthropology of Development

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE IDENTICAL WITH: FGSS259
SPRING 2012 INSTRUCTOR: SHARMA, ARADHANA (ANU) SECT: 01

ANTH261 Native Sovereignty Politics

IDENTICAL WITH: AMST260

ANTH268 Prehistory of North America

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

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

ANTH271 Modern Southeast Asia

IDENTICAL WITH: HIST287

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 commodity 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 2011 INSTRUCTOR: TRAUBE, ELIZABETH G. SECT: 01
INSTRUCTOR: CROUCHER, SARAH KATHARINE SECT: 02

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

ANTH289 Ritual, Health, and Healing

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: GOSLINGA, GILLIAN SECT: 01

ANTH290 Style and Identity in Youth Cultures

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

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

ANTH294 Cosmopolitan Islams

IDENTICAL WITH: REL295

ANTH295 Theory 1: Beyond Me, Me, Me: Reflexive Anthropology

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 reflexive anthropology.

This course provides an introduction to reflexive/reflective anthropology. We chart the historical development of the field from the making of fieldwork memoirs to its current formulations in more creative ethnographies. Particular attention will be paid to the impact of the interpretive turn spearheaded by Clifford Geertz in the 1970s that advocated the blurring of different genres of writing, which became a feature in contemporary cultural anthropology. The reflexive turn that followed over a decade later demanded ethnographers turn their gaze onto the self to answer questions about the making of otherness, power relations, and representation. Researchers began to consider their position vis-à-vis their intended subjects in the making of ethnographic projects to reinvent and decolonize anthropology. This emphasis has led ethnographers (especially feminists and minorities in the discipline) to engage in more expository writing that further obscured the boundary between social science and literature, which the discipline has historically occupied and continually struggles with. In so doing, they brought particular attention especially to the contested politics in the discipline.

The course explores the fundamental features and various approaches to reflexive/reflective work, its challenges and possibilities, and its fervent critics, as well as its embrace by other disciplines. Our ultimate aim is to deconstruct what is the personal and how has it been used to successfully access the social. In the end, we will put theory into practice and produce a significant piece of reflective writing.

GRADING: A-F CREDIT: 1 PREREQ: NONE
FALL 2011 INSTRUCTOR: ULYSSE, GINA ATHENA SECT: 01

ANTH296 Theory 2: Anthropology and the Experience of Limits

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

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

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: GANDOLFO, DANIELLA SECT: 01

ANTH301 The United States in the Pacific Islands

IDENTICAL WITH: AMST314

ANTH302 Critical Perspectives on the State

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

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

ANTH304 Gender in South Asian Contexts

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 nonbinary 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]**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 students 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]

FALL 2011 INSTRUCTOR: TRAUPE, ELIZABETH G. SECT: 01

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 Anthropology and the Experience of Limits

IDENTICAL WITH: CHUM310

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 IDENTICAL WITH: EAST311 PREREQ: NONE
SPRING 2012 INSTRUCTOR: DOWDEY, PATRICK SECT: 01**ANTH312 Bodies of Science, Bodies of Knowledge**

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

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

IDENTICAL WITH: [SISP313 OR FGSS312]

ANTH313 The Variety of Religious Expressions: Movements, Mediation, and Embodiment in an Anthropological Perspective

IDENTICAL WITH: RELI306

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

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

IDENTICAL WITH: DANC377

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

ANTH348 Affective Sovereignities

IDENTICAL WITH: CHUM348

ANTH349 The Human Skeleton

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

GRADING: A-F CREDIT: 1 PREREQ: NONE

SPRING 2012 INSTRUCTOR: CHARLES, DOUGLAS K. SECT: 01

ANTH351 Contextualizing Inequity: An Interdisciplinary Approach

IDENTICAL WITH: ENV5350

ANTH364 Monumental Cultures of Pre-Columbian North America

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

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

IDENTICAL WITH: [ARCP364 OR AMST319]

FALL 2011 INSTRUCTOR: CHARLES, DOUGLAS K. SECT: 01

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

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

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 IDENTICAL WITH: ANTH201

ANTH395 The Anthropology of Religion

IDENTICAL WITH: RELI395

ANTH397 The Politics of Nature

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

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

IDENTICAL WITH: SISP397

FALL 2011 INSTRUCTOR: GOSLINGA, GILLIAN SECT: 01

ANTH398 Queer/Antropology: Ethnographic Approaches to Queer Studies

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

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

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

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

IDENTICAL WITH: [FGS5398 OR AMST398]

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 PREREQ: ANTH296 OR ANTH295

FALL 2011 INSTRUCTOR: SHARMA, ARADHANNA (ANU) SECT: 01

ANTH401/402 Individual Tutorial, Undergraduate

GRADING: OPT

ANTH409/410 Senior Thesis Tutorial

GRADING: OPT

ANTH411/412 Group Tutorial, Undergraduate

GRADING: OPT

ANTH465/466 Education in the Field, Undergraduate

GRADING: OPT

ANTH467/468 Independent Study, Undergraduate

GRADING: OPT

Archaeology Program

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

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

DEPARTMENTAL ADVISING EXPERTS 2011–2012: Douglas Charles; Sarah Croucher; 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 from the departments of anthropology, art and art history, and classical studies. Majors design their own curriculum in close consultation with their advisor according to their 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
Anthropology	Paleoanthropology: The Study of Human Evolution (ARCP202) Excavating America: Historical Archaeology of the Modern World (ARCP225) Foragers to Farmers: Hunting and Gathering and the Development of Agriculture (ARCP250) African Archaeology (ARCP256) Prehistory of North America (ARCP268)
Art History	Monumental Cultures of Pre-Columbian North America (ARCP364) Art and Archaeology of Anglo-Saxon England, 400–1100 (ARCP215) Historical Archaeology of South India (ARCP292) Medieval Archaeology (ARCP304) Relic and Image: Archaeology and Social History of Indian Buddhism (ARCP380)
Classical Civilization	Art and Archaeology in the Aegean Bronze Age (ARCP201) Survey of Greek Archaeology (ARCP214) The Archaic Age: The Art and Archaeology of Early Greece (ARCP216) Survey of Roman Archaeology and Art (ARCP223) Art and Society in Ancient Pompeii (ARCP234) Museums, Cultural Heritage, and Classical Archaeology (ARCP283) Archaeology of Greek Cult (ARCP290) Roman Urban Life (ARCP328) Roman Villa Life (ARCP329)
Methods and Theory	Feminist and Gender Archaeology (ARCP226) Middletown Materials: Archaeological Analysis (ARCP227) Archaeology of Death (ARCP372) Science in Archaeology (ARCP375)

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

Senior requirement. Seniors must write a senior essay or thesis that involves the interpretation of material remains. This may include work on objects in the Archaeology and Anthropology Collections 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, the College Year in Athens, or at a number of other suitable institutions.

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

ARCP201 Art and Archaeology of the Bronze Age Mediterranean

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 culture (artifacts and other physical remains) and, in some cases, documentary materials, to reconstruct past human history and societies, cultures, and practices.

GRADING: A-F CREDIT: 1 PREREQ: NONE

IDENTICAL WITH: [ANTH204 OR ARHA201 OR CCIV204]

ARCP214 Survey of Greek Archaeology

IDENTICAL WITH: CCIV214

ARCP215 The Art and Archaeology of Anglo-Saxon England: 400–1100

IDENTICAL WITH: ARHA215

ARCP223 Survey of Roman Archaeology and Art

IDENTICAL WITH: CCIV223

ARCP225 Excavating America: Historical Archaeology of the Modern World

IDENTICAL WITH: ANTH225

ARCP226 Feminist and Gender Archaeology (FGSS Gateway)

IDENTICAL WITH: ANTH226

ARCP227 Middletown Materials: Archaeological Analysis

IDENTICAL WITH: ANTH227

ARCP234 Art and Society in Ancient Pompeii

IDENTICAL WITH: CCIV234

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

IDENTICAL WITH: ANTH250

ARCP256 African Archaeology

IDENTICAL WITH: ANTH256

ARCP268 Prehistory of North America

IDENTICAL WITH: ANTH268

ARCP283 Museums, Cultural Heritage, and Classical Archaeology

IDENTICAL WITH: CCIV285

ARCP290 Archaeology of Greek Cult

IDENTICAL WITH: CCIV245

ARCP292 Historical Archaeology of South India

IDENTICAL WITH: ARHA292

ARCP304 Medieval Archaeology

IDENTICAL WITH: ARHA218

ARCP305 Feminist and Gender Archaeology

IDENTICAL WITH: ANTH305

ARCP328 Roman Urban Life

IDENTICAL WITH: CCIV328

ARCP329 Roman Villa Life

IDENTICAL WITH: CCIV329

ARCP364 Monumental Cultures of Pre-Columbian North America

IDENTICAL WITH: ANTH364

ARCP372 Archaeology of Death

IDENTICAL WITH: ANTH372

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

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

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

ARCP401/402 Individual Tutorial, Undergraduate

GRADING: OPT

ARCP409/410 Senior Thesis Tutorial

GRADING: OPT

ARCP411/412 Group Tutorial, Undergraduate

GRADING: OPT

ARCP465/466 Education in the Field, Undergraduate

GRADING: OPT

ARCP467/468 Independent Study, Undergraduate

GRADING: OPT

Art and Art History

PROFESSORS OF ART:	Jeffrey Schiff; David Schorr; Tula Telfair
PROFESSORS OF ART HISTORY:	Jonathan Best; Clark Maines; Peter A. Mark; Elizabeth L. Milroy; Joseph M. Siry, <i>Chair</i> ; Phillip B. Wagoner
ASSOCIATE PROFESSOR OF ART HISTORY:	Katherine Kuenzli
ASSISTANT PROFESSORS OF ART:	Elijah Huger; Julia Randall; Sasha Rudensky
ASSISTANT PROFESSOR OF ART HISTORY:	Nadja Aksamija
ADJUNCT ASSISTANT PROFESSOR OF ART HISTORY:	Clare Rogan, <i>Curator, Davison Art Center</i>
ARTIST-IN-RESIDENCE, ART:	Keiji Shinohara
DEPARTMENTAL ADVISING EXPERTS FOR ART STUDIO 2011–2012:	Elijah Huger, <i>Architecture</i> ; Julia Randall, <i>Drawing</i> ; Jeffrey Schiff, <i>Sculpture and Design</i> ; David Schorr, <i>Printmaking and Graphics</i> ; Keiji Shinohara, <i>Japanese Style Woodcuts and Ink Painting</i> ; Tula Telfair, <i>Painting</i>
DEPARTMENTAL ADVISING EXPERTS FOR ART HISTORY 2011–2012:	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 16 courses in the department. (University regulations regarding the maximum number of courses allowed in a department should be applied to the major itself: art history or art studio. Thus, majors in either program may count toward their graduation requirements no more than 16 credits in their major program [of which no more than 3 may be **100**-level courses, and no more than 13 may be **200**-level and above. These 16 would include 2 credits of thesis in the case of students majoring in art studio or writing a senior thesis in art history, or 1 credit for a senior essay in art history.]) Students double-majoring in both programs of the department are permitted to take up to 20 credits in the department, providing that 2 of these credits are for senior thesis tutorials. In addition to listed courses, a limited number of tutorials, internships, and teaching apprenticeships are available under specific conditions. Prior approval must be obtained to transfer credit from another institution. Review and approval by a faculty member in the area of study must also be made after completion of such course work.

ART HISTORY PROGRAM

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

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

- Take one introductory course (numbered **100-199**) and nine courses numbered **200** or above. The nine upper-level courses must include at least two seminars (numbered **300-399**). (N.B.: Tutorials for honors theses and essays—**403, 404, 409, and 410**—do not count toward the nine required courses.)
- Satisfy the requirements for your area of concentration. The art history major offers two distinct areas of concentration:

Concentration in the history of European, American, or African art. For this concentration, the nine upper-level courses must include at least one course in each of the four historical periods—classical, medieval, Renaissance/Baroque, and modern—and at least one course in the areas of either African or Asian art.

Concentration in the history of Asian art. For this concentration, the nine upper-level courses must include five Asian art history courses—one of which must be a seminar—and at least one course in the European, American, or African traditions.

- Satisfy the language requirement. Demonstrated proficiency is required in at least one foreign language for completion of the major. Proficiency is defined as a minimum of two full years of study at the college level, or the equivalent, as measured by a placement test administered by the language department in question. German, French, and Italian are normally considered the most valuable for study in the discipline. Students concentrating in the history of Asian art may use a relevant Asian language to satisfy the language requirement.

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

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

Other regulations:

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

Courses taken outside Wesleyan. A *minimum* of five courses within the major must be taken at Wesleyan. All study abroad must be preapproved by the Office of International Studies (to receive Wesleyan credit) and by the student's major advisor (to receive credit toward the major requirements).

Study at other educational institutions in the United States must also be preapproved by the student's major advisor. In both cases, transfer of major credit will be awarded only if the student submits a course description and/or syllabus in advance of taking the course.

AP Credit. A student who has completed an Advanced Placement art history course or its equivalent while in secondary school and has achieved a grade of 5 in the art history AP examination will be granted one AP course credit, but only after completing an intermediate-level course in art history at Wesleyan and receiving a grade of B+ or higher. Credit is not awarded for a score of less than 5. (The awarding of AP credit does not exempt a student from the introductory art history course requirement.)

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

Honors. The Honors Program in art history is designed to meet the needs of students who wish to pursue a long-term scholarly research project in an area of particular interest. The research project can take the form of either a yearlong senior thesis or a one-semester senior essay (see below), but in either case, candidates for honors are also required to earn a minimum GPA of B+ for their major course work and to be compliant with the University's general education expectations (through Stage II). *The senior thesis/essay does not replace the two required seminar courses.* Students wishing to consider an honors project must discuss their research interests with a member of the art history faculty and secure the professor's agreement to serve as tutor for the project by the last day of classes of the student's junior year. After consulting with the tutor, the student is expected to carry out preliminary research during the course of the summer and is required to submit a detailed proposal and preliminary bibliography for the project by the first day of classes of the fall term of the senior year. No one who fails to meet these minimal requirements will be allowed to pursue honors. The two options for honors projects are

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

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

ART STUDIO 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 (**ARHA110** preferred)
 - 1 post-Renaissance
 - 1 additional course from the offerings
 - Two semesters of senior thesis.*

That breaks down to five art studio courses, four art history courses, and two semesters of thesis. Further course study in art studio and art history is recommended. On occasion, **100**-level art history courses may be substituted for the requirement of **200**-level courses. Majors are required to fulfill their general education requirements as described by the University guidelines, since all are required to complete a senior thesis for honors.

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

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

B and an average of B+ for at least three courses in the department, two of which must be in the Art Studio Program.

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

Advanced Placement credits in art studio are not accepted.

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

ART HISTORY

ARHA101 Introduction to the Practice of Art History

This course will focus on 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

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 2012 INSTRUCTOR: AKSAMUJA, NADJA SECT: 01
INSTRUCTOR: KUENZLI, KATHERINE M. SECT: 01

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

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

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

GRADING: A-F CREDIT: 1 GEN. ED. 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 2012 INSTRUCTOR: BEST, JONATHAN W. SECT: 01

ARHA181 Mughal India: Introduction to the Practice of Art History

Founded in northern India in the early 1500s, the Mughal empire was one of the largest centralized states in the history of the premodern world. During the two centuries of their effective rule over most of the Indian subcontinent, the Mughal emperors and their subordinates were prolific patrons of the arts, overseeing the production of lavishly illustrated books and picture-albums and commissioning such architectural masterpieces as the Taj Mahal. This course offers an introduction not only to the art and culture of Mughal India, but also to the practice of art history itself, through a sequence of six thematic units exploring and applying different methods that are central to the discipline. Each unit begins with critical reading and discussion of one or two key theoretical or methodological statements, then continues through application to case studies drawn from Mughal India. The units include (1) techniques of visual description and formal analysis, (2) the concept of style and stylistic analysis, (3) the analysis of meaning in visual images (iconography and iconology), (4) models of time and the historical explanation of change, (5) architectural and historical analysis of buildings and their sites, and (6) historiographic assessment of debates and changing interpretations within art history. Each unit culminates in a writing exercise designed to provide students with 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
FALL 2011 INSTRUCTOR: WAGONER, PHILLIP B. SECT: 01

ARHA201 Introduction to Archaeology

IDENTICAL WITH: ARCP204

ARHA202 Art and Archaeology of the Bronze Age Mediterranean

IDENTICAL WITH: CCIV201

ARHA203 Survey of Greek Archaeology

IDENTICAL WITH: CCIV214

ARHA207 Survey of Roman Archaeology and Art

IDENTICAL WITH: CCIV223

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

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]

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]

ARHA220 Renaissance Venice: Art and Architecture in the Lagoon City

Venice's unique geographical location in the reflective waters of the Adriatic and at the crossroads between East and West has had a profound impact in all aspects of Venetian life and culture. This course will investigate the artistic production of the Lagoon City during the 15th and 16th centuries. The compelling works of Venetian artists, such as Carpaccio, Bellini, Giorgione and Titian, Tintoretto and Veronese, as well as the great civic and religious monuments, such as the Palazzo Ducale, the great mendicant churches, and the Basilica di San Marco, will be considered in light of the sophisticated political and social systems of the Venetian Republic. Issues such as the development of the distinctive urban fabric, the invention of a civic iconography, the role of the artist, and the Venetian workshop practices, as well as the impact

of the Islamic world, private and corporate patronage, and the depiction of women—dressed and undressed—will be examined.

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

ARHA221 Early Renaissance Art in Italy

This course will investigate the arts of Italy during the 14th and 15th centuries. All discussion will center around the contextualization of the work of art, the motivation of its patrons, the social structures that gave it form, and the uses to which it might have been put.

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

IDENTICAL WITH: MDST222

ARHA222 The European Baroque: Art and Architecture in 17th-Century Europe

This course will examine the dynamic and visually arresting art of 17th-century Europe with an emphasis on major figures such as Caravaggio, Bernini, Rembrandt, Rubens, Velázquez, and Vermeer. Painting, sculpture, and architecture are studied in relation to broader historical contexts. We will explore topics such as the Baroque as a pan-European sensibility; princely prerogative, papal authority, and the demands of the market; collecting and connoisseurship; studio practice; and illusionistic painting and architecture. In addition to a familiarity with the leading artists of the period, their works, and the society within which they produced their works, students will attain a working knowledge of the different media and genres of Baroque art, an ability to conduct meaningful art historical analysis, and a knowledge of art historical terminology.

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

ARHA224 Italian Art and Architecture of the 16th Century

In addition to key monuments of 16th-century Italian art and architecture, this survey seeks to introduce students to some of the most important figures of the period: artists and architects—such as Leonardo, Raphael, Bronzino, Michelangelo, Titian, and Palladio; their princely and ecclesiastical patrons—such as Cosimo I de' Medici and Julius II; and their critics and biographers—such as Dolce and Vasari. Our aim will be to understand the complex artistic and architectural landscape of the period against the backdrop of shifting intellectual and religious trends, such as the Counter Reformation. Class discussions will be based on close readings of primary sources and scholarly texts on a wide range of topics.

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

SPRING 2012 INSTRUCTOR: AKSAMUJA, NADJA SECT: 01

ARHA225 Art and Society in Ancient Pompeii

IDENTICAL WITH: CCIV234

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

ARHA238 Museums, Cultural Heritage, and Classical Archaeology

IDENTICAL WITH: CCIV285

ARHA240 Modernism and Modernity in 19th-Century French Painting

This course looks at factors that contributed to Paris's rise as the pre-eminent artistic center in the West at the time of the French Revolution and traces the evolution of French art throughout what would prove to be an extraordinary century of formal advance and experiment ending in impressionism and post-impressionism. The story of French art is one in which timeless ideals and triumphal narratives were continually put under pressure by the imperative to model the contingency of modern experience. Themes we will explore in this class include the significance of a public sphere for art making and the relationship be-

tween 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 IDENTICAL WITH: FRST290 PREREQ: NONE

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
FALL 2011 INSTRUCTOR: TBA

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 sig(h)ting of content in the work.

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

ARHA252 Contemporary Art: 1980 to the Present

This course explores the terms of debate, key figures, and primary sites for the production and reception of contemporary art on a global scale since 1980. Students will learn how today's art has become more heterogeneous, contradictory, and dispersed than ever before; there is no cohe-

sive international "art world." At the same time, we will explore the ways in which cultures influence each other and enter into dialogue through the itinerant work habits of many contemporary artists, curators, and critics. The course will be divided roughly into two halves: the first part will treat art produced primarily in the major cities of North America and Europe during the 1980s; the second part will focus on the changes prompted by the political, social, and cultural realignments that occurred after 1989, as today's globalized art world began to take concrete form.

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

ARHA253 Contemporary Art: 1960 to the Present

This course explores the terms of debate, the key figures, and the primary sites for the production and reception of contemporary art on a global scale since 1960. Students will learn how today's art has become more heterogeneous, contradictory, and dispersed than ever before; there is no cohesive international "art world." At the same time, we will explore the ways in which cultures influence each other and enter into dialogue through the transnational work habits of many contemporary artists, curators, and critics. The course will be divided roughly into two halves: the first part will treat art produced primarily in the major cities of North America and Europe from the 1960s through the 1980s; the second part will focus on the changes prompted by the political, social, and cultural realignments that occurred after 1989, as today's globalizing art world began to take concrete form.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: DUMETT, MARI SECT: 01

ARHA254 Architecture of the 20th Century

The course considers influential works in architecture, and its theory and criticism, and ideas for urbanism mostly in Europe and the United States from about 1900 to the present. Earlier parts of the semester focus on the origin and development of the modern movement in Europe to 1940, with attention given to selected American developments before World War II. Later parts of the course deal with Western architecture from 1945 to the present, including later modernist, post-modernist, and deconstructivist work, urbanism and housing, computer-aided design, green buildings, and postwar architecture in Latin America, Japan, and postcolonial India and Africa.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: SIRY, JOSEPH M. SECT: 01

ARHA255 Anthropology of Contemporary Chinese Art

IDENTICAL WITH: ANTH245

ARHA258 Contemporary World Architecture

This course is a study of architecture and urban design throughout the world from the 1990s to the present. American topics include public and private development in the "neo-liberal" city in New York, Chicago, Los Angeles, and post-Katrina New Orleans; contemporary museum architecture; sprawl and New Urbanism; and affordable housing, both urban and rural. Major American architects considered include Frank Gehry, Richard Meier, Daniel Libeskind, and Diller + Scofidio (+Renfro). In Europe, the focus is on contemporary public architecture in Berlin, London, Paris, Valencia, Lisbon, Rome, and Athens, with attention to major works of Sir Norman Foster, Zaha Hadid, Jean Nouvel, Santiago Calatrava, Rem Koolhaas, and Renzo Piano. In China we will study state monuments of the Communist Party in Beijing and issues of preservation and urban development there and in Shanghai. In Japan the recent work of Tadao Ando is a focus, as are selected projects in Tokyo and Yokohama. Additional lectures will treat airport architecture and sites in India, Jerusalem, Cairo, Guinea, South Africa, Rio de Janeiro, and Quito, Ecuador. The last quarter of the course focuses on green or sustainable architecture, including passive and active solar heating, photovoltaics, energy-efficient cooling and ventilation, timber and rammed-earth techniques, LEEDs certification, wind and geo-exchange energy, green skyscrapers, vertical farming, and zero-carbon cities.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 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

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
SPRING 2012 INSTRUCTOR: ROGAN, CLARE I. SECT: 01

ARHA267 From Assimilation to Self Expression: Afro-American Art Since 1865

This course 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 are 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

ARHA268 Portuguese Expansion to Africa and the Atlantic World, 1440–1640

IDENTICAL WITH: AFAM210

ARHA270 Rebellion and Representation: Art in North America to 1867

In this course we shall study the production and circulation of artifacts produced by Europeans engaged in the colonization of North America from the 16th to 19th centuries. In particular we shall explore how artists and patrons explored changing notions of civic identity in emerging nations: the United States, the Mexican Republic, and the Dominion of Canada.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: AMST270 PREREQ: NONE
FALL 2011 INSTRUCTOR: MILROY, ELIZABETH 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

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

ARHA276 The First Gilded Age: Media and Modernity in the United States 1865–1913

Rapid advances in technology, a volatile economy, interventionist foreign policy, and the widening gap between rich and poor in the United States are among the trends that prompted turn-of-the-21st century pundits to announce the start of a "new" Gilded Age. In this course about the first Gilded Age, we shall study developments in American visual culture from Appomattox (1865) to the Armory Show (1913),

looking in particular at how the growth of the mass media affected cultural practices and institutions.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: AMST249
SPRING 2012 INSTRUCTOR: MILROY, ELIZABETH SECT: 01

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 2012 INSTRUCTOR: BEST, JONATHAN W. SECT: 01

ARHA285 Art and Architecture of India to 1500

This course is an introduction to the artistic and architectural traditions of the Indian subcontinent from prehistory to 1500 through a series of thematically-focused units arranged in broadly chronological order. In each unit, we will consider a different body of artworks, monuments, and material cultural objects of major significance within the South Asian tradition and will use them as a means 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

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
FALL 2011 INSTRUCTOR: WAGONER, PHILLIP B. SECT: 01

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
FALL 2011 INSTRUCTOR: BEST, JONATHAN W. SECT: 01

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: EAST289E
FALL 2011 INSTRUCTOR: BEST, JONATHAN W. SECT: 01

ARHA290 Mahabharata and Ramayana: The Sanskrit Epics and Indian Visual Culture

This course focuses on the multifaceted interface between literary text and visual image in traditional South Asia. Our primary focus is on the two Sanskrit epics, *Mahabharata* and *Ramayana*. Both epics will be read in abridged translation to provide familiarity with the overall narrative structure and thematic concerns of the two texts, and a number of excerpts from unabridged translations will be studied in detail to arrive at a fuller understanding of the contents of key episodes and of the style and texture of the two works. The first part of the course addresses a series of questions pertaining to the literary versions of the *Mahabharata* and *Ramayana*: What is epic as a genre, and what are its social roles? Do the *Mahabharata* and *Ramayana* manifest similarities that permit us to identify a distinctive Indian epic type? What are the connections between these epics and the early history of India? Why, and how, did the written texts we have today come to be redacted from bodies of oral tradition? What further transformations did the Sanskrit epics undergo as they were dramatized in the Sanskrit theater, recast in the form of lyric poetry, and translated into various vernacular languages such as Hindi, Tamil, and Telugu? In the second part of the course, we will shift our focus from epic as literature to consider different types of visual embodiments of the epics, including sculptural renditions of epic characters and scenes on the walls of Hindu temples, painted illustrations in the manuscripts of the epics produced at Mughal and Rajput courts, and modern cinematic transformations of the epics in Indian film and television. This course requires no prior knowledge of Indian literature, history, or art and may serve as an effective introduction to the culture and civilization of South Asia.

GRADING: A-F CREDIT: 1 PREREQ: NONE

ARHA291 Duty, Power, Pleasure, Release: Key Themes in Classical Indian Thought

According to thinkers in classical India, the goals of life were fourfold, encompassing the pursuit of social-moral duty (*dharma*), economic and political power (*artha*), bodily pleasure (*kama*), and, finally, release from the endless cycle of birth, death, and rebirth (*moksha*). The four goals provide a useful key for understanding Indian intellectual history in its classical moment—roughly, the half millennium between the 2nd and 7th centuries. This pivotal era witnessed the definition of new forms of social and political thought, the creation of new types of expressive literature in Sanskrit, and the crystallization of the Hindu religion. In this course, we explore classical Indian thought through a variety of theoretic-

cal and literary texts articulating the ideas and values of the age. Most of these works were originally written in Sanskrit, the ancient Indian language of culture and power that served as a lingua franca uniting vast portions of Southern Asia. The emphasis is on close reading and discussion of the translated texts themselves and critical engagement with the ideas and values they present.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [HIST277 OR RELI236]

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 millennia 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

ARHA293 Contemporary Art in Africa and Diaspora in War and Peace

This course looks at contemporary Africa and African diaspora artists. We will cover a wide range of media, including the room installations of Yinka Shonibar and the art of Julie Mehretu, exhibited in the Davison Art Center in fall 2011. We will look online at art sites such as PAAACK, whose director, Dominique Malaquais, will be a visiting scholar for a week. Students will also have a chance to create a museum exhibition of photography by Senegalese teenagers, made as part of a West African peace-building project.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: AFAM293
FALL 2011 INSTRUCTOR: MARK, PETER A. SECT: 01

ARHA294 Building Houses, Building Identities: Architecture in the Atlantic World, from Africa to America

This course provides an introduction to the history of domestic and religious architecture in West Africa. We will study the buildings that people constructed, as well as the meanings that they constructed with their buildings. We begin with the architectural forms of Morocco. We will focus on Marrakesh, the jumping off point for both trade and the spread of Islam across the Sahara. Next, we will look at West African Islamic architecture. The first case study will be the Friday Mosque in the city of Djenné (Jenne), in Mali, arguably the most important example of monumental architecture in West Africa. From 1550 to 1850, 12 million Africans were forcibly transported to the Americas. They brought with them technological expertise that transformed the built environment from Brazil to New Orleans. From Senegal to Brazil, African architecture created a new, hybrid style. This course then studies the buildings of the Atlantic world.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: AFAM296 PREREQ: NONE

ARHA299 African History and Art

In this introduction to the history and art of West Africa from the late first millennium AD to the colonial period, we will cover topics including the trans-Saharan trade, the origins of state formation, the spread of

Islam south of the Sahara, and the slave trade. We will integrate history with study of the architectural monuments of medieval West Africa including the Friday Mosque in Jenne and masquerades and rituals of West Africa up to the colonial period.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
IDENTICAL WITH: [HIST229 OR FRST299 OR AFAM299] PREREQ: NONE
SPRING 2012 INSTRUCTOR: MARK, PETER A. SECT: 01

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

IDENTICAL WITH: AFAM310

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

ARHA330 Facts and Fallacies in Renaissance Art

IDENTICAL WITH: CHUM330

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]
SPRING 2012 INSTRUCTOR: KUENZLI, KATHERINE M. SECT: 01

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 IDENTICAL WITH: AMST354 PREREQ: NONE

ARHA348 Frank Lloyd Wright: Myth and Fact

This seminar considers the architecture of Frank Lloyd Wright in the context of his own life and development as an artist and in the context of the broader history of modern architecture of which Wright's work was a part

and to which it contributed. The seminar also considers the relationship of Wright's achievements to the social, economic, technical, and ideological history of the United States from the mid-19th through the mid-20th centuries. A major theme will be critical reading of Wright's own statements about his life and work in relation to other sources, later accounts, and his buildings and projects themselves. Both Wright's residential and public architecture will be considered in conjunction with his designs for landscapes and cityscapes. Architectural drawings will also be examined as a medium in themselves, along with textual and physical evidence, as a means of generating maximal insight into Wright's built and unbuilt works.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: AMST348 PREREQ: NONE

ARHA350 Utopia or Decadence? European Art at the Fin-de-Siècle

The fin-de-siècle (1886–1910) has been viewed as a period of optimism and promise as well as one of pessimism and decline. Marked by realignments in the political, aesthetic, scientific, and social landscape, this period witnessed the crumbling of one world and the birth of another. Sexual identities were redefined in light of scientific definitions of homosexuality and the rise of feminism; a valuation of the unconscious led to the founding of psychology as a discipline; artists combined artistic media and the arts of music, poetry, and painting to recreate a lost totality; new forms of performance were invented that produced avant-garde theater. Political discourse was transformed by the rise of opposing doctrines of socialism and radicalism on the one hand and nationalism and racist political ideologies on the other. This course examines fin-de-siècle art in the context of larger societal and political developments. Throughout we will examine the relationship between utopia and decadence. To what degree did artists seek to build a better world, and to what degree did they contribute to decline by overindulging in the senses?

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

ARHA353 Global Intersections: Contemporary Art, Postcolonialism, and Globalization

This course will address the major developments in contemporary art emerging through processes of postcolonialism and globalization from 1960 to the present. The central focus will be cultural intersections as we examine the ways that artists, curators, critics, and art historians participate in the dialectics of national/international, global/local, homogeneity/heterogeneity, and margin/center. In a world in which people and cultures are coming into greater contact than ever before—due to a combination of colonial ties, the expansion of capital investment and commodity exchange, advances in commercial travel and electronic communications, and shifting immigration patterns—how have issues of national identity, individual identity, hegemony, and hybridity become of distinct importance and meaning in art? How does the proliferation of major international exhibitions demand that we address questions of Eurocentrism and marginality? And how does the rise of the "itinerant artist" (and curator) change how we think about borders and artistic labor practices? These are just a few of the questions that will be addressed via case studies of art and historical and theoretical texts from around the globe.

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

ARHA354 History, Memory, and Tradition in Global Contemporary Art

This class examines a host of contemporary art-making practices from around the globe, centered on past-directed themes of history, memory, and tradition. In an effort to discern the significance of these concerns and the reasons for their prominence in recent art, a number of key questions will be posed:

What does the past mean to us today and how does this meaning relate to our ability to construct a better future? What should we remember and preserve at the present historical juncture and why? How should we accomplish this? Has the ability to forget the past become as important to us today as remembrance? Do close connections to history liberate or hamper us, hobble or empower us? Whose memories should we rely on and why? Does an information society make it easier for us to preserve and recollect the past or more difficult?

It is to considerations such as these and their implications for the way we live today that we will return throughout the semester.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
IDENTICAL WITH: HIST295 PREREQ: NONE

ARHA358 Style in the Visual Arts: Theories and Interpretations

This seminar treats major developments in the theory and interpretation of style in the visual arts in historical overview and from divergent disciplinary perspectives. How does the style of a work of art relate to the sociocultural context in which it was produced? Are there definable and historically meaningful patterns of stylistic change? Readings and class discussions will focus on the writings of Wölfflin, 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
IDENTICAL WITH: AMST360 PREREQ: NONE

ARHA363 Fluxus: Collectivism and Intermedia Art in the 1960s and 1970s

This course will examine the art collective Fluxus, as it formed on three continents from 1962–1978, paying particular attention to the group's collective organization on an international scale in the context of post-World War II advanced capitalism; the diversity of subject positions occupied by its members, based on issues of race, ethnicity, gender, and class; the multidisciplinary character of its composition, including artists with backgrounds in music, painting, film, sculpture, poetry, design, and architecture; and its pioneering of "intermedia" art, combining performance, object-making, and video. The relationships between Fluxus and contemporaneous artistic trends as well as Fluxus's influence on art today will also be considered.

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

ARHA364 Architecture: Historiography, Theory, Criticism; Traditional and Contemporary Approaches

This seminar, intended primarily for majors in history of art and architecture and for studio majors concentrating in architecture, surveys different methods of studying architecture and its history. Emphasis throughout is on comparison of general theories of interpretation in art history and other disciplines and their application to specific works of art and architecture. Topics include monumentality and collective memory, stylistic analysis, philosophical aesthetics, iconography and semiotics, patronage and ideological expression, structural technology and building process, material culture and consumption, vernacular architecture and cultural landscapes, spatial form, sociology, colonial and postcolonial architecture, feminist architectural history and 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
IDENTICAL WITH: [PHIL336 OR AMST364] PREREQ: NONE

ARHA374 Topics in Cultural Landscapes: The Art of Frederick Law Olmsted

Considered the "father" of American landscape architecture, Frederick Law Olmsted exerted a profound influence on landscape design and management that continues to the present. In this course we shall study Olmsted's major public projects (Central Park, Prospect Park, Boston's

"Emerald Necklace," the Columbian Exposition grounds) to explore how Olmsted and his contemporaries conceived of the urban public and how they endeavored to manage that public by eliciting orderly behavior through aesthetic engagement within a designed environment. We shall also study Olmsted's legacy in the work and writings of such artists and designers as Robert Smithson and James Corner.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
IDENTICAL WITH: [AMST374 OR ENV5374] PREREQ: NONE
SPRING 2012 INSTRUCTOR: MILROY, ELIZABETH SECT: 01

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

This seminar will examine the art and career of three Philadelphia artists whose careers took very different trajectories. Class discussions during the first part of the semester will include the close reading of selected works in response to assigned readings. During the second part of the semester, students will write and present reports on selected single works by these artists and their principal American associates.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: AMST376 PREREQ: NONE

ARHA381 Relic and Image:**The Archaeology and Social History of Indian Buddhism**

This course investigates the social history and material culture of Indian Buddhism from the 5th century BCE through the period of the Kushan empire. The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts and consideration of the organization and functioning of the early Buddhist community, or *sangha*. The focus then shifts to the popular practice of Buddhism in early India and the varied forms of interaction between lay and monastic populations. Although canonical texts will be examined, primary emphasis in this segment of the course is given to the archaeology and material culture of Buddhist sites and their associated historical inscriptions. Specific topics to be covered include the cult of the Buddha's relics, pilgrimage to the sites of the Eight Great Events in the Buddha's life, the rise and spread of image worship, and the Buddhist appropriation and reinterpretation of folk religious practices. Key archaeological sites to be studied include the monastic complex at Sanchi, the pilgrimage center at Bodhi Gaya (site of the Buddha's enlightenment), the city of Taxila (capital of the Indo-Greek kings and a major educational center), and the rock-cut cave monasteries along the trade routes of western India.

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: [EAST381 OR ARCP380]

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 patron's influence in shaping style, and the extent to which the Mughal style was influenced by sixteenth 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 PREREQ: [ARHA286 OR ARCP286] OR [ARHA285 OR EAST285] OR [ARHA280 OR MDST280]

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
IDENTICAL WITH: ARHA101 OR [ARHA267 OR AFAM268] OR [ARHA299 OR HIST229 OR
FRST299 OR AFAM299] OR [ARHA368 OR AFAM322] OR [ARHA294 OR AFAM296]

ARHA401/402 Individual Tutorial, Undergraduate

GRADING: OPT

ARHA409/410 Senior Thesis Tutorial

GRADING: OPT

ARHA411/412 Group Tutorial, Undergraduate

GRADING: OPT

ARHA465/466 Education in the Field, Undergraduate

GRADING: OPT

ARHA467/468 Independent Study, Undergraduate

GRADING: OPT

ART STUDIO**ARST131 Drawing I**

This introduction to drawing gives special attention to the articulation of line, shape, volume, light, gesture, and composition. A variety of media and subjects will be used, including the live model. This course is suitable for both beginners and students with some experience. Individual progress is an important factor in grading. The graded option is recommended. Full classroom attendance is expected.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: ROMANO, JULIANA FORBES SECT: 01
INSTRUCTOR: TELFAIR, TULA SECT: 02
INSTRUCTOR: TENEYCK, KATE SECT: 03

SPRING 2012 INSTRUCTOR: RANDALL, JULIA A. SECT: 01

ARST400 Topics in Studio Art: Series and Sequence

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

ARST432 Drawing II

This class builds upon the course content covered in Drawing I (ARST131). As we continue to draw from observation, topics will include an in-depth exploration of the human figure and an introduction to color. This course also introduces a concept-based approach to drawing that explores narrative and content. While using brainstorming and ideation techniques, we will experiment with various marking systems, found imagery, processes, and spatial solutions. Further, the development of individual style and studio methodology is an aim in this course.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: ARST131
FALL 2011 INSTRUCTOR: HSIANG, JOYCE CHUA SECT: 01
SPRING 2012 INSTRUCTOR: RANDALL, JULIA A. SECT: 01

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 rela-

tionship 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 2011 INSTRUCTOR: HUGE, ELIJAH SECT: 01
SPRING 2012 INSTRUCTOR: HUGE, ELIJAH SECT: 01

ARST436 Architecture II

This course is a research-design-build studio focused on a single, semester-long project. The intent of this course is to further develop students' awareness and understanding of the built environment through both the study of project-related historical and theoretical issues and hands-on design and fabrication. Working through an intensive sequence of research, design, and fabrication phases, the studio will undertake to identify, comprehend, and address the theoretical issues at stake in the semester-long project, develop design work that responds to these issues, and collectively work together toward the full-scale realization of the design work created by the studio. As the semester progresses, additional design, representation, and production tools will be introduced and used for developing work for the project, from graphics software to the laser cutter.

GRADING: A-F CREDIT: 1.50 GEN. ED. AREA: HA PREREQ: ARST435
SPRING 2012 INSTRUCTOR: HUGE, ELIJAH SECT: 01

ARST437 Printmaking

While various printmaking media—cardboard cut, woodcut, etching, engraving, drypoint, and aquatint—are taught technically, each student is expected to adapt them to his/her particular vision. Students learn to develop a print through a series of proofs with critical consideration as an important input in this progression from idea sketch to final edition. Extensive use is made of the Davison print collection.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: ARST131
FALL 2011 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 PREREQ: ARST131
SPRING 2012 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 PREREQ: ARST131
FALL 2011 INSTRUCTOR: TELFAIR, TULA SECT: 01
SPRING 2012 INSTRUCTOR: TELFAIR, TULA SECT: 01

ARST440 Painting II

The skills and knowledge gained in ARST439 will serve as the foundation upon which students will be challenged to become technically proficient while developing a personal direction with the medium. The conceptual problems addressed allow painters of any formal, conceptual, or stylistic focus to solve them successfully without compromising either their personal visions or methods. This class requires students to become fluent with the medium and make aesthetic choices that can best convey their ideas. Lectures and class discussions provide an exploration of historical and contemporary issues. Individual and group critiques as well as museum and gallery trips will complement class work.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: (ARST131 AND ARST439)
SPRING 2012 INSTRUCTOR: TELFAIR, TULA SECT: 01

ARST442 Typography

The fundamentals of fonts, letter forms, typographic design, elements of the book, and an introduction to contemporary graphic design are considered through a progression of theoretical exercises. Once working knowledge of the typeshop and Quark Xpress (software for book design) is acquired, each student conceives, designs, and prints: first, a broadside, then a book. Use is made of the Davison Rare Book Collection at Olin Library. While *not* a required sequence, this course is strongly recommended before taking **ARST443**.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 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 2012 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 2011 INSTRUCTOR: SCHIFF, JEFFREY SECT: 01
SPRING 2012 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 2012 INSTRUCTOR: SCHIFF, JEFFREY SECT: 01

ARST451 Photography I

This is an introductory course to the methods and aesthetics of both black-and-white film-based and digital photography.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: RUDENSKY, SASHA SECT: 01, 02
SPRING 2012 INSTRUCTOR: TBA

ARST452 Photography II

This is an intensive course intended for students with a solid foundation in photography. The students can choose to work in either film-based or digital media while developing their own unique voice. Topics will include medium-format film cameras, fiber paper, large-format digital printing, and editing and sequencing images. Lectures and class discussions will provide a historical context, while presentations by visiting artists and trips to galleries and museums will introduce students to contemporary work in the medium. Emphasis will be placed on the weekly discussions of students' work.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: TBA

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

ARST460 Introduction to *Sumi-e* Painting

We will learn basic technique and composition of traditional Japanese *sumi-e* painting. *Sumi-e* is a style of black-and-white calligraphic ink painting that originated in China and eventually was introduced into Japan by Zen monks around 1333. We will concentrate on the four basic compositions of *sumi-e*: bamboo, chrysanthemum, orchid, and plum blossom. We will also study the works of the more famous schools, such as Kano. Students will create a portfolio of class exercises and their own creative pieces.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: EAST460
SPRING 2012 INSTRUCTOR: SHINOHARA, KEIJI SECT: 01, 02

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

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

ARST401/402 Individual Tutorial, Undergraduate

GRADING: OPT

ARST409/410 Senior Thesis Tutorial

GRADING: OPT

ARST411/412 Group Tutorial, Undergraduate

GRADING: OPT

ARST465/466 Education in the Field, Undergraduate

GRADING: OPT

ARST467/468 Independent Study, Undergraduate

GRADING: OPT

Asian Languages and Literatures

PROFESSOR:	William Johnston, <i>History, Chair</i>
ASSOCIATE PROFESSOR:	Terry Kawashima, <i>Japanese</i>
ASSISTANT PROFESSORS:	Miri Nakamura, <i>Japanese</i> ; Ao Wang, <i>Chinese</i> ; Shengqing Wu, <i>Chinese</i>
ADJUNCT ASSOCIATE PROFESSOR:	Etsuko Takahashi, <i>Japanese</i> ; Xiaomiao Zhu, <i>Chinese</i>
DEPARTMENTAL ADVISING EXPERTS 2011–2012:	Etsuko Takahashi, <i>Japanese Language Coordinator</i> ; Xiaomiao Zhu, <i>Chinese Language Coordinator</i>

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

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 2012 INSTRUCTOR: NAKAMURA, MIRI SECT: 01

ALIT204 Popular Culture in Late Imperial and Modern China

This course provides a comprehensive examination of Chinese popular culture in late imperial China, People's Republic of China, Taiwan, and Hong Kong. From film to literature, from music to theater, this course will probe popular culture as it has manifested itself and trace its socio-political, aesthetic, and affective impact on the changing literary and cultural landscape.

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

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]

FALL 2011 INSTRUCTOR: NAKAMURA, MIRI SECT: 01

ALIT208 City in Modern Chinese Literature and Film

This course will explore the ways in which the city and urban life have been represented in modern Chinese literature and film. The critical issues include how metropolis and urban life are imagined; how space, time, and gender are reconfigured; and the nature of the city/country problematic. We will examine the literary and visual representations of modern cities through close analyses of the novella, short stories, films, photographs, and paintings that illuminate Chinese urbanism. Particular attention will be paid to the cultural manifestations of such Chinese metropolises as Beijing, Shanghai, Hong Kong, and Taipei. All readings will be in English. Five to six films by major directors will be scheduled.

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

IDENTICAL WITH: EAST208

ALIT209 Japan's "Others": Cultural Production of Difference

This class will examine various types of texts throughout Japanese history that categorize groups or individuals as being different from the main culture of Japan. We will also explore texts attributed to these "othered" groups. Examples will range from early medieval discussions of demons; theatrical representations of China, Okinawan, and Ainu literature; views on Christianity in the early modern period; to a modern burakumin writer. The questions we will explore include, How do texts identify and

ascribe "otherness?" What is the relationship between the formation of such otherness and the establishment of a "Japanese identity?"

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

IDENTICAL WITH: EAST209

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

ALIT212 Gender Issues in Chinese Literature and Culture

This course will explore conceptions of gender, sexuality, and the body through an examination of the multifaceted images of men and women that are created, circulated, and transformed in Chinese literature, religious texts, historical narratives, art, and movies, with an emphasis on their aesthetic and cultural implications. Topics include sexuality, spirits and ghosts; portraiture and representations of the body; spies, assassins and martial artists. Works discussed in this course include *The Book of Songs*, *The Verse of Chu*, *Rhapsody on the Gao Tang Shrine*, *The Story of Yingying*, *The Peony Pavilion*, *Sinking*, and *Eat Drink Man Woman*.

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

IDENTICAL WITH: EAST212

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]

ALIT225 Introduction to Chinese Poetry

This course explores various styles of traditional and Modern Chinese poetry from the archaic period to the 21st century, with an emphasis on the range of ways in which poetry has been implicated, to a degree unknown in the West, in the political, spiritual and aesthetic movements in China over the last three millennia. Topics include *Book of Songs*, "Nineteen Ancient Poems," the "Music Bureau" Ballads, Six Dynasties Poetry, the great Tang masters, the Song lyrics, women poets, religious poets, etc. Although some Chinese characters will be introduced in the unit on calligraphy, no knowledge of Chinese is required; all readings will be in English translation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: EAST225

FALL 2011 INSTRUCTOR: WANG, AO 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, fifth-generation mainland cinema, and Taiwanese urban dramas. We will look at these literary and visual texts in light of a number of topics such as violence, fantasy and the martial-arts genre, traumatic memory and aesthetic representation of cultural and political upheaval, and the issue of gender, sexuality, and identity in the age of globalization.

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

IDENTICAL WITH: EAST226

FALL 2011 INSTRUCTOR: WU, SHENGQING SECT: 01

ALIT228 China's "Others": Hong Kong, Taiwan, and Other Literatures and Films

The course will examine the works by major contemporary writers and film directors of Taiwan, Hong Kong, the Chinese minorities, and the Chinese diaspora in the West. We will focus on the analyses of critically acclaimed writers such as Maxine Hong Kingston, David Henry Hwang, Xi Xi, Wu Zhuoliu, and Ah Lai, and internationally renowned auteurs such as Wayne Wang, Ang Lee, Edward Yang, Hou Hsiao Hsien, Wong Kar-wai, and John Woo. We will look at these literary and visual texts in light of a number of topics such as the construction of "Chineseness" in an increasingly borderless world, the issues of ethnic and gender identity, and the complex relationship among the local, the nation, and the global.

GRADING: A-F CREDIT: 1 GEN. ED. 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 areas develop, then cease

to exist. This course will look at how literary theory was developed side by side with detective fiction in modern and contemporary Japan.

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 development 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 Eileen 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]

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

SPRING 2012 INSTRUCTOR: WU, SHENGQING SECT: 01

ALIT355 Translation: Theory and Practice

IDENTICAL WITH: WRCT255

ALIT401/402 Individual Tutorial, Undergraduate

GRADING: OPT

ALIT409/410 Senior Thesis Tutorial

GRADING: OPT

ALIT411/412 Group Tutorial, Undergraduate

GRADING: OPT

ALIT465/466 Education in the Field, Undergraduate

GRADING: OPT

ALIT467/468 Independent Study, Undergraduate

GRADING: OPT

CHINESE

CHIN101 CHINESE Character Writing

In this course, students learn how to write Chinese characters. Strict stroke orders will be introduced. About 600 Chinese characters will be introduced.

GRADING: CR/U CREDIT: 1 PREREQ: NONE IDENTICAL WITH: EAST105
FALL 2011 INSTRUCTOR: ZHU, XIAOMIAO SECT: 01

CHIN102 Chinese Calligraphy

This course is designed to introduce the basic aesthetic and philosophical aspects of the Chinese writing system by introducing Chinese characters, the formation of Chinese lexicon constructed on the countless combinations of individual characters, brush writing, etc. It will emphasize the social, educational, and spiritual values placed on writing, and other forms of Chinese arts. This will help students develop cultural sensitivity and understanding, as well as acquire skills for the art of brush writing. It will be designed to help students who begin to learn the Chinese language comprehend the logic and regulations that govern orthography.

GRADING: A-F CREDIT: .5 PREREQ: [CHIN101 OR EAST105] IDENTICAL WITH: EAST106

CHIN103 Elementary Chinese

This course is an introduction to modern Chinese (Mandarin), both spoken and written. Class meets daily, six hours a week. Regular work in the language laboratory is required. True beginners are strongly encouraged to take the first section of this course. The second section is devoted to the heritage students as well as those who have had Chinese background. No credit will be received for this course until you complete CHIN104.

GRADING: A-F CREDIT: 1.50 PREREQ: NONE IDENTICAL WITH: EAST101
FALL 2011 INSTRUCTOR: ZHU, XIAOMIAO SECT: 01, 02

CHIN104 Elementary Chinese

Continuation of CHIN103, an introduction to modern Chinese, both spoken and written.

GRADING: A-F CREDIT: 1.50 PREREQ: [CHIN103 OR EAST101] IDENTICAL WITH: EAST102
SPRING 2012 INSTRUCTOR: ZHU, XIAOMIAO SECT: 01, 02

CHIN205 Intermediate Chinese

This course continues an intense and engaging level of practice in listening, speaking, reading, and writing Chinese from CHIN103 and 104. We will conduct classes according to an interactive approach: between the reproductive and the performative, between role-playing and creative participation, and between oral sessions and written texts. Emphasis will be placed increasingly on expressive speaking and writing.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: [CHIN104 OR EAST102] IDENTICAL WITH: EAST203
FALL 2011 INSTRUCTOR: TBD

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
PREREQ: [CHIN205 OR EAST203] IDENTICAL WITH: EAST204
SPRING 2012 INSTRUCTOR: TBD

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
PREREQ: [CHIN206 OR EAST204] IDENTICAL WITH: EAST213
FALL 2011 INSTRUCTOR: WANG, AO SECT: 01

CHIN218 Third-Year Chinese

A continuation of CHIN217. The spring semester will cover the following topics: dining and pop music in China, business in China, Chinese movies, modern Chinese literature, and Chinese media.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: [CHIN217 OR EAST213] IDENTICAL WITH: EAST214
SPRING 2012 INSTRUCTOR: TBD

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
PREREQ: [CHIN218 OR EAST214] IDENTICAL WITH: EAST245
FALL 2011 INSTRUCTOR: WU, SHENGQING 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
PREREQ: [CHIN221 OR EAST245] IDENTICAL WITH: EAST246
SPRING 2012 INSTRUCTOR: WU, SHENGQING SECT: 01

CHIN401/402 Individual Tutorial, Undergraduate

GRADING: OPT

CHIN409/410 Senior Thesis Tutorial

GRADING: OPT

CHIN411/412 Group Tutorial, Undergraduate

GRADING: OPT

CHIN465/466 Education in the Field, Undergraduate

GRADING: OPT

CHIN467/468 Independent Study, Undergraduate

GRADING: OPT

JAPANESE

JAPN103 Elementary Japanese I

An introduction to modern Japanese, both spoken and written. Class meets daily, five hours a week, and weekly TA sessions. No credit will be received for this course until you have completed JAPN104.

GRADING: A-F CREDIT: 1.50 PREREQ: NONE IDENTICAL WITH: EAST103
FALL 2011 INSTRUCTOR: TAKAHASHI, ETSUKO SECT: 01, 02

JAPN104 Elementary Japanese II

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

GRADING: A-F CREDIT: 1.50 PREREQ: [JAPN103 OR EAST103]
IDENTICAL WITH: EAST104

SPRING 2012 INSTRUCTOR: TAKAHASHI, ETSUKO SECT: 01, 02

JAPN205 Intermediate Japanese I

This course offers continued practice in speaking, listening, reading, and writing. Four hours of class and a TA session per week.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: [JAPN104 OR EAST104] IDENTICAL WITH: EAST205
FALL 2011 INSTRUCTOR: TBD

JAPN206 Intermediate Japanese II

Speaking, writing, and listening. Reading in selected prose. Four hours of class and a TA session per week.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: [JAPN205 OR EAST205] IDENTICAL WITH: EAST206
SPRING 2012 INSTRUCTOR: TBD

JAPN217 Third-Year Japanese I

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: [JAPN206 OR EAST206] IDENTICAL WITH: EAST217
FALL 2011 INSTRUCTOR: TAKAHASHI, ETSUKO SECT: 01

JAPN218 Third-Year Japanese II

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: [JAPN217 OR EAST217] IDENTICAL WITH: EAST218
SPRING 2012 INSTRUCTOR: TAKAHASHI, ETSUKO SECT: 01

JAPN219 Fourth-Year Japanese

This course includes close reading of modern literary texts, current events reporting in the media, and visual materials. The content and cultural contexts of the assignments will be examined through critical discussion in Japanese.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: [JAPN218 OR EAST218] IDENTICAL WITH: EAST219
FALL 2011 INSTRUCTOR: NAKAMURA, MIRI SECT: 01

JAPN401/402 Individual Tutorial, Undergraduate

GRADING: OPT

JAPN409/410 Senior Thesis Tutorial

GRADING: OPT

JAPN411/412 Group Tutorial, Undergraduate

GRADING: OPT

JAPN465/466 Education in the Field, Undergraduate

GRADING: OPT

JAPN467/468 Independent Study, Undergraduate

GRADING: OPT

Astronomy

PROFESSOR:	William Herbst, <i>Chair</i>
ASSOCIATE PROFESSOR:	Edward C. Moran
ASSISTANT PROFESSOR:	Seth Redfield
RESEARCH ASSISTANT PROFESSOR:	Roy Kilgard
DEPARTMENTAL ADVISING EXPERTS 2011–2012:	William Herbst; Edward Moran

Introductory and general education courses. The Department of Astronomy offers three general education courses (**ASTR103**, **105**, and **107**) intended for nonscience majors who want an introduction to various aspects of astronomy. These courses do not require calculus and are designed to meet the needs of students who will take only a few science courses during their time at Wesleyan. The standard introductory course for potential majors and other science-oriented students is **ASTR155**. It assumes a good high school preparation in physics and some knowledge of calculus. Potential majors with a good knowledge of astronomy may place out of this course by demonstrating proficiency in the material; anyone wishing to do so should speak with the instructor. **ASTR211** is a sophomore-level course appropriate for interested nonmajors as well as a gateway course to the major.

Major program. The astronomy major is constructed to accommodate both students who are preparing for graduate school and those who are not. The basic requirement for the major is successful completion of the following courses: **PHYS113**, **116**, **213**, **214**, and **215**; **MATH121**, **122**, and **221**; and **ASTR155**, **211**, **221**, **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 discussion courses provide a broad exposure and introduction to research and education topics of current interest to the astronomical community. Majors are also encouraged to serve as teaching apprentices in a general education course at least once during their junior or senior year and to participate in the observing program with the 24-inch telescope of Van Vleck Observatory.

Graduate Program

The Astronomy Department offers graduate work leading to the degree of master of arts. The small size of the department permits individualized instruction and a close working relationship between students and faculty. Students are expected to become involved in the research programs of the department early in their graduate careers. They also are expected to select courses offered in the areas of observational and theoretical astronomy and astrophysics; a graduate student normally takes at least one 500-level astronomy course each semester. Additional courses in physics and mathematics are recommended according to individual student needs. Two years are usually necessary to complete requirements for the MA degree. However, the department also offers a five-year combined BA plus MA program for Wesleyan students. Eligible astronomy majors who complete their undergraduate requirements in four years can enroll for a fifth year and obtain a master's degree upon successful completion of one year of graduate course work and a thesis. Primary research activities in the department include mapping the local interstellar medium, probing the atmospheres of extrasolar planets, observations of young stars and protoplanetary disks, investigations of x-ray binary star systems, and studies of the massive black holes that reside at the centers of galaxies.

Requirements for the Master's Degree

Courses. The student normally will enroll in at least one 500-level course in astronomy each semester and must complete **ASTR521**, **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. In addition, students are required to participate in the department's seminars on research and pedagogy in astronomy, which are offered each semester.

Admission to candidacy. To be admitted to candidacy, a student must take a written and oral qualifying examination demonstrating satisfactory understanding of several areas of astronomy, fundamental physics, and mathematics. This examination should be taken after the first year of study. If performance in this examination is not satisfactory, the student will either be asked not to continue or to repeat the examination.

Thesis and oral examination. Each candidate is required to write a thesis on a piece of original and publishable research carried out under the supervision of a faculty member. A thesis plan, stating the purpose and goals of the research, observational and other materials required, and uncertainties and difficulties that may be encountered, must be submitted to the department for approval after admission to candidacy. The thesis, in near-final form, must be submitted to the faculty at least one week prior to the scheduled oral examination. In this examination, the student must defend his or her work and must demonstrate a high level of understanding in the research area. The oral examination may touch on any aspect of the student's preparation. It is expected that the student will submit the results of his or her work to a research journal for publication.

General. The emphasis in the program is on research and scholarly achievement, but graduate students are expected to improve communication skills by classroom teaching, formal interaction with undergraduate students, and presenting talks to observatory staff and the community.

ASTR103 The Planets

IDENTICAL WITH: E&ES151

ASTR105 Descriptive Astronomy

This course unveils the universe and how we have come to understand our place in it. We will touch on a full range of astronomical topics, including the mechanics of our solar system, the discovery of planets around other nearby stars, the stellar life cycle, the formation and evolution of galaxies, the big bang, and the ultimate fate of the universe. Special attention is paid to the universe's dark side—dark matter, dark energy, and black holes. In addition, since developments in astronomy have so often accompanied the development of modern scientific thought, we examine astronomy from an historical perspective, gaining insight into how human factors affect progress in science.

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

SPRING 2012 INSTRUCTOR: HERBST, WILLIAM SECT: 01

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 2011 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: 1.50 GEN. ED. AREA: NSM

PREREQ: ASTR105 OR ASTR107 OR [E&ES151 OR ASTR103] OR ASTR155

SPRING 2012 INSTRUCTOR: KILGARD, ROY E. SECT: 01

ASTR221 Galactic Astronomy

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

GRADING: A-F CREDIT: 1 PREREQ: ASTR155 AND ASTR211 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 is included.

GRADING: A-F CREDIT: 1 PREREQ: ASTR211 IDENTICAL WITH: ASTR522

ASTR224 Exoplanets: Formation, Detection, and Characterization

Our ability to place the earth into a cosmic context dramatically improved in the last decades with the discovery of planets around other stars (exoplanets). The study of exoplanets has quickly become a dominant field in astronomy. This course will focus on the fundamentals of exoplanet formation, detection, and characterization (interiors and atmospheres) based on astronomical observables. We will also discuss the as-

essment of habitability for Earth-like exoplanets and the prospects for the detection of biosignatures.

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

PREREQ: ASTR155 AND ASTR211 IDENTICAL WITH: ASTR524

SPRING 2012 INSTRUCTOR: REDFIELD, SETH SECT: 01

ASTR231 Stellar Structure and Evolution

As the principal source of light in galaxies today and as drivers of chemical evolution, stars play a critical role in the universe. It is important to understand their structure and evolution. Fortunately, we have a fairly well-developed and tested theory of stellar structure covering both their interiors and atmospheres. In this course, we will provide an introduction to that theory and examine its key results, including a basic description of how stars evolve.

GRADING: A-F CREDIT: 1

PREREQ: PHYS213 AND PHYS214 AND ASTR155 AND ASTR211 IDENTICAL WITH: ASTR531

FALL 2011 INSTRUCTOR: HERBST, WILLIAM SECT: 01

ASTR232 Galaxies, Quasars, and Cosmology

This course introduces modern extragalactic astronomy, blending established courses in the field and important recent discoveries. Three major themes will be developed. First, the basics of Newtonian and relativistic cosmologies will be discussed, including modern determinations of the Hubble Law and the observations that have led to the currently favored cosmological model. Next, the universe of galaxies will be investigated: their constituents, structure and kinematics, and multiwavelength properties. Finally, the nature of galactic nuclei will be explored, including the observational consequences of black-hole accretion and the coordinated growth of galaxies and their central black holes. Outstanding research questions related to the topics covered will be highlighted throughout the course.

GRADING: A-F CREDIT: 1 PREREQ: ASTR155 AND ASTR211

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/U CREDIT: 0.25 PREREQ: ASTR155 OR ASTR211

ASTR431 Research Discussion in Astronomy

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

GRADING: CR/U CREDIT: 0.25 GEN. ED. AREA: NSM

IDENTICAL WITH: ASTR155 OR ASTR211

SPRING 2012 INSTRUCTOR: REDFIELD, SETH SECT: 01

ASTR521 Galactic Astronomy

IDENTICAL WITH: ASTR221

ASTR522 Modern Observational Techniques

IDENTICAL WITH: ASTR222

ASTR524 Exoplanets: Formation, Detection, and Characterization

IDENTICAL WITH: ASTR224

ASTR531 Stellar Structure and Evolution

IDENTICAL WITH: ASTR231

ASTR532 Galaxies, Quasars, and Cosmology

IDENTICAL WITH: ASTR232

ASTR401/402 Individual Tutorial, Undergraduate

GRADING: OPT

ASTR409/410 Senior Thesis Tutorial

GRADING: OPT

ASTR411/412 Group Tutorial, Undergraduate

GRADING: OPT

ASTR465/466 Education in the Field, Undergraduate

GRADING: OPT

ASTR467/468 Independent Study, Undergraduate

GRADING: OPT

ASTR501/502 Individual Tutorial, Graduate

GRADING: OPT

ASTR503/504 Selected Topics, Graduate Science

GRADING: OPT

ASTR511/512 Group Tutorial, Graduate

GRADING: OPT

ASTR561/562 Graduate Field Research

GRADING: OPT

Biology

PROFESSORS: Ann Burke; 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: Stephen Devoto; Michael Singer

ASSISTANT PROFESSOR: Gloster B. Aaron Jr.; Ruth Johnson

ADJUNCT ASSOCIATE PROFESSOR: Laurel Appel

DEPARTMENTAL ADVISING EXPERTS 2011–2012: All department faculty

UNDERGRADUATE PROGRAM

These are thrilling times to study biology. Advances in molecular biology and bioinformatics are leading to extraordinary new insights in every field, from evolution and ecology to development, cell biology, genetics/genomics, and neuroscience. These research areas are providing essential information as we address the urgent challenges of biodiversity conservation, global climate change, epidemiology, and human health and well-being. Biology is also at the heart of new ways of understanding ourselves as human beings in relation to other living things. Connections between biological disciplines are raising key questions in new ways, while biological knowledge has become fundamentally integrated with social and medical ethics, public policy, and journalism.

The Department of Biology offers a broad range of courses that emphasize the process of scientific inquiry and current experimental approaches. Our courses also consider real-world implications of biological issues: the ethics of embryonic stem cell research, gender issues and reproductive technologies, the AIDS epidemic, the impact of human activity on natural communities. Biology courses can be the start of a dedicated career in research, medicine, conservation, public health, bioethics, sustainable resource use, and many other areas. They can also bring the intellectual excitement of these investigations to students whose major focus is in the arts, humanities, or social sciences. We welcome students of all backgrounds and interests to join us.

The biology majors program of study consists of the following:

- The two introductory courses **BIOL181–182** (or **195–196**) with their labs, **BIOL191–192**.
- At least six elective biology courses at the **200** and **300** levels, including one cell/molecular course (either **BIOL208, 210, 212** or **218**) and one organismic/population course (either **BIOL213, 214** or **216**).
- Two semesters of general chemistry (**CHEM141–142** or **143–144**)
- Any three semesters of related courses from at least 2 different departments: physics (**PHYS111** or **112** or **113** or **116**), organic chemistry (**CHEM251** or **252**), math (**MATH117** or higher), statistics (**MATH132** or **BIOL320/520** or **QAC201**), or computer science (**COMP211** or higher). Note: A strong chemistry background is especially recommended for students planning to enter graduate or medical school. Most medical and other health-related graduate schools require two years of college-level chemistry, including laboratory components.

Getting started in the biology major:

First-year students are encouraged to begin their majors then so that they can take maximum advantage of upper-level biology courses and research opportunities in later years. However, the major can certainly be successfully completed if begun during sophomore year, and many students are able to combine the bio major with a semester abroad.

A prospective biology major begins with a series of two core introductory courses. Students should begin the core series with **BIOL181** and its associated laboratory course (**BIOL191**), which are offered in the fall semester. In addition to the large lecture format of **BIOL181** (01), the department offers four small enrollment sections of the course (02, 03, 04, 05) that are a good choice for students preferring greater emphasis on continuous assessment and problem-based learning. The smaller sections are also a good choice for students with less extensive previous backgrounds in biology. **BIOL195** is an honors section of **BIOL181** for students seeking a challenging reading and discussion experience in addition to the lectures. Students should enroll separately for the lab course, **BIOL191**. These courses do not have prerequisites or co-requisites, but it is useful to have some chemistry background or to take chemistry concurrently. In the Spring semester, the prospective major should take **BIOL182** (or **196**, the honors section) and its laboratory course, **BIOL192**.

Electives may be chosen from among the following courses at the **200, 300, or 500** level.

See WesMaps for current course offerings. The courses are grouped thematically for your convenience only.

A. CELL and DEVELOPMENT BIOLOGY

- **BIOL212** Principles and Mechanisms of Cell Biology
- **BIOL218** Developmental Biology
- **MB&B/BIOL237** Signal Transduction
- **BIOL245** Cellular Neurophysiology
- **BIOL/NS&M325** Stem Cells: Basic Biology to Clinical Application
- **BIOL335/535** Research Approaches to Disease
- **BIOL340/540** Issues in Development and Evolution
- **BIOL343/543** Muscle and Nerve Development
- **BIOL/NS&B345** Developmental Neurobiology
- **MB&B335/535** Protein Folding: From Misfolding to Disease
- **MB&B232** Immunology

B. EVOLUTION, ECOLOGY, and CONSERVATION BIOLOGY

- **BIOL214** Evolution
- **BIOL216** Ecology
- **BIOL220** Conservation Biology
- **BIOL235** Comparative Vertebrate Anatomy
- **BIOL254** Comparative Animal Behavior
- **BIOL290** Plant Form and Diversity
- **BIOL306** Tropical Ecology and the Environment
- **BIOL312** Conservation of Aquatic Ecosystems
- **BIOL316/516** Plant-Animal Interactions
- **BIOL318/518** Nature and Nurture: The Interplay of Genes and Environment
- **BIOL327/527** Evolutionary and Ecological Bioinformatics
- **BIOL337/537** The Origins of Bacterial Diversity
- **BIOL340/540** Issues in Development and Evolution
- **BIOL346** The Forest Ecosystem

C. GENETICS, GENOMICS, and BIOINFORMATICS

- **MB&B208** Molecular Biology
- **BIOL210** Genomics: Modern Genetics, Bioinformatics, and the Human Genome Project
- **BIOL/COMP265** Bioinformatics Programming
- **BIOL327/527** Evolutionary and Ecological Bioinformatics
- **BIOL337/537** The Origins of Bacterial Diversity
- **BIOL350/550** Bioinformatics and Functional Genomics
- **MB&B231** Microbiology
- **MB&B294** Advanced Laboratory in Molecular Biology and Genetics
- **MB&B333/533** Gene Regulation

D. PHYSIOLOGY, NEUROBIOLOGY, and BEHAVIOR

- **BIOL/NS&B213** Behavioral Neurobiology
- **BIOL224** Hormones, Brain, and Behavior
- **BIOL235** Comparative Vertebrate Anatomy
- **BIOL239** Functional Anatomy of the Human Brain
- **BIOL243** Neurohistology
- **BIOL245** Cellular Neurophysiology
- **BIOL247** Laboratory in Neurophysiology
- **BIOL/NS&B250** Laboratory in Cell and Molecular Neurobiology
- **NS&B/BIOL252** Cell Biology of the Neuron
- **BIOL254** Comparative Animal Behavior
- **BIOL290** Plant Form and Diversity
- **NS&B/BIOL328** Neurobiology of the Olfactory System
- **BIOL/NS&B345** Developmental Neurobiology
- **BIOL/NS&B351** Neurobiology of Learning and Memory
- **BIOL/NS&B353** Neurobiology of Neurological Disorders

Fulfilling the biology major:

- Cross-listed courses that are included on the attached list are automatically credited to the biology major. For the classes of 2012 and beyond, at least two elective courses (200-level and above) that are counted toward the biology major must be used to fulfill only the biology major and cannot be simultaneously used to fulfill another major.
- Depending on the student's specific program, and with prior permission of the chair, up to two biology courses from outside the department may be counted toward the major. A Wesleyan course that falls into this category is **ANTH349** The Human Skeleton.
- Outside credits for biology courses may also be applied from another institution, for instance, during a study-abroad program. Prior permission must be obtained from the departmental liaison (2011–2012: Jim Donady) to ensure creditability of specific courses from other institutions.
- Biology majors are allowed to apply at most one elective course taken pass/fail toward fulfilling the major requirements; however, this is discouraged because good performance in major courses is an important aspect of a student's transcript.
- Courses in the **BIOL400** series (such as research tutorials) contribute toward graduation but do not count toward the major.

Additional information and related programs:

The biology major can be complemented with one of two certificate programs:

- **Environmental Studies Certificate Program**—This interdisciplinary program covers the areas of natural science, public policy, and economics. See 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 <http://igs.wesleyan.edu>.

Neuroscience and Behavior Program. 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.

Honors in biology. To be considered for departmental honors, a student must

- Be a biology major and be recommended to the department by a faculty member. It is expected that the student will have at least a B average (grade-point average 85) in courses credited to the major.
- Submit a thesis based on laboratory research, computational research, or mathematical modeling. The thesis is carried out under the supervision of a faculty member of the department.

The seminar series features distinguished scientists from other institutions who present lectures on their research findings. One objective of these seminars is to relate material studied in courses, tutorials, and research to current scientific activity. These seminars are usually held on Thursdays at noon and are open to all members of the University community. Undergraduates are especially welcome.

The five-year BA/MA program provides an attractive option for life science majors to enrich their course and research background. Students are advised to begin research by their junior year if they intend to pursue the BA/MA. Admission is competitive and based on GPA, faculty recommendations, and research experience.

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

GRADUATE PROGRAM

The Biology Department offers graduate work leading to the degree of doctor of philosophy. The primary emphasis is on an intensive research experience culminating in a thesis, though the student will also be expected to acquire a broad knowledge of related biological fields through an individual program of courses, seminars, and readings. The low student-faculty ratio in the department ensures close contact between students and their dissertation advisors. Faculty and invited outside speakers offer regular research seminars, and graduate students present their work as it progresses at a biweekly departmental colloquium. Additional courses and lectures of interest offered by other departments are also available to biology students. All graduate students have the opportunity for some undergraduate teaching in favorable circumstances and with faculty supervision. Teaching assistants are involved primarily in preparing materials for, and assisting in, laboratory courses and in evaluating student work. In the later years of the PhD program, a limited amount of classroom teaching may be offered to those qualified. Students are encouraged to spend a summer at the Marine Biological Lab in Woods Hole, Cold Spring Harbor labs, or another institution offering specialized graduate courses. Funds are available to support such course work and to facilitate student travel to scientific conferences.

Requirements for the degree of doctor of philosophy

The PhD is a research degree demanding rigorous scholarly training and creativity; the result is an original contribution to the candidate's field. The student and a faculty committee will work out a program of study for the first two years at the time of matriculation. This program will take into account the student's proposed field of interest and prior background in biology and related sciences. No specific courses are required but, rather, a subject-matter requirement is used to ensure a broad background. Before taking the qualifying examination, all students must have at least one substantive course above the introductory level (at Wesleyan or elsewhere) in each of five subject areas: genetics/genomics/bioinformatics; evolution/ecology; physiology/neurobiology/behavior; cell biology/developmental biology; biochemistry/molecular biology. The adequacy of courses that have been taken at other institutions will be evaluated by the faculty committee through its meeting with the student. Students whose focus is bioinformatics may substitute two upper-level courses in computer science for one of these five areas. All graduate students must take a

minimum of two advanced-level (**300** or **500**) courses within the Biology Department. At least one of these should be taken during the student's first year. Departmental and interdepartmental seminars and journal clubs will be included in the program, and additional individual reading in particular areas may also be required. First-year students are exposed to research in the department through usually two, occasionally three, one-semester lab rotations or research practica. Toward the end of each semester of the first year, each student will meet with an evaluation committee of the faculty to review progress and to discuss any modification of the proposed program.

A qualifying examination will be taken before the end of the second year. The examination is designed to test the student's knowledge of biology and ability to think critically. It includes a written research proposal, followed by an oral examination to discuss the proposal and evaluate the student's breadth in biology. The examination will be administered by four faculty members of the department (or associated departments), chosen by the student and his or her research advisor. The examining committee will include the research advisor and one member who does research in a field clearly outside the student's area of special interest.

The most important requirement is a PhD thesis, an original contribution to biology that merits publication. The candidate will receive advice and guidance from the thesis director but must demonstrate both originality and scientific competence. Normally, the candidate will choose a thesis topic during the second year of graduate work in consultation with appropriate faculty. A thesis committee of three members, chosen by the student and thesis advisor, will meet with the student and advisor at least twice a year to review progress. This committee determines when sufficient experimental work has been completed and must approve the final written document.

A minimum of three semesters as a teaching assistant is required.

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. These functions usually include physiological processes that are critically influenced by the size and shape of the structures. The size and shape of biological structures are an outcome of developmental processes controlled by both genetic and environmental influences. These developmental processes are in turn an outcome of evolutionary processes. This course will introduce the processes of physiology, development, and evolution. The ways that these processes shape biological structures will be contrasted with the design of human structures by architects.

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" to the (female) marmoset monkey that can give birth to chimeras (an offspring with more than two parents). As an organism pursues sex, what are the mating strategies? 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 2011 INSTRUCTOR: POWZYK, JOYCE ANN SECT: 01
SPRING 2012 INSTRUCTOR: POWZYK, JOYCE ANN SECT: 01, 02

BIOL107 Perspectives in Genetics

This course will utilize a historical survey of milestones in the science of genetics that have brought us to a current era where genetics is involved in all aspects of our lives. In addition to learning the principles of genetics and the methods of analysis (classical and molecular), students will have an opportunity to discuss issues that genetics raises in ethics, politics, and economics. However, these issues are not the primary focus of the course.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
SPRING 2012 INSTRUCTOR: DONADY, J. JAMES SECT: 01

BIOL111 Life on Planet Earth: Diversity, Evolution, and Extinction

Evolution is the basic unifying theory for biological systems, and it is generally agreed that "nothing in biology makes sense except in the light of evolution." There is, however, no agreement on how exactly evolution works. New paleontological discoveries, as well as the development of theories on the close interaction between organisms and their environment, have profoundly changed the way in which earth scientists look at evolution. At the same time, rapid accumulation of molecular information and new techniques in developmental biology have revolutionized life scientists' view of evolution. This course is designed to combine the information from life and earth sciences to provide basic knowledge about organismic diversity, evolution, and broad-based environmental issues to nonscience students. We will discuss evolutionary changes over geological time and the extrinsic (environmental) and intrinsic (biotic) factors that affected that change, introducing students to the basic history of life on our planet. We will look into fundamental issues of organismic diversity with an understanding of the environmental factors that constitute natural selection pressures. We will also address the historical development of evolutionary theory to provide understanding of the way in which one of the major modern scientific insights—evolution—has developed in historical times.

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

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

BIOL131 Service-Learning Clinical Experience at Connecticut 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 IDENTICAL WITH: PSYC131 FALL 2011 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 2011 INSTRUCTOR: POWZYK, JOYCE ANN SECT: 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 SPRING 2012 INSTRUCTOR: POWZYK, JOYCE ANN SECT: 01

BIOL148 Biology of Women

This course will cover a range of topics relating to biology of women, including sex determination, the X chromosome, menstruation and menopause, assisted reproductive technologies, gender differences in brain function, and aging.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE IDENTICAL WITH: FGSS148 SPRING 2012 INSTRUCTOR: GRABEL, LAURA B. SECT: 01

BIOL155 Ethnobotany and Agroecology

This course is about the intersection of botany, ecology, and the world's food plants. Using readings, videos, and class discussions, we will explore issues such as ecologically sound agricultural practices, genetic and taxonomic diversity of crop plants, and why some plants make it big as sources of human nutrition while others remain relatively obscure. Along the way students will investigate fundamentals of plant physiology (including the process that is the ultimate basis for all we eat), morphology (have you ever wondered why strawberries have their seeds on the outside?), and evolution. Each week will include a detailed, hands-on examination of locally available food plants.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE FALL 2011 INSTRUCTOR: SHANNON, ROBYNN K. SECT: 01, 02

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 IDENTICAL WITH: ENV5260

BIOL180 Writing About Science

IDENTICAL WITH: CHEM180

BIOL181 Principles of Biology I: Cell Biology and Molecular Basis of Heredity

IDENTICAL WITH: MB&B181

BIOL182 Principles of Biology II

This course concerns biological principles as they apply primarily at tissue, organismic, and population levels of organization. Course topics include developmental biology, animal physiology and homeostatic control systems, endocrinology, neurophysiology and the neuronal basis of behavior. Evidence for evolution is reviewed, as are the tenets of Darwin's theory of evolution by natural selection. The nature and importance of variation among organisms and of stochastic processes in evolution are discussed, as are modern theories of speciation and macroevolution. Finally, the course addresses interactions between organisms and their environments as well as the interactions among organisms in natural communities. Each of the topics of the course is explored from a comparative viewpoint to recognize common principles as well as variations among organisms that indicate evolutionary adaptation to different environments and niches.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: [MB&B181 OR BIOL181] OR [MB&B195 OR BIOL195] IDENTICAL WITH: MB&B182 SPRING 2012 INSTRUCTOR: COHAN, FREDERICK M. SECT: 01 INSTRUCTOR: KIRN, JOHN SECT: 01

BIOL191 Principles of Biology I—Laboratory

IDENTICAL WITH: MB&B191

BIOL192 Principles of Biology II—Laboratory

This laboratory course, designed to be taken concurrently with **BIOL182** or **MB&B182**, will introduce students to experimental design, laboratory methods, data analysis, and empirical approaches to developmental biology, physiology, ecology, and evolution. Laboratory exercises use the techniques of electrophysiology, microscopy, computer simulations, and analyses of DNA sequence data. Some exercises will include exploration of physiological processes in living animals.

GRADING: CR/U CREDIT: .5 GEN. ED. AREA: NSM PREREQ: [MB&B181 OR BIOL181] OR [MB&B195 OR BIOL195] IDENTICAL WITH: MB&B192

SPRING 2012 INSTRUCTOR: MUROLO, MICHELLE AARON SECT: 01-05

BIOL195 Honors Introductory Cell Biology and Molecular Genetics

IDENTICAL WITH: MB&B195

BIOL196 Honors Principles of Biology II

This course provides an optional supplement to the lectures of the introductory course in physiology, development, evolution, and ecology (**BIOL182**). It is designed for students with a substantial background in biology who seek to engage with current research in an intensive seminar setting.

GRADING: A-F CREDIT: 1.25 GEN. ED. AREA: NSM PREREQ: [MB&B181 OR BIOL181] OR [MB&B195 OR BIOL195] IDENTICAL WITH: MB&B196 SPRING 2012 INSTRUCTOR: COHAN, FREDERICK M. SECT: 01 INSTRUCTOR: KIRN, JOHN SECT: 01

BIOL197 Introduction to Environmental Studies

CREDIT: 0 IDENTICAL WITH: E&E5197

BIOL210 Genomics: Modern Genetics, Bioinformatics, and the Human Genome Project

IDENTICAL WITH: MB&B210

BIOL212 Principles and Mechanisms of Cell Biology

The cell is the fundamental unit of life. Understanding cell behavior and function at the cellular level is critical for furthering understanding of biological function from the molecular to organismic levels. The goals of this course are to introduce the student to basic concepts of cellular function. Initial classes will introduce the student to gene expression, cell structure, cell motility, cell proliferation, and signal transduction. Subsequent classes will be devoted to introducing the student to current research in cancer, neuroscience, immunology, and stem cells to demonstrate how basic biological processes combine to form a coherent whole, as well as go awry.

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

PREREQ: [MB&B181 OR BIOL181] OR [MB&B195 OR BIOL195] IDENTICAL WITH: MB&B212

SPRING 2012 INSTRUCTOR: JOHNSON, RUTH INEKE SECT: 01

BIOL213 Behavioral Neurobiology

IDENTICAL WITH: NS&B213

BIOL214 Evolution

This course covers current areas of research in evolutionary biology. Topics include the evidence for evolution, the nature of variation, adaptive and random evolutionary processes in natural populations, mechanisms of speciation, origin of major groups, reconstruction of the history of life through comparative analysis of morphological and DNA sequence data, coevolution of plant-animal interactions, and the application of evolutionary principles to conservation biology.

GRADING: A-F CREDIT: 1

PREREQ: [(MB&B181 OR BIOL181) AND (BIOL182 OR MB&B182)]

FALL 2011 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

PREREQ: [BIOL182 OR MB&B182] OR [BIOL196 OR MB&B196] 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. Students will read and discuss both original research articles and the secondary review literature. We will discuss ethical considerations for some of the topics covered.

GRADING: A-F CREDIT: 1

PREREQ: [BIOL182 OR MB&B182] OR [BIOL196 OR MB&B196]

FALL 2011 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

PREREQ: [BIOL182 OR MB&B182] OR [BIOL196 OR MB&B196]

IDENTICAL WITH: ENV5220

FALL 2011 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.

GRADING: A-F CREDIT: 1 PREREQ: [(MB&B181 OR BIOL181) AND (BIOL182 OR MB&B182)] OR [(MB&B195 OR BIOL195) AND (BIOL182 OR MB&B182)]

FALL 2011 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).

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

SPRING 2012 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

PREREQ: [NS&B213 OR BIOL213 OR PSYC240] OR [BIOL182 OR MB&B182]

IDENTICAL WITH: NS&B224

BIOL229 Geobiology Laboratory

IDENTICAL WITH: E&E5229

BIOL231 Microbiology

IDENTICAL WITH: MB&B231

BIOL232 Immunology

IDENTICAL WITH: MB&B232

BIOL233 Geobiology

IDENTICAL WITH: E&E5233

BIOL235 Comparative Vertebrate Anatomy

This course will provide a comprehensive overview of the basic structure and function of the main organ systems in vertebrates. Developmental anatomy will be an integral part of the class because of the importance of embryology to understanding both similarity and variation of common systems in different taxa. The course will consist of both lectures and laboratory sessions for dissection of key systems.

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

PREREQ: [(MB&B181 OR BIOL181) AND (BIOL182 OR MB&B182) AND (MB&B191 OR BIOL191) AND (BIOL192 OR MB&B192)] OR [(MB&B195 OR BIOL195) AND (BIOL182 OR MB&B182) AND (MB&B191 OR BIOL191) AND (BIOL192 OR MB&B192)]

BIOL237 Signal Transduction

IDENTICAL WITH: MB&B237

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 PREREQ: [NS&B213 OR BIOL213 OR PSYC240]

IDENTICAL WITH: [NS&B239 OR PSYC239]

BIOL243 Neurohistology

IDENTICAL WITH: NS&B243

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 PREREQ: [NS&B213 OR BIOL213 OR PSYC240]

IDENTICAL WITH: NS&B245

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 PREREQ: [NS&B213 OR BIOL213 OR PSYC240] AND [BIOL182 OR MB&B182] OR [BIOL196 OR MB&B196]

IDENTICAL WITH: NS&B247

FALL 2011 INSTRUCTOR: BODZNICK, DAVID SECT: 01

BIOL249 Neuroethology

Basic and integrative processes of nervous systems are considered with attention to their roles in species-typical behaviors. After a brief initial consideration of cellular properties of individual nerve cells, synaptic interactions and neuroanatomy form the basis for studying systems of neurons and their behavioral significance during the remainder of the semester. The focus is on the neuronal basis of naturalistic behaviors in animals from mollusks and insects through fish, birds, and mammals. Topics include sensory transduction, central processing of sensory information, production and control of patterned behaviors and movements, neural basis of orienting and navigation, and sensory-motor integration.

GRADING: OPT CREDIT: 1

PREREQ: ([BIOL182 OR MB&B182] AND [NS&B213 OR BIOL213 OR PSYC240])

IDENTICAL WITH: NS&B249

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 to 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 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.

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

PREREQ: [BIOL182 OR MB&B182] OR [NS&B213 OR BIOL213 OR PSYC240]

IDENTICAL WITH: NS&B254

FALL 2011 INSTRUCTOR: KIRN, JOHN SECT: 01, 02

BIOL265 Bioinformatics Programming

This course is an introduction to bioinformatics and programming for students with interest in the life sciences. It introduces problem areas and conceptual frameworks in bioinformatics. The course assumes little or no prior programming experience and will introduce the fundamental concepts and mechanisms of computer programs and examples (sequence matching and manipulation, database access, output parsing, dynamic programming, etc.) frequently encountered in the field of bioinformatics.

GRADING: A-F CREDIT: 1.25

PREREQ: [MB&B181 OR BIOL181] OR [MB&B195 OR BIOL195]

IDENTICAL WITH: [MB&B265 OR COMP265]

SPRING 2012 INSTRUCTOR: KRIZANC, DANIEL SECT: 01

INSTRUCTOR: VWEIR, MICHAEL P. SECT: 01

BIOL290 Plant Form and Diversity

The course begins with an overview of plant evolutionary history, then covers the basic structure and function of the plant body and the life cycle and ecological diversity of plants in natural habitats. Special events include a field trip to the Smith College botanical garden, a hands-on day for working with living specimens, and a special guest lecture by a local plant biologist.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: [BIOL182 OR MB&B182]

SPRING 2012 INSTRUCTOR: SULTAN, SONIA SECT: 01

BIOL299 Waves, Brains, and Music

Pressure waves bounce against the ear, and we create perceptions called sounds from them. We organize sounds to make music, making more waves, and the cycle goes forward. This course will provide an introduction to the fraction of these phenomena that can be measured and analyzed, focusing on the mathematics of signal analysis, auditory physiology, and the physiology of musical perception and production. Periodic waveforms include musical tones and the voltage fluctuations that can be measured from brains. The first third of this course (waves) is an introduction to the quantitative analysis of periodic waveforms, with the goal that the student will have a better understanding of how to interpret the analysis of both musical sounds and neuronal recordings. The second part of the course (brains) examines the known mechanical processes (physiology) by which the mammalian brain analyzes the periodic waveforms that we interpret as sound. The third part of the course uses these lessons to examine original research articles about the neuroscience of music, i.e., how neuronal networks produce musical perception.

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

PREREQ: [NS&B213 OR BIOL213 OR PSYC240] IDENTICAL WITH: NS&B299

SPRING 2012 INSTRUCTOR: AARON, GLOSTER B. SECT: 01

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.

GRADING: A-F CREDIT: 1.50 GEN. ED. AREA: NSM

IDENTICAL WITH: E&E5306 PREREQ: NONE

BIOL312 Conservation of Aquatic Ecosystems

Aquatic ecosystems may be considered the lifeblood of the planet. These ecosystems supply water, food, and transportation and are home to a vast array of organisms. Despite how much of the planet is aquatic, these ecosystems are very fragile and require protection. This course will focus upon measures that will be effective in conserving the diversity of aquatic ecosystems. To understand these conservation measures, we will study the diversity of physical, biological, and ecological components of aquatic systems, as well as patterns of human use. We will also examine some of the current laws that protect aquatic ecosystems. The course will focus upon freshwater and coastal estuarine ecosystems.

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

PREREQ: [BIOL182 OR MB&B182] OR [E&E5197 OR BIOL197] OR E&E5199

IDENTICAL WITH: E&E5312

FALL 2011 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 PREREQ: BIOL214 OR [BIOL220 OR ENV5220] OR BIOL286 OR

BIOL290 OR [BIOL216 OR ENV5216]

IDENTICAL WITH: BIOL516

SPRING 2012 INSTRUCTOR: SINGER, MICHAEL SECT: 01

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 PREREQ: BIOL214 OR BIOL218 OR [BIOL254 OR NS&B254] OR

[BIOL224 OR NS&B224]

IDENTICAL WITH: BIOL518

BIOL320 Quantitative Methods for the Biological and Environmental Sciences

This course offers an applied approach to statistics used in the biological, environmental, and earth sciences. Statistics will be taught from a geometric perspective so that students can more easily understand the derivations of formulae. We will learn about deduction and hypothesis testing. We will also learn about the assumptions that methods make and how violations affect applied outcomes. There will be an emphasis on analysis of data, and there will be many problem sets to solve to help students become fluent with the methods. The course will focus upon data and methods for continuous variables. In addition to basic statistics, we will cover regression, ANOVA, and contingency tables.

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

IDENTICAL WITH: [BIOL520 OR E&ES320]

SPRING 2012 INSTRUCTOR: TBD

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

PREREQ: [(MB&B181 OR BIOL181) AND [BIOL182 OR MB&B182] AND BIOL218) OR [(MB&B195 OR BIOL195) AND [BIOL182 OR MB&B182] AND BIOL218) OR [(MB&B181 OR BIOL181) AND [BIOL182 OR MB&B182] AND [BIOL212 OR MB&B212]) OR [(MB&B195 OR BIOL195) AND [BIOL182 OR MB&B182]

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

PREREQ: [BIOL182 OR MB&B182] AND [NS&B213 OR BIOL213 OR PSYC240]

IDENTICAL WITH: [NS&B324 OR BIOL524 OR NS&B524]

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

PREREQ: [BIOL182 OR MB&B182] IDENTICAL WITH: NS&B325

FALL 2011 INSTRUCTOR: GRABEL, LAURA B. SECT: 01

BIOL326 Drugs of Abuse from Neurobiology to Behavior

IDENTICAL WITH: NS&B326

BIOL327 Evolutionary and Ecological Bioinformatics

Bioinformatic analysis of gene sequences and gene expression patterns has added enormously to our understanding of ecology and evolution. For example, through bioinformatic analysis of gene sequences, we can now reconstruct the evolutionary history of physiology, even though no traces of physiology exist in the fossil record. We can determine the adaptive history of one gene and all the gene's descendants. We can now construct the evolutionary tree of all of life. Bioinformatics is particularly promising for analysis of the ecology and biodiversity of microbial communities, since well over 99 percent of microorganisms cannot be cultured; our only knowledge of these organisms is through analysis of their gene sequences and gene expression patterns. For example, even when we cannot culture most of a microbial community, we can determine which metabolic pathways are of greatest significance through analysis of community-level gene expression. All these research programs are made accessible not only by breakthroughs in molecular technology, but also by innovation in the design of computer algorithms. This course, team-taught by an evolutionary biologist and a computer scientist, will present how bioinformatics is revolutionizing evolutionary and

ecological investigation and will present the design and construction of bioinformatic computer algorithms underlying the revolution in biology.

GRADING: OPT CREDIT: 1 PREREQ: [(MB&B181 OR BIOL181) OR [(MB&B195 OR BIOL195) OR

[BIOL182 OR MB&B182] OR COMP211 OR COMP112

IDENTICAL WITH: [COMP327 OR BIOL527 OR COMP527]

BIOL333 Gene Regulation

IDENTICAL WITH: MB&B533

BIOL335 Research Approaches to Disease

In recent decades, research has expanded our understanding of the contribution of genetic and developmental factors and disease vectors in many human diseases and abnormalities. This knowledge shapes how we manage and treat disease. This course will examine how scientists investigate the cell and genetic biology of disease using different cell and organism models. Each student will prepare a seminar on one topic (for example, type II diabetes, cholera, cervical cancer, retinoblastoma, malaria, spina bifida, alcoholism, etc.) that will be followed by a group discussion and exploration of recent peer-reviewed research. This course will enhance students' interpretive understanding of research and challenge the need for and ethical considerations of research.

GRADING: A-F CREDIT: 1 PREREQ: BIOL218 OR [BIOL212 OR MB&B212]

IDENTICAL WITH: BIOL535

FALL 2011 INSTRUCTOR: JOHNSON, RUTH INEKE SECT: 01

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 PREREQ: [BIOL182 OR MB&B182]

IDENTICAL WITH: [BIOL537 OR ENV537]

BIOL340 Issues in Development and Evolution

This advanced seminar explores the relationship between embryonic development and morphological evolution. The course will include a combination of lectures, discussion, and student presentations of papers chosen from the primary literature. Subjects covered will include broad, fundamental issues such as the concept of homology and developmental characters and phylogeny, as well as the evolutionary significance of specific developmental phenomena such as animal segmentation, direct development, and major morphological transitions in evolution.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: BIOL540 PREREQ: BIOL218 OR BIOL214

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 PREREQ: [(MB&B181 OR BIOL181) AND [BIOL182 OR MB&B182]

AND BIOL218) OR [(MB&B181 OR BIOL181) AND [BIOL182 OR MB&B182] AND [BIOL212 OR

MB&B212]) OR [(MB&B181 OR BIOL181) AND [BIOL182 OR MB&B182] AND [NS&B213 OR

BIOL213 OR PSYC240)]

IDENTICAL WITH: [NS&B543 OR BIOL543 OR NS&B343]

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

PREREQ: [NS&B213 OR BIOL213 OR PSYC240] AND [BIOL182 OR MB&B182] OR [(MB&B181 OR BIOL181) AND [BIOL182 OR MB&B182]]

IDENTICAL WITH: [NS&B345 OR NS&B545 OR BIOL545]

FALL 2011 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 PREREQ: [BIOL182 OR MB&B182] OR [E&E5197 OR BIOL197] OR E&E5199 OR [BIOL216 OR MB&B216]

IDENTICAL WITH: [BIOL546 OR E&E5346 OR E&E5546 OR ENV5340]

FALL 2011 INSTRUCTOR: POULOS, HELEN MILLS SECT: 01

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

PREREQ: [NS&B213 OR BIOL213 OR PSYC240] IDENTICAL WITH: NS&B351

BIOL353 Neurobiology of Neurological Disorders

IDENTICAL WITH: NS&B353

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/U CREDIT: .5 PREREQ: NONE

IDENTICAL WITH: [CHEM500 OR E&E5500 OR MATH500 OR MB&B500 OR MUSC500 OR PHYS500 OR PSYC500]

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: 0.25 PREREQ: NONE

FALL 2011 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, and the impact of niche construction on adaptive evolution. Articles for discussion generally come from the journals *Evolution*, *American Naturalist*, *Genetics*, *Science*, and *Nature*.

GRADING: OPT CREDIT: 0.25 PREREQ: NONE

FALL 2011 INSTRUCTOR: BURKE, ANN CAMPBELL SECT: 01

BIOL508 Evolution Journal Club II

Presentation and active discussion of current research articles in evolutionary biology. Each semester the class will choose one theme within evolutionary biology to be the focus of discussion. Themes from recent semesters have included co-evolution, speciation, phylogenetic approaches for investigating natural selection, the role of competition in evolution, evolution of host-parasite relationships, and the evolution of behavior. Articles for discussion generally come from the journals *Evolution*, *American Naturalist*, *Genetics*, *Science*, and *Nature*.

GRADING: OPT CREDIT: 0.25 PREREQ: NONE

SPRING 2012 INSTRUCTOR: CHERNOFF, BARRY SECT: 01

BIOL509 Neuroscience Journal Club I

Presentation and discussion of current research articles in the field of neuroscience.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE

FALL 2011 INSTRUCTOR: KIRN, JOHN SECT: 01

BIOL510 Neurosciences Journal Club II

Presentation and discussion of current research articles in the field of neuroscience.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE

SPRING 2012 INSTRUCTOR: DEVOTO, STEPHEN H. 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

BIOL535 Research Approaches to Disease

IDENTICAL WITH: BIOL335

BIOL536 Landscape Ecology

IDENTICAL WITH: E&E5336

BIOL537 The Origins of Bacterial Diversity

IDENTICAL WITH: BIOL337

BIOL540 Issues in Development and Evolution

IDENTICAL WITH: BIOL340

BIOL543 Muscle and Nerve Development

IDENTICAL WITH: BIOL343

BIOL545 Developmental Neurobiology

IDENTICAL WITH: BIOL345

BIOL546 The Forest Ecosystem

IDENTICAL WITH: BIOL346

BIOL557 Advanced Research Seminars in Biology

This course focuses on the specific research projects of the individual graduate students in the Biology Department, and it comprises student presentations and discussion including the department faculty, graduate students, and interested undergraduates. Background readings for each session may include relevant papers from the literature. The course offers a forum for presenting new results and exploring new ideas, as well as for providing researchers with feedback and suggestions for solving methodological problems. It also provides an opportunity for undergraduate majors and new graduate students in the program to become familiar with the wide range of biological research taking place in the department.

GRADING: CR/U CREDIT: .5 PREREQ: NONE

FALL 2011 INSTRUCTOR: SULTAN, SONIA SECT: 01

BIOL401/402 Individual Tutorial, Undergraduate

GRADING: OPT

BIOL409/410 Senior Thesis Tutorial

GRADING: OPT

BIOL411/412 Group Tutorial, Undergraduate

GRADING: OPT

BIOL465/466 Education in the Field, Undergraduate

GRADING: OPT

BIOL467/468 Independent Study, Undergraduate

GRADING: OPT

BIOL501/502 Individual Tutorial, Graduate

GRADING: OPT

BIOL503/504 Selected Topics, Graduate Science

GRADING: OPT

BIOL511/512 Group Tutorial, Graduate

GRADING: OPT

BIOL561/562 Graduate Field Research

GRADING: OPT

Center for the Humanities

DIRECTOR 2011–2012: Jill Morawski, *BA Mount Holyoke College, PhD Carleton University*

**ANDREW W. MELLON
POSTDOCTORAL FELLOWS:** David Coombs, *PhD Cornell University (English), MA Cornell University (English), BA Indiana University - Bloomington (English)*; Neetu Khanna, *PhD University of California Los Angeles (Comparative Literature), BA Brown University (Comparative Literature)*

FACULTY FELLOWS: Nadja Aksamija (*Fall*); Robyn Autry (*Fall*); Sonali Chakravarti (*Spring*); Courtney Fullilove (*Fall*); Kehaulani Kauanui (*Spring*); Patricia Rodrigues-Mosquera (*Spring*); Laura Stark (*Fall*); Jennifer Tucker (*Fall*); Eirene Visvardi (*Spring*); Leah Wright (*Spring*)

CHUM214 The Modern and the Postmodern

IDENTICAL WITH: HIST214

CHUM227 Introduction to Social, Cultural, and Critical Theory

This course will introduce students to some of the major figures and ideas in the inter-related fields of social, cultural, and critical theory. The course combines two distinct components: bi-weekly lectures by Wesleyan faculty (open to everyone) and two weekly discussion meetings (only for enrolled students). The lectures will provide succinct introductions to selected theorists and will reflect the particular intellectual interests of the lecturers; the discussion sessions will provide in-depth textual analysis, debate, frequent writing assignments, and thorough feedback.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [COL212 OR ENGL214 OR GRST227 OR ANTH229]
FALL 2011 INSTRUCTOR: FITZPATRICK, JOSEPH J. SECT: 01

CHUM254 The Descent of Reason: From Logos to Game Theory

In an era of recurring financial crises and political instability, debates over how to interpret and respond to our changing circumstances often circle back to the same fundamental questions: Just how rational are people? And what does “rationality” mean? Assumptions about the nature of human rationality have undergirded contemporary thinking on major problems of ethics, economics, and politics, from international defense strategy to the regulation of financial risks. Yet within the disciplines that analyze these problems, the nature of rationality is often taken for granted and is seldom a topic of inquiry itself.

An interdisciplinary exploration of the genealogy of reason, from the ancient Greek concept of *logos* (often translated as “reason”) through to the modern formal theories of rational choice pervasive in the social, behavioral, and biological sciences today, is therefore timely. This course will investigate some of the many conceptions of rationality, past and present, that have shaped our understanding of human behavior and history, as well as some of the critiques of rationality that have been advanced since the 18th century.

We will focus on several themes that have historically characterized attempts to understand the nature of reason and rationality, including the relationship between reason and emotion; the role of reason in human happiness; the relationship between rational choice and ethical choice; the tension between attempts to formulate universal laws of rationality and recognition of the situational contingency of reason.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [PHIL254 OR SIS255 OR COL233 OR HIST256]

CHUM300 Cultures of the Brain: Cognitive Science and the Humanities

From wireless communications to high-resolution brain imaging devices, contemporary technological advances present us with a digital culture that promises to both exhaustively analyze and radically transform the way we perceive the world. Debates over whether the Internet is rewiring our brains, or how artificial intelligence thinks, have led cultural critics and scientists alike to become increasingly interested in the processes of human cognition. Recent studies of cognition therefore ask to what degree the innate structure of the mind is actually highly malleable, easily shaped by social and technological forces. In this interdisciplinary seminar, we will seek to understand whether neural facts—the structure of the brain and the way it perceives the world—are in fact social values, reflecting the social and technological conditions in which a mind develops. We will read cognitive scientific work alongside other theories of culture and consciousness prominent in the humanities as

we explore the ways in which cognitive science and cultural studies are mutually illuminating. Readings will include texts by Jacques Derrida, David Chalmers, Jerry Fodor, Raymond Williams, Sigmund Freud, Walter Benjamin, Pierre Bourdieu, and Marshall McLuhan.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: SIS302
FALL 2011 INSTRUCTOR: TBD

CHUM301 The Rationality of the Flesh: Genealogies of Embodiment and the Materiality of the Self

The notion of the embodied subject has depended historically and conceptually on the underlying concern with the materiality of personhood, often defined through parameters such as gender, sexuality, race, difference, and disability. And yet the question of material embodiment has itself been long animated by, and held complex dialogues with, a number of important genealogies of the flesh, with roots in philosophical, scientific, and political considerations that mark modern approaches to thinking about the human. What are some of these broader historical, philosophical, and scientific concerns that ground more recent accounts of the materiality of the self and person? And how have these genealogies led us to think about, but also critique, the materiality and tangibility of our bodies and embodied lives? In this course, we will examine varying notions of bodily or living matter from multiple disciplinary perspectives in an attempt to understand what “body,” “matter,” or “flesh” ultimately name, on what conditions or theoretical frameworks they depend, and how successfully these notions can finally be described and fully understood. Authors we will read may include, but are not limited to, Judith Butler, Georges Canguilhem, René Descartes, Franz Fanon, Michel Foucault, Sigmund Freud, Kurt Goldstein, Donna Haraway, and Maurice Merleau-Ponty.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [FGS5301 OR SIS301]

CHUM302 From Adam Smith to Immanuel Wallerstein: Theories of World Capitalism

This course will undertake a critical evaluation of some of the major theories that have shaped our social-scientific understanding of modern capitalism since its emergence as a world-system in the 16th century. Among the questions we will try to answer are the following: Why did capitalism emerge as a social system in the West in the 16th century, and not in the East (China especially), which was more advanced technologically? Once it did emerge as a social system, what are its structural characteristics (its social division of labor within countries—class, race, gender—and between countries—core, semi-periphery, and periphery), its contradictions, its ideologies, and its *modus operandi* (commodification of everything, accumulation of capital, mechanisms of unequal exchange and exploitation), and the possibilities for social change?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: SOC151
IDENTICAL WITH: SOC303

CHUM310 Anthropology and the Experience of Limits

This course considers the possibilities of an anthropology of transgression, excess, and unreason. This would be an anthropology of all things cultural that work outside of the logic of function and utility, that is, of actions and events that, while eminently social, exceed reason and rational explanation. We will take as our point of departure the work of Georges Bataille and his notion of “profitless expenditure” (*dépense*), with which he worked to develop a political economy that no longer has production and rationality as its core principles but rather consumption, excess, and waste. For this “general economy,” as

he called it, in opposition to a “restricted economy” focused on utility, he drew from the anthropology of his time and its study of so-called primitive societies organized around complex systems of gift-giving, collective ritual, and periods of wasteful consumption (festivals, for example). Ultimately, Bataille sought to formulate a critique of the early 20th-century European political and economic order that emphasized individualism, rationality, and profit and that, he believed, was breeding disenchantment with liberal democracy, fostering totalitarian impulses, and leading to war and calamity.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: ANTH310

CHUM312 Theorizing Globalization from the Third World

There exists a growing consensus that we live in a “global” world—a world defined by cosmopolitan democracy, liberal market capitalism, and an expanding telecommunications infrastructure bringing us ever closer together. This narrative, however, largely fails to acknowledge the profound impact the long and often violent anticolonial struggles in the Third World had in shaping the phenomenon now called globalization. This course revisits theorists of national liberation as a provocation to critically evaluate the concept “globalization” and explore alternative notions of the nation and nationalism, racial difference, economic development, and transnational solidarity. In addition to reading a number of contemporary advocates and critics of globalization (Friedman and Shiva), we will situate globalization within the history of colonial rule and the emergence of the Third World as an alternative political project. The class will also focus on a number of works by prominent writers of national liberation (Aimé Césaire, Franz Fanon, Mahatma Gandhi, Kwame Nkrumah, Che Guevara, Léopold Senghor, Jomo Kenyatta, Amílcar Cabral, Steve Biko, and others) to re-theorize globalization within the context of national liberation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: COL314

CHUM330 Facts and Fallacies in Renaissance Art

This interdisciplinary seminar focuses on the ways in which partial, invented, and misunderstood historical, religious, and scientific facts became triggers for the production of Italian Renaissance art. From Pierio Valeriano’s fanciful emblematic interpretations of Egyptian hieroglyphs that fueled the Renaissance Egyptomania in the visual arts, to representations of Moses with horns by artists such as Michelangelo (a mistranslation of the Hebrew “tongs of fire”), to Ulisse Aldrovandi’s illustrations of dragons and other mythological creatures and their discussion in scientific terms, Renaissance artifacts served as important sources of new facts they represented and legitimized. Organized around carefully articulated weekly themes and buttressed by the reading of both primary sources and recent scholarly literature, this seminar will introduce students to the fact-bending and fact-producing dimensions of Italian Renaissance art, giving them tools to research actual objects (for example, the 1602 edition of Valeriano’s *Hieroglyphica* in the Wesleyan Special Collections, or relevant prints from the Davison collection) for their final projects.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: ARHA330
FALL 2011 INSTRUCTOR: AKSAMUJA, NADJA SECT: 01

CHUM331 Race, Rage, Riots, and Backlash: 20th-Century Protest Movements

This course explores 20th-century protest movements in the United States, with a special focus on the ways in which the visceral racial experiences and emotions of the nation’s citizens collided and produced different forms of public rage, rebellion, backlash, and resistance. Using a variety of interdisciplinary primary and secondary documents, we will examine these historical moments to better understand their influence on some of the major political processes of the modern United States. We will also analyze the state’s attempt to manipulate and harness racialized community rage. Topics include civil rights, urban uprisings, ethnic and racial nationalism, suburban socio-economic revolts, religious conservatism and contemporary political rebellions of the left and the right. How have various protest movements critiqued and shaped modern public institutions and governments? How were these

community movements influenced by the calculated maneuvers of the state? Did grassroots rage translate into tangible results and increased power, and if so, for whom?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [HIST303 OR AFAM329 OR AMST330]
SPRING 2012 INSTRUCTOR: WRIGHT, LEAH M. SECT: 01

CHUM332 Feelings and Emotions

Emotions have been the focus of much research in psychology, sociology, anthropology, and philosophy. These disciplines offer unique theoretical and methodological perspectives to understand the role of emotion in social and cultural life. This course will include book chapters and articles that represent the unique contributions of psychological, sociological, anthropological, and philosophical work on emotion. Emphasis will be given to both theory and research. The course will emphasize different levels of analysis in the study of emotion: interpersonal, intragroup (e.g., emotions in family relations), intergroup, structural, and cultural.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: PSYC332
SPRING 2012 INSTRUCTOR: RODRIGUEZ MOSQUERA, PATRICIA MARIA SECT: 01

CHUM336 Race, Violence, and Memory Cultures

How do memory cultures take shape around the experience, recollection, and representation of collective trauma? How do these styles of remembrance shape public debate over the nature and legacies of histories of violence? From the United States to South Africa, this course will trace the way official and unofficial efforts to represent collective trauma provoke debates about group identity and boundaries, as well as the nature of memory itself. From popular films and public art to memorial sites and museum exhibitions, we will study the politics and aesthetics of recalling traumatic pasts as a form of history-making in postconflict settings. Combining sociological approaches to racialized conflict and collective memory with insights from history, anthropology, and cultural geography, we will investigate how memory cultures take shape as communities grapple with the physical and emotional legacies of violent pasts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: SOC296
FALL 2011 INSTRUCTOR: AUTRY, ROBYN KIMBERLEY SECT: 01

CHUM338 New York City in the '40s

This research seminar will consider the cultural and intellectual history of New York City in the 1940s. Special attention will be given to the way New York’s artists and intellectuals led the United States’ transition to the post-World War II era.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [ENGL338 OR AMST338]

CHUM340 Enlightenment’s Ghosts

The 18th century was long understood to be the Age of Reason, a time when the printing press and new sciences combined to roll back the clouds of superstition and religion. In recent years, however, the “myth” of the Enlightenment has come under attack, perhaps in recognition of the continuing importance of various forms of belief and “irrationality” in our own times. In this course we will ask a series of related questions: How might we explain the proliferation in the Enlightenment of various new forms of demonstrably nonrational cultural phenomena—magic shows, fashion, ghost stories, even the concept of “fiction” itself? On the other hand, why did experimental science—so rational to us—look so much like madness to 18th-century writers? More broadly, what forms of enchantment may be said to belong to modernity rather than the past?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: ENGL340

CHUM346 Fact and Artifact: Visual Persuasion, Expert Evidence, and the Law

This seminar will explore how lawyers are deploying new visual and digital media and how judges and jurors are responding. We will also take a broader perspective, analyzing how digital technologies and new habits of using them in everyday life are reshaping the nature of legal knowledge and altering the ever-shifting relationships between law and the wider culture. We will discuss how law can be approached as a co-producer of popular culture, as when pictures from a trial are absorbed

into the vernacular of society, often through television and film, but also through documentary films. Some of the questions we will ask include: How do lawyers, judges, and juries think with pictures? How is justice pursued in these new environments? What constitutes proof or trustworthy evidence when judgments of guilt or innocence may turn on the kinds of audiovisual displays that jurors are used to seeing in movies, advertisements, and the Internet? The course is intended to serve as a jumping-off point for debating issues of ethics and justice in the digital visual age.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [SISP346 OR HIST305]

FALL 2011 INSTRUCTOR: TUCKER, JENNIFER SECT: 01

CHUM348 Affective Sovereignties

This course will explore the concept of sovereignty in relation to affect studies in colonial and decolonizing contexts between Western imperialism and indigenous societies. Tracing the origins of the term as a Western construction of the Christian supreme lawmaking authority who exercises divine right, the course will study how the concept has evolved from describing a singular supreme power over a body politic to a more porous term, given its changing meanings and deployments within indigenous communities living under neocolonial conditions. Indigenous sovereignties are distinctly different from the Western concept of sovereignty in that they are embodied and grounded in kin relationships to land, whereas Western constructions of sovereignty are predicated on the social contract model, a possessive investment in land, and individual rights. The course will explore these different forms of sovereignties and the role of affect in relation to governance, self-determination, nationalism, and democracy. What affect does each model of sovereignty produce? As Foucault argues, despite the modicum of democracy throughout the Western world, “we still have not cut off the head of the king.” Hence, this course will feature theorists who envision an alternative to the juridical model of sovereignty and the sort of affective sovereignties that may result.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [ANTH348 OR AMST358]

SPRING 2012 INSTRUCTOR: KAUANUI, J. KEHAULANI SECT: 01

CHUM356 The Globe and the World: Representations and Theorizations of New Transnational Formations

In the past four decades, the study of national territories, cultures, and societies has been supplemented and challenged by concepts and categories such as the transnational, the diasporic, the global, the cosmopolitan, and by the “worlding” vocabulary that has produced such notions as world literature, world music, world politics, etc. This course will examine literary and theoretical texts to ask what is at stake in this multiplication of categories across a range of disciplines, from postcolonial studies to sociology and beyond. We will discuss the relationship between actually existing phenomena and their construction as objects of knowledge by various disciplines and in fictional representations.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [COL356 OR SOC356 OR ENGL356]

CHUM360 Social Life of the Modern Fact

Facts aren’t born; they’re made. The challenge is to understand how people have come to think of facts as existing in the world independent of human intervention. This interdisciplinary survey course explores the tools and techniques that people have used to craft facts. We consider examples from the 18th century through the present day, such as training manuals, films, and instruments. The course also examines how broader structures—such as social networks and the law—help produce facts as people share, defend, and use them.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [SISP260 OR HIST217 OR SOC295]

FALL 2011 INSTRUCTOR: FULLILOVE, COURTNEY SECT: 01
INSTRUCTOR: STARK, LAURA SECT: 01

CHUM368 Tragedy and Affect

How do we respond to mass violence, natural disaster, and personal misfortune as members of collectives and as individuals? How are the emotions connected to the experience of tragedy affected by time, culture, and political climate? The affective landscape of tragedy provides a microcosm for examining aesthetic, social, and political questions, and texts in this interdisciplinary course will include literature,

drama, philosophy, and political theory. We will examine the complex emotions related to devastation, renewal, and justice, beginning with Aeschylus’ *Oresteia* and Euripides’ *Hecuba* and continuing with contemporary events, including apartheid in South Africa, the Vietnam War, and Hurricane Katrina. The Greek plays will serve as an entry point for an examination of anger, pity, fear, shame, and joy and their role in defining social roles and shaping institutionalized responses.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [CCIV368 OR GOVT356]

SPRING 2012 INSTRUCTOR: VISVARDI, EIRENE SECT: 01
INSTRUCTOR: CHAKRAVARTI, SONALI SECT: 01

CHUM377 Worlding the World: Creation Myths from Ancient Greece to the Multiverse

IDENTICAL WITH: REL377

CHUM381 Student Fellowship

The student fellowship entails full participation in the lectures and colloquia. Student fellows read, hear, and converse on the common themes. They are to work on their research projects and give a presentation to the center fellows.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: MORAWSKI, JILL G. SECT: 01

SPRING 2012 INSTRUCTOR: MORAWSKI, JILL G.

CHUM383 History of Human Rights in Africa and the African Diaspora

Human rights are idealized as universal despite the contradictory historical and cultural forces that shaped them; the moralizing rhetoric of human rights has coexisted with slave trade, slavery, colonial expansion, world war, and genocide. Indeed, Africans and people of African descent often have been portrayed as victims of human rights abuses rather than as active participants in the articulation of human rights in theory or practice. This course will examine how Africans and people of African descent engaged with debates about human rights during key historical events, including the American Revolutionary War and the French Revolution, as well as during more recent controversies over cultural diversity and relativism. Through close readings of primary texts, secondary sources, fiction, and film, we will gain a different perspective on the universality of human rights.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: HIST383

CHUM401/402 Individual Tutorial, Undergraduate

GRADING: OPT

CHUM409/410 Senior Thesis Tutorial

GRADING: OPT

CHUM411/412 Group Tutorial, Undergraduate

GRADING: OPT

CHUM465/466 Education in the Field, Undergraduate

GRADING: OPT

CHUM467/468 Independent Study, Undergraduate

GRADING: OPT

Center for the Study of Public Life

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

CSPL127 Introduction to Financial Accounting

IDENTICAL WITH: ECON127

Chemistry

PROFESSORS:	David Beveridge; Philip Bolton; Joseph W. Bruno; Albert J. Fry; Joseph L. Knee; Stewart E. Novick; George Petersson; Rex Pratt, <i>Chair</i> ; Wallace C. Pringle Jr.; Irina Russu
ASSOCIATE PROFESSORS:	Michael Calter; T. David Westmoreland
ASSISTANT PROFESSORS:	Brian Northrop; Erika A. Taylor
DEPARTMENTAL ADVISING EXPERTS 2011–2012:	Albert Fry, <i>Organic</i> ; George Petersson, <i>Physical</i> ; Rex Pratt, <i>Biochemistry</i> ; Wallace Pringle, <i>Analytical</i> ; T. David Westmoreland, <i>Inorganic</i>

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 Department of Chemistry 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**, respectively. 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 laboratory (**CHEM257/258**), and a year of physical chemistry (**CHEM337/338**) are required. One year of advanced laboratory is required (**CHEM375/376**), the Integrated Chemistry Laboratory. Chemistry majors are also required to register for and attend two semesters of Chemistry Symposia (**CHEM521/522**). The major is completed by electing a total of at least three credits from 300-level courses (other than **CHEM337/338**). All courses other than seminars that are required for the chemistry major must be taken under a letter-grading mode (A–F). One of the three 300-level electives may be replaced by two semesters of research (**CHEM409/410** or **421/422**). All chemistry majors are encouraged to do research with a faculty member, including during one or more summers. Financial support for summer research is generally available.

One year of calculus (**MATH117/118**, or **MATH121/122**, or Advanced Placement credit) and one year of physics (**PHYS111/112**, or **PHYS113/116**, or Advanced Placement credit) are also required for the major. Students who do not study inorganic chemistry in **CHEM144**, either through exemption or because they have satisfied the introductory chemistry requirement with **CHEM141/142**, must select **CHEM361** or **CHEM363** as one of their 300-level electives.

Before or during the second semester of the sophomore year, a student interested in majoring in chemistry should consult with the chair of the Chemistry Department or the departmental advisors for specific areas of chemistry (analytical, biochemistry, inorganic, organic, and physical) concerning a suitable program of study. If the student does opt for a chemistry major, these people may also assist in the choice of a major advisor for the student.

A chemistry major planning graduate work in chemistry ordinarily takes at least one additional 300-level chemistry course (excluding **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. Also required are Biochemistry (**CHEM383**) and Physical Chemistry for the Life Sciences (**CHEM381**). The two-semester physical chemistry sequence, **CHEM337/338**, can be substituted for **CHEM381**, with the second semester of this sequence then counted as one of the three electives. Students who have been exempted from **CHEM144** must take **CHEM361** Advanced Inorganic Chemistry to gain familiarity with inorganic chemistry. The three electives required for chemistry majors should be taken from the following: **CHEM301** Foundations of Molecular Biophysics, **CHEM/MB&B321** Biomedical Chemistry, **CHEM/MB&B325** Introduction to Biomolecular Structure, **CHEM385** Advanced Chemistry: Enzyme Kinetics, **CHEM/MB&B386** Biological Thermodynamics, **CHEM387** Enzyme Mechanisms, any other chemistry courses, 300-level or higher, or **MB&B208** Molecular Biology. One upper-level **MB&B** course can be used as an elective upon prior approval by the faculty advisor. (Note, however, that only one **MB&B** course, not cross-listed with chemistry, may count as an elective toward the major.) Also required are **MATH121/122**, 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**). One year of calculus (**MATH117/118**, or **MATH121/122**, or Advanced Placement credit) and one year of physics (**PHYS111/112**, or **PHYS113/116**, or Advanced Placement credit) are also required. Participation in the weekly biochemistry evening seminar (**CHEM587/588**) and in research, both during the academic year and over at least one summer, are strongly recommended.

Undergraduate research. Research is an important part of the program for most majors. Wesleyan's small but excellent graduate program makes it possible for majors to work at the cutting edge of discovery in chemistry. Every full-time faculty member is involved in significant research. Undergraduates participating in the departmental research program normally attend a research seminar in their area, and most research groups have weekly meetings to discuss new results. Students involved in significant research have an opportunity to continue in the University's BA/MA program. Interested students apply in their junior or senior year and if accepted, can continue for a year beyond the bachelor's degree and obtain a master's degree in one additional year. The fifth year is tuition-free.

Seminars. Seminars are a vital part of the intellectual life of the Chemistry Department. Weekly departmental seminars on Friday afternoons (**CHEM521/522**) are followed by refreshments and discussions in the chemistry lounge. Important scientists from other universities and research laboratories are the speakers. In addition, chemistry students and faculty speak at weekly research seminars in chemical physics, organic/inorganic chemistry, and biochemistry. Programs for each semester are available from the chemistry office.

GRADUATE PROGRAM CHEMISTRY

The Department of Chemistry offers a graduate program leading to the degree in doctor of philosophy. Currently, the program has approximately 40 graduate students and 14 faculty members. The small size ensures that each student knows every faculty member and has the opportunity to become well acquainted with several areas of chemistry. A customized program of study is set up for each student, whose progress is monitored by a three-member faculty advisory committee.

Emphasis within the program is on developing skills for chemical research rather than on conforming to a uniform program of study. Course requirements, progress examinations, preparation and defense of research proposals, seminar presentation, and teaching assignments are all individualized with this goal in mind.

An excellent weekly seminar program affords an opportunity for students to hear and meet informally with a variety of outstanding speakers. In addition, the Peter A. Leermakers Symposium has brought eminent chemists from Europe, Asia, South America, and throughout the United States to Wesleyan for a day of intensive examination of a particular subject. Topics have been chemical insights into viruses, fullerenes: progenitors and sequels, molecular frontiers of AIDS research, extraterrestrial chemistry and biology, atmospheric chemistry and climate in a changing global environment, where chemistry meets art and archaeology, metals in medicine, the molecular basis of materials science, challenges to chemistry from other science, and green energy and biofuel technology.

Requirements for the degree of doctor of philosophy. The degree of doctor of philosophy is awarded as the result of the demonstration of originality and scholarly achievement. It demands intensive specialization in one field as well as broad knowledge of related areas. (For specific, up-to-date details, please see the Department of Chemistry web site: www.wesleyan.edu/chem)

- *Course requirements are intended to achieve two basic goals.* Acquisition of background knowledge. A central core of material is basic for all well-trained chemists. Therefore, graduate students are initially expected to develop or demonstrate knowledge of an appropriate one-semester course in each of the areas of organic chemistry, inorganic chemistry, biochemistry, physical chemistry, and quantum chemistry. As well as the above courses, which are usually completed with the first two years, students also take courses related to their research specialty, as they are offered.
- *Progress examinations are given multiple times each academic year.* Based on articles in the current literature, these examinations are designed to encourage graduate students to keep up with the latest developments in chemistry. In addition, they are a valuable tool for monitoring the expected steady growth of a student's ability to read the chemical literature critically as well as identifying any areas where he or she is deficient. Students are required to pass a specified number of exams, which they usually accomplish in 2–3 years.
- *Proposal writing is one of the most important parts of the entire graduate program in chemistry.* Writing scientific proposals teaches evaluation of the literature, integration of knowledge from several areas, formulation of scientific questions, design of a research project to answer those questions, scientific writing, and the defense of a project proposal. Two proposals are required, one during the second year, related to the student's research and a second, in the fourth year, on a separate topic.

- *Teaching skills and assisting duties are given to each student as a means of developing communication skills.* As these develop, more responsible and demanding tasks will be assigned whenever possible.
- *A one-hour seminar talk is expected of each student once a year.* For first-year graduate students, this seminar will be scheduled in the second semester. In addition, there will be a number of shorter, less formal talks in classes, research group meetings, and special-interest discussion groups, all of which will contribute to a student's ability to work up, organize, and present a scientific topic.
- *Languages are a useful part of the scientist's total knowledge in many ways.* Therefore, a reading knowledge of at least one foreign language is required, as well as a demonstrated proficiency in modern computer techniques. The language requirement may be waived at the discretion of the committee.
- *The thesis research and dissertation—an original contribution worthy of publication—is the single most important requirement.* After taking three research rotations in different laboratories through the first semester, students are usually then able to choose a research mentor. Upon completion of the research, the candidate defends the thesis before his/her committee and then presents a final seminar to the department.

CHEMICAL PHYSICS

GUIDING COMMITTEE: Lutz Hüwel, *Physics*; Joseph Knee, *Chemistry*; Stewart E. Novick, *Chemistry*; Brian Stewart, *Physics*

Beginning students in the chemistry or physics graduate programs may petition their department for admission to the interdisciplinary program in chemical physics. The philosophy underlying the program is that the solution to contemporary problems must increasingly be sought not within a single traditional specialty but from the application of different disciplines to particular problems. Students in the program will pursue a course of study and research that will familiarize them with both the physics and chemistry departments and, in particular, with those areas of overlapping interest that we broadly categorize as chemical physics.

Requirements for the degree of doctor of philosophy. Students entering the program will choose an interdepartmental committee to oversee their progress toward the PhD degree. Students will still receive a PhD in either chemistry or physics.

- *Courses:* Chemical physics students will be expected to take courses from both departments. The core of the program of courses consists of quantum chemistry (offered by the Chemistry Department), quantum mechanics (offered by either department), electrodynamics (offered by the Physics Department), statistical mechanics (either department), and mathematical physics (Physics Department). For details of the course offerings, see the course listings under chemistry and physics.
- *Seminars:* Students will participate in the weekly chemical physics seminar series and will be expected to present at least one talk per year.
- *Examinations:* Students will follow the examination policy of their sponsoring department. Those chemical physics students pursuing a PhD in chemistry will take periodic progress exams based on the current literature, and in their second year, an oral qualifying exam that includes a short written proposal of their future PhD research. A second proposal, external to their research, is submitted in the fourth year. In addition, there is a final oral PhD thesis defense. For details, see the requirements for the PhD in chemistry. For those chemical physics students pursuing a PhD in physics, there are three formal examinations: a written examination at an advanced undergraduate level (taken in the third semester), an oral PhD candidacy examination (no later than the fifth semester), and a final oral PhD thesis defense. For details, see the requirements for the PhD in physics.
- *Research:* Students in chemical physics may do research under the direction of any member of either department. To aid the student in this selection and to sample the flavor of research activities in both departments, students will participate briefly in the research of each department. During the first year, students will rotate among as many as two research groups from each department, spending between four and six weeks in each group. It is anticipated that a student will be able to make a formal choice of a research advisor by the end of the first academic year at Wesleyan.

MOLECULAR BIOPHYSICS

GUIDING COMMITTEE: David L. Beveridge, *Chemistry*; Ishita Mukerji, *Molecular Biology and Biochemistry*

The Chemistry Department participates in an interdisciplinary program of graduate study in molecular biophysics among the departments of molecular biology and biochemistry (**MB&B**), biology, and physics. The program provides a course of study and research that overlaps the disciplinary boundaries of chemistry, physics, biology, and molecular biology and is designed for students with undergraduate background in any one of these areas. Students in the program are enrolled in one of the participating departments and fulfill canonical requirements of the department. In addition, they take advanced courses in molecular biophysics and pursue dissertation research with one of the faculty in the program. Centerpieces of the program are the weekly interdepartmental journal club in molecular biophysics and the annual off-campus research retreat. Both activities bring together students, research associates, and faculty from all participating departments and foster interdisciplinary collaborative projects.

The molecular biophysics program receives special support from the National Institutes of Health (NIH) in the form of a training grant. The program is affiliated with interest groups such as the New York Structural Biology (NYSB) and the New York Bioinformatics and Computational Biology (NYBCB) groups. All students are encouraged to join and attend national meetings of the Biophysical Society.

Students interested in this program apply for admission to the Chemistry Department or to the other two participating departments. Application forms for these departments are available at 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

CHEM116 Plant Biochemistry

This course will cover some of the basic aspects of plant chemistry and biochemistry including photosynthesis, metabolism, evolution, and genetics, as well as applications of genetic engineering to plants.

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

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

Each student will give one 50-minute talk on a topic they choose in chemistry, physics, astronomy, or mathematics. Students will consult with the instructor on the choice of their topic and in the organization of their presentation. Possible topics might include (chosen at random): the origin of the periodic table; the transition from alchemy to chemistry; cold fusion; various Nobel Prize in Chemistry or Physics topics; dark matter, dark energy; the nature of galaxies; why 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 prime numbers are used in cryptography; the discovery of C60; the list is almost inexhaustible.

GRADING: CR/U CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
SPRING 2012 INSTRUCTOR: KNEE, JOSEPH L. SECT: 01

CHEM141 Introductory Chemistry I

This course emphasizes rigorous descriptive reasoning. While intended for students with little or no previous background in chemistry, the course is taught at a relatively high level. The topical coverage emphasizes the relationships between electronic structure, chemical reactivity, and the physical properties of the elements and their compounds.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
FALL 2011 INSTRUCTOR: KNEE, JOSEPH L. SECT: 01-07

CHEM142 Introductory Chemistry II

This course is a continuation of **CHEM141**. **CHEM152**, the associated laboratory course, may be taken concurrently. The lab should be taken by those who plan to take more than one year of chemistry.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: CHEM141
SPRING 2012 INSTRUCTOR: RUSSU, IRINA M. SECT: 01-06

CHEM143 Principles of Chemistry I

An introduction to chemistry intended for motivated students with a solid high school chemistry background and exposure to calculus, this course will emphasize the fundamental principles of chemistry and is recommended for students interested in pursuing majors in science or mathematics. This course will cover the properties of gases, solids, liquids, and solutions; and concepts of equilibrium, thermodynamics, and kinetics. This course provides the best basic foundation for further study of chemistry and is strongly recommended for chemistry and

MB&B majors. **CHEM143**, with **CHEM144**, satisfies premedical general chemistry requirements.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
FALL 2011 INSTRUCTOR: NORTHROP, BRIAN HALE SECT: 01-04

CHEM144 Principles of Chemistry II

This second semester of the general chemistry course is recommended for science students. The focus of the course is the fundamentals of structure and bonding, with an emphasis on predicting reactivity.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: CHEM143
SPRING 2012 INSTRUCTOR: WESTMORELAND, T. DAVID SECT: 01-07

CHEM145 Principles of Chemistry I: Special Topics

CHEM145 is a special section of **CHEM143**. Students will attend the three weekly lectures of **CHEM143**. In addition, students will participate in a once-a-week review session with special topics included. An introduction to chemistry intended for motivated students with a solid high school chemistry background and some exposure to calculus, this course will emphasize the fundamental principles of chemistry and is recommended for students interested in pursuing majors in science or mathematics. It will cover the properties of gases, solids, liquids, and solutions; and concepts of equilibrium, thermodynamics, and kinetics. This course provides the best basic foundation for further study of chemistry and is strongly recommended for chemistry and **MB&B** majors. **CHEM145**, with **CHEM144**, satisfies premedical general chemistry requirements.

GRADING: A-F CREDIT: 1 GEN. ED. 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: 0.25 GEN. ED. AREA: NSM PREREQ: NONE
FALL 2011 INSTRUCTOR: MANTZARIS, JOHN SECT: 01-04
SPRING 2012 INSTRUCTOR: MANTZARIS, JOHN SECT: 01-05

CHEM180 Writing About Science

This is a writing-intensive course for students interested in investigating and writing about the content, process, and human elements of science in the genres found in current newspapers, magazines, scientific journals, monographs, and biographies. The structures characteristic of each of the various genres will be critically examined in classroom discussions, and students will undertake a graded series of writing assignments, leading to the development of a full article of the type found in *Omni*, *Discover*, or *Scientific American* as a term paper. This course is open to both non-science and science majors, and there will be considerable flexibility in choice of topics for writing assignments so that these can be tailored to individual student interests. Special problems will be explored in depth, including the difficulty of turning complicated scientific explanations into understandable prose and the use of examples and metaphors to communicate with a general audience.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
IDENTICAL WITH: [MB&B180 OR BIOL180 OR ENGL180]

CHEM198 Forensics: Science Behind CSI

Think crimes are really solved in an hour with time for commercial breaks? Did you ever wonder what really happens at a crime scene? This course will give participants the opportunity to become criminologists by introducing concepts as important and diverse as proper documentation of a scene to evidence chain of custody to analytical, physical, and chemical testing in a hands-on environment. Ethical and legal issues as well as admissibility of evidence will be discussed. Lectures will prepare students for group discussion and lab work in fingerprinting, fiber analysis, and other physical testing used in today's state-of-the-art forensic labs.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
FALL 2011 INSTRUCTOR: TBD

CHEM241 Science Pedagogy for Elementary School Students I

A service-learning course that will focus on practical aspects of science education for elementary school-aged children. In the service component, course participants will be leaders of after-school science clubs at Middletown elementary schools and at the Green Street Arts Center.

GRADING: CR/U CREDIT: 1 PREREQ: NONE
FALL 2011 INSTRUCTOR: KNEE, JOSEPH L. SECT: 01

CHEM242 Science Pedagogy for Elementary School Students II

A service-learning course that will focus on practical aspects of science education for elementary school-aged children. This course is a continuation of **CHEM241**.

GRADING: CR/U CREDIT: 1 PREREQ: NONE
 SPRING 2012 INSTRUCTOR: ROBERTS, ANDREA SECT: 01
 INSTRUCTOR: WESTMORELAND, T. DAVID SECT: 01

CHEM251 Principles of Organic Chemistry I

This course offers an introduction to the chemistry of carbon compounds with emphasis on the relationship between structure and reactivity. The laboratory course **CHEM257** is normally elected concurrently but is not required.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM
 PREREQ: (CHEM141 AND CHEM142) OR (CHEM143 AND CHEM144)
 FALL 2011 INSTRUCTOR: TAYLOR, ERIKA A. SECT: 01 08

CHEM252 Principles of Organic Chemistry II

This course is a continuation of the chemistry of carbon compounds with emphasis on the chemistry of important functional groups. The laboratory course **CHEM258** is normally elected concurrently but is not required.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: CHEM251
 SPRING 2012 INSTRUCTOR: CALTER, MICHAEL A. SECT: 01 06

CHEM257 General Chemistry Laboratory

Normally taken along with **CHEM251**, this course provides laboratory work in quantitative chemical procedures and introductory chemical laboratory practices. This course is required by most medical, dental, and veterinary schools and is a prerequisite for **CHEM258**.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: NSM PREREQ: (CHEM141 AND CHEM142 AND CHEM152) OR (CHEM143 AND CHEM144 AND CHEM152)
 FALL 2011 INSTRUCTOR: BRUNO, JOSEPH W. SECT: 01 04
 INSTRUCTOR: ROBERTS, ANDREA SECT: 01

CHEM258 Organic Chemistry Laboratory

This course presents laboratory techniques of organic chemistry.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: NSM
 PREREQ: (CHEM251 AND CHEM257)
 SPRING 2012 INSTRUCTOR: ROBERTS, ANDREA SECT: 01 05

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.

GRADING: A-F CREDIT: 1 PREREQ: (CHEM251 AND CHEM252)
 IDENTICAL WITH: [MB&B301 OR CHEM509 OR MB&B509]

CHEM307 Molecular Biophysics Journal Club I

This course includes presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the *Biophysical Journal*, *Biopolymers*, *Current Opinion in Structural Biology*, *Journal of Biomolecular Structure and Dynamics*, and *The Annual Review of Molecular Biophysics and Biomolecular Structure*.

GRADING: CR/U CREDIT: .5 PREREQ: NONE
 IDENTICAL WITH: [MB&B307 OR CHEM507 OR MB&B507]
 FALL 2011 INSTRUCTOR: BEVERIDGE, DAVID L. SECT: 01
 INSTRUCTOR: OLSON, RICH SECT: 01

CHEM308 Molecular Biophysics Journal Club II

Presentation and active discussion of a series of current research articles in the field of molecular biophysics and biophysical chemistry from the *Biophysical Journal*, *Biopolymers*, *Current Opinion in Structural Biology*, *Journal of Biomolecular Structure and Dynamics*, and the *Annual Review of Molecular Biophysics and Biomolecular Structure*.

GRADING: CR/U CREDIT: .5 PREREQ: NONE
 IDENTICAL WITH: [MB&B308 OR CHEM508 OR MB&B508]
 SPRING 2012 INSTRUCTOR: BEVERIDGE, DAVID L. SECT: 01
 INSTRUCTOR: OLSON, RICH SECT: 01

CHEM314 Environmental Chemistry

This course 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 PREREQ: (CHEM141 AND CHEM142 AND CHEM251 AND CHEM257) OR (CHEM143 AND CHEM144 AND CHEM251 AND CHEM257)

CHEM315 Mathematical Modeling in Biochemistry

Mathematics is a powerful tool to understand modern problems in biology and biochemistry. In this course you will learn how to use mathematical methods to model fundamental biochemical processes such as hydrogen-ion equilibria in proteins, enzyme kinetics, cooperative binding of ligands to proteins, pH-response of an enzyme, regulation and control in metabolic pathways, membrane transport, and macromolecular structure. This course aims at developing your problem-solving skills in life sciences. Independent study and exploration are greatly encouraged.

GRADING: OPT CREDIT: .5 GEN. ED. AREA: NSM
 PREREQ: MATH121 AND [MB&B181 OR BIOL181] AND (CHEM141 OR CHEM143)

CHEM320 Scientific Research Ethics

This course involves critical consideration of the ethical issues that arise in the conduct of scientific research. The course will begin with an overview of the ethical issues commonly encountered in research, including what is and is not an ethical issue, and how ethical issues are dealt with in principle and in practice. Initial topics include record keeping, conflict of interest, responsible authorship, ownership of projects, policies for handling misconduct, policies regarding the use of human and animal subjects, and data management and distribution. The course will proceed to a consideration of a series of case studies based on instances in the recent scientific literature in which ethical problems were encountered.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE
 IDENTICAL WITH: CHEM520

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
 PREREQ: (CHEM251 AND [CHEM383 OR MB&B383]) IDENTICAL WITH: MB&B321
 SPRING 2012 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 PREREQ: [MB&B181 OR BIOL181] OR [MB&B191 OR BIOL191]
 IDENTICAL WITH: MB&B325

FALL 2011 INSTRUCTOR: RUSSU, IRINA M. SECT: 01

CHEM337 Physical Chemistry I: Quantum Mechanics and Spectroscopy

This course is a rigorous introduction to quantum mechanics. The course covers wave mechanics, operator methods, matrix mechanics, perturbation theory, angular momentum, molecular vibrations, atomic and molecular structure, symmetry, and spectroscopy.

GRADING: A-F CREDIT: 1 PREREQ: (CHEM141 AND CHEM142 AND MATH121 AND MATH122) OR (CHEM143 AND CHEM144 AND MATH121 AND MATH122)
 FALL 2011 INSTRUCTOR: NOVICK, STEWART E. SECT: 01

CHEM338 Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics

This course investigates chemical aspects of statistical mechanics and the laws of thermodynamics including free energy, chemical potential and chemical equilibria, and rates of chemical reactions.

GRADING: A-F CREDIT: 1 PREREQ: (MATH121 AND MATH122 AND CHEM141 AND CHEM142) OR (MATH121 AND MATH122 AND CHEM143 AND CHEM144)
 SPRING 2012 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 com-

monly used approximations in many electron calculations on atomic and molecular systems using currently popular computer programs.

GRADING: A-F CREDIT: 1 PREREQ: CHEM337 OR PHYS5214

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

PREREQ: CHEM337 OR PHYS5214 OR [PHYS315 OR PHYS515]

CHEM353 Applications of Spectroscopic Methods in Organic Chemistry

The use of NMR infrared and mass spectroscopy in structure determinations will be discussed.

GRADING: A-F CREDIT: .5 PREREQ: (CHEM251 AND CHEM252)

SPRING 2012 INSTRUCTOR: FRY, ALBERT J. SECT: 01

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

PREREQ: CHEM251 AND CHEM252 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 PREREQ: (CHEM251 AND CHEM252)

CHEM359 Advanced Organic Synthesis

The control of reactivity and selectivity to achieve specific syntheses is one of the overarching goals of organic chemistry. This course is intended to provide 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

FALL 2011 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 PREREQ: CHEM252

CHEM363 Organometallic Chemistry

This course examines the synthesis, bonding properties, and catalytic and stoichiometric reactions of transition metal organometallics (species with metal-carbon or metal-hydrogen bonds).

GRADING: A-F CREDIT: 1 PREREQ: NONE

SPRING 2012 INSTRUCTOR: BRUNO, JOSEPH W. SECT: 01

CHEM375 Integrated Chemistry Laboratory I

An advanced laboratory course in chemistry involving work from the major subdisciplines: organic, inorganic, biochemistry, physical, and instrumental. Emphasis will be placed on integrating aspects of chemical synthesis, spectroscopic characterization, and determination of physical properties in each exercise.

GRADING: A-F CREDIT: 1 PREREQ: (CHEM251 AND CHEM252 AND CHEM257 AND CHEM258)

FALL 2011 INSTRUCTOR: FRY, ALBERT J. SECT: 01 03

CHEM376 Integrated Chemistry Laboratory II

An advanced laboratory course in chemistry involving work from the major subdisciplines: organic, inorganic, biochemistry, physical, and instrumental. Emphasis will be placed on integrating aspects of chemical synthesis, spectroscopic characterization, and determination of physical properties in each exercise.

GRADING: A-F CREDIT: 1 PREREQ: CHEM375

SPRING 2012 INSTRUCTOR: FRY, ALBERT J. SECT: 01, 02

INSTRUCTOR: PRATT, REX F. SECT: 01, 02

CHEM378 Materials Chemistry and Nanoscience

This course will introduce students to materials chemistry and the fast-developing field of nanoscience. Topics covered will include polymers and dendrimers; fullerenes and carbon nanotubes; metal-organic frameworks; molecular "machines"; semiconductors and quantum dots; molecular self-assembly; probe microscopy; mechanically interlocked molecules; and nanoscale biosensors. The level of the course is aimed at graduate and advanced undergraduate students majoring in the sciences. The course material combines organic and inorganic chemistry with many concepts in physics.

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

PREREQ: (CHEM251 AND CHEM252 AND CHEM258)

CHEM379 Nanomaterials Lab

This course will be a combination of weekly lecture and laboratory exercises designed to introduce students to new developments in the chemistry of materials and nanomaterials. Concepts and theoretical background will be discussed during weekly lectures. Students will then apply those concepts to the preparation of materials/nanomaterials in weekly lab sections. Students will synthesize quantum dots, build solar cells, pattern surfaces using both photolithography and soft lithography, make conductive carbon nanofiber films, prepare high-temperature superconductors, and learn scanning probe microscopy techniques.

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

PREREQ: CHEM257 AND CHEM258

SPRING 2012 INSTRUCTOR: NORTHPROP, BRIAN HALE SECT: 01

CHEM381 Physical Chemistry for the Life Sciences

PREREQ: 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 DQFCOSY, 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

FALL 2011 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, and general principles of the biosynthesis of cellular components.

GRADING: A-F CREDIT: 1 PREREQ: (CHEM251 AND CHEM252)

IDENTICAL WITH: MB&B383

FALL 2011 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 PREREQ: [CHEM383 OR MB&B383]

IDENTICAL WITH: MB&B385

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 pro-

cesses, 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 PREREQ: (MATH121 AND MATH122 AND [MB&B381 OR CHEM381 OR MB&B581 OR CHEM581])
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 PREREQ: [CHEM383 OR MB&B383]

IDENTICAL WITH: MB&B387

FALL 2011 INSTRUCTOR: PRATT, REX F. SECT: 01

CHEM388 Biophysical Chemistry

An exploration of the structure and dynamics of biological molecules and their interactions based on fundamental concepts from physical chemistry (thermodynamics, quantum mechanics, statistical mechanics, and chemical dynamics), including experimental methods (crystallography, NMR, UV, IR, and Raman spectroscopies) and computational methods (molecular dynamics and Monte Carlo simulations, continuum electrostatics, and structural bioinformatics). The course will be taught on the basis of case studies drawn from the current literature with an emphasis on explicating the capabilities and limitations of using these various methods to understand structure determination and prediction, binding and specificity of ligand interactions, protein folding and DNA bending having implications with respect to biological control processes. An introduction to and background material on the various theories, methodologies, and experimental techniques will be provided to accommodate cross-disciplinary undergraduate and graduate students. This course is intended to be a suitable venue for chemistry and physics students to gain an appreciation for biological applications of their disciplines and for students in the life sciences to gain a familiarity with physico-chemical aspects of modern molecular biology.

GRADING: OPT CREDIT: 1

PREREQ: CHEM141 OR CHEM143 OR PHYS111 OR PHYS113

CHEM390 Practical Methods in Biochemistry

IDENTICAL WITH: MB&B340

CHEM391 Artificial Molecular Machines

This course will cover recent advances in the design, synthesis, and applications of nanoscale synthetic molecular "machines." Topics covered will include molecular rotors, switches, valves, pumps, muscles, elevators, sensors, and motors. Special emphasis will be placed on the kinetics and thermodynamics of these systems.

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

CHEM395 Structural Biology Laboratory

IDENTICAL WITH: MB&B395

CHEM500 Graduate Pedagogy

IDENTICAL WITH: BIOL500

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

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 PREREQ: (CHEM251 AND CHEM252)

IDENTICAL WITH: MB&B519

CHEM520 Scientific Research Ethics

IDENTICAL WITH: CHEM320

CHEM521 Chemistry Symposia I

Weekly seminars by distinguished national and international chemists.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE

FALL 2011 INSTRUCTOR: CALTER, MICHAEL A. SECT: 01

CHEM522 Chemistry Symposia II

Weekly seminars by distinguished national and international chemists.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE

SPRING 2012 INSTRUCTOR: CALTER, MICHAEL A. SECT: 01

CHEM540 Physical Chemistry IV: Advanced Quantum Chemistry

This course covers electron wave function theory, operator formalisms and second quantization; fundamentals of restricted and unrestricted Hartree-Fock theory; electron correlation methods; pair and coupled pair theories; many-body perturbation theory; and coupled-cluster theory. Suitable for advanced graduate students in physical chemistry and chemical physics.

GRADING: A-F CREDIT: 1 PREREQ: CHEM340 OR [PHYS315 OR PHYS515]

CHEM541 Physical Chemistry IV: Quantum Chemistry

Second half of the semester, computer lab.

GRADING: A-F CREDIT: .5 PREREQ: CHEM337 OR PHYS524

CHEM547 Seminar in Chemical Physics

Weekly seminars presented jointly with the Physics Department under the auspices of the Chemical Physics Program. These informal seminars will be presented by students, faculty, and outside visitors on current research and other topics of interest.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE IDENTICAL WITH: PHYS587

FALL 2011 INSTRUCTOR: NOVICK, STEWART E. SECT: 01

CHEM548 Seminar in Chemical Physics

IDENTICAL WITH: PHYS588

CHEM557 Seminar in Organic and Inorganic Chemistry

This is a graduate-level seminar in organic and inorganic chemistry. Weekly presentations and discussions based on current research. Speakers will present the details of their topic using specific examples and will place the research in a broader context with respect to the current literature while also providing adequate background information and drawing concepts together with critical concluding analysis.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE

FALL 2011 INSTRUCTOR: NORTHROP, BRIAN HALE SECT: 01

CHEM558 Seminar in Organic and Inorganic Chemistry

This is a graduate-level seminar in organic and inorganic chemistry. Weekly presentations and discussions based on current research. Speakers will present the details of their topic using specific examples and will place the research in a broader context with respect to the current literature while also providing adequate background information and drawing concepts together with critical concluding analysis.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE

SPRING 2012 INSTRUCTOR: NORTHROP, BRIAN HALE 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/U CREDIT: 0.25 PREREQ: [CHEM383 OR MB&B383]

IDENTICAL WITH: MB&B587

FALL 2011 INSTRUCTOR: TAYLOR, ERIKA A. SECT: 01

CHEM588 Seminar in Biological Chemistry

Weekly presentations and discussions based on current research. Presenters prepare abstracts for their presentation and relate their research to the literature.

GRADING: CR/U CREDIT: 0.25 PREREQ: [CHEM383 OR MB&B383]

IDENTICAL WITH: MB&B588

SPRING 2012 INSTRUCTOR: TAYLOR, ERIKA A. SECT: 01

CHEM401/402 Individual Tutorial, Undergraduate

GRADING: OPT

CHEM409/410 Senior Thesis Tutorial

GRADING: OPT

CHEM411/412 Group Tutorial, Undergraduate

GRADING: OPT

CHEM465/466 Education in the Field, Undergraduate

GRADING: OPT

CHEM467/468 Independent Study, Undergraduate

GRADING: OPT

CHEM501/502 Individual Tutorial, Graduate

GRADING: OPT

CHEM503/504 Selected Topics, Graduate Science

GRADING: OPT

CHEM511/512 Group Tutorial, Graduate

GRADING: OPT

CHEM561/562 Graduate Field Research

GRADING: OPT

Classical Studies

PROFESSORS:	Christopher Parslow, <i>Chair</i> ; Michael J. Roberts; Andrew Szegedy-Maszak
ASSISTANT PROFESSORS:	Kathleen Birney; Lauren Caldwell; Eirene Visvardi
DEPARTMENTAL ADVISING EXPERTS 2011–2012:	Christopher Parslow, <i>Roman Archaeology</i> ; Michael Roberts, <i>Latin</i> ; Andrew Szegedy-Maszak, <i>Classical Civilization</i> ; Eirene Visvardi, <i>Greek</i>

The Department of Classical Studies is dedicated to the interdisciplinary study of the societies of ancient Greece and Rome. Our faculty offer a wide array of courses in language and literature, art and archaeology, history, mythology, and religion. Courses in classical civilization require no knowledge of Latin and Greek and range from introductory lecture courses to smaller seminars that consider critical approaches and scholarship central to the study of the ancient world. Recent courses have covered diverse topics including ancient magic, the age of Augustus, Greek history, Romans and Christians, archaic Greek art, and Pompeii. Latin and Greek are offered at all levels, so students can either start the languages at Wesleyan or build on high school preparation. Introductory courses enable students to begin reading original texts by the second semester, and advanced courses engage with both ancient texts and critical approaches to those texts in modern scholarship. Many of our majors choose to complement their coursework at Wesleyan with a summer or semester spent in Greece or Italy.

Studying classical antiquity is not only rewarding in itself; it is also excellent preparation for many academic and professional pursuits. The department has sent recent majors to top graduate programs in classics, classical archaeology, and ancient history. Our alumni have also gone on to successful careers in such varied areas as law, medicine, business, journalism, music, arts administration and museum work, and education at all levels, both as teachers and administrators.

Classical civilization courses fall into four categories:

- **100–199:** FYIs are small, topical seminars reserved for first- or first- and second-year students.
- **200–275:** Survey courses provide an introductory overview of one aspect of the ancient world. These courses generally have high enrollment limits and have no prerequisites.
- **276–299:** Lower-level seminars are smaller courses that focus on special aspects of the ancient world and provide opportunity for discussion and specialized research but do not require any previous knowledge of classical civilization and thus have no prerequisites.
- **300–399:** Advanced seminars are small courses that explore special aspects of the ancient world and provide opportunity for discussion and specialized research. These courses may have prerequisites or may require permission of the instructor.

Courses in Greek and Latin fall into three categories:

- **101–102:** First-year language courses that are intended for those with little or no prior training in the languages provide basic training in Latin and Greek and some exposure to the culture of the ancient world.
- **201–202:** Second-year, or intermediate, courses, intended for those with a year of college training or the equivalent high school training (typically four years), introduce students to selected texts in their literary and historical contexts and provide an introduction to critical approaches to classical literature.
- **203–299:** Advanced language and literature seminars focus on a rotating set of authors, genres, or periods and provide greater opportunity for discussion and specialized research.

Students unsure of what level of language course to take should consult with a member of the department.

Major programs. The department offers major programs in classical civilization and in classics, with the latter placing a stronger emphasis on language, either Greek or Latin or both.

Classical civilization major. The classical civilization major is designed to provide students with a basic knowledge of at least one ancient language and a comprehensive understanding of Greek and Roman civilization. Since the field of classical studies encompasses many different disciplines, students have the opportunity to adapt the program to their particular interests. Students interested in ancient Mediterranean archaeology may major in classical civilization or in archaeology (see listing for the archaeology program). Because of the heavy language requirement for graduate school admission, students interested in graduate work in classics should give serious consideration to the classics major below.

Requirements for classical civilization major:

A minimum of 10 courses in classical civilization, Greek, and Latin, including at least:

- Two courses in Latin or Greek at the intermediate level (**201/202**) or above.
- One introductory ancient history survey (**CCIV231** Greek History; **CCIV232** Roman History). This requirement should be completed by the end of the junior year.
- One course at any level in material culture
- Two classical civilization seminars (**CCIV** courses numbered **276–399**). An advanced Greek or Latin course (numbered above **202**) may be substituted for one of the classical civilization seminars.

The first year of Greek or Latin (courses numbered **101** and **102**) may not be counted toward the required minimum of 10 courses, but a full year of the student's second classical language may count as one course toward that minimum.

- | | |
|--|--|
| • CCIV201 Art and Archaeology of the Bronze Age Mediterranean | • CCIV321 The Archaeology of the Greek City-State |
| • CCIV214 Survey of Greek Archaeology | • CCIV328 Roman Urban Life |
| • CCIV223 Survey of Roman Archaeology and Art | • CCIV329 Roman Villa Life |
| • CCIV234 Art and Society in Ancient Pompeii | |

Classics major. A major in classics will concentrate on Greek, Latin, or a combination of both languages. Students considering graduate school in classics should choose the classics major track and are strongly urged to acquire a firm grounding in both languages. It is recommended, though not required, that students considering graduate work in classics learn a modern foreign language (preferably Italian, French, or German) and that they take courses in other subjects related to their particular area of interest (literature, history, philosophy, religion, art, or archaeology).

Requirements for classics major:

- A minimum of 10 courses in Greek, Latin, and classical civilization, including at least:

- Six courses in Greek or Latin beyond the introductory level (courses numbered **201** or higher).
- One introductory ancient history survey (**CCIV231** Greek History; **CCIV232** Roman History). This requirement should be completed by the end of the junior year.
- One classical civilization seminar (**CCIV** courses numbered **276–399**).

The first year of Greek or Latin (courses numbered **101** and **102**) may not be counted toward the required minimum of 10 courses, but a full year of the student's second classical language may count as one course toward that minimum.

Notes for both classics and classical civilization majors:

- As a practical matter, students who have had no classical languages before coming to Wesleyan and who wish to major in classics should begin Greek or Latin in their first year or take an intensive summer course before the sophomore year. Students interested in the classical civilization major are also urged to begin language study as soon as possible (see Summer Study below).
- Students interested in studying at the Intercollegiate Center for Classical Studies in Rome (see below under Study Abroad) should plan to take **CCIV232** Roman History before the term in which they plan to study abroad.
- Majors interested in completing a senior thesis should consult with a faculty member as early as possible and must submit a senior thesis proposal to the department by April 15 of their junior year. Enrollment in the senior thesis tutorial in the fall will be contingent upon the department's approval of the proposal.
- Where appropriate, students may ask to have courses in other departments substituted for classical civilization courses.
- Students interested in teaching may have an opportunity to serve as teaching apprentices in introductory Latin or Greek.

Study abroad. Majors in both classics and classical civilization are encouraged to apply to study abroad, usually in the junior year. Wesleyan's list of approved programs includes two that are particularly appropriate for departmental majors.

In Rome, the Intercollegiate Center for Classical Studies provides regular college credit and the opportunity to study firsthand the monuments and culture of ancient and modern Italy. Students interested in applying to the Center are urged to take **CCIV232** Roman History, which is generally offered every other year, and to begin the study of Latin and/or Greek before the year in which they hope to be in Rome, since no first-year Latin or Greek courses are offered at the Center. Applicants with a strong background in Greek and/or Latin will have a better chance of admission. Applications for spring term are due in early October and for fall term, in early March.

The College Year in Athens (CYA) program offers either a full year or one semester of study in ancient and modern Greek language, history, art, and archaeology; the program also offers advanced Latin and numerous courses in postclassical and modern Greek culture, politics, and history. CYA has a rolling admissions policy, but to avoid paying a large deposit with admission, applications must be received by mid-October for spring term and by mid-May for fall term.

Other options are also available. Students should consult with a faculty member well in advance of the term in which they hope to be abroad to discuss credit, the application process, and how their plans will influence their selection of courses at Wesleyan.

Summer study. Majors are also encouraged to consider opportunities for summer study, including intensive language courses, participation in archaeological excavations or field schools, and other summer programs in Greece or Italy. Small grants from the Squire Fund are available to help defray the cost of attending some summer programs. All majors are eligible for participation in Wesleyan archaeological excavations. Consult the departmental web site and departmental faculty for direction in finding and choosing a summer program.

ARABIC

ARAB101 Elementary Arabic I

This course is a first-year, elementary I course in modern standard Arabic (MSA) that will introduce students to the basic skills of reading, writing, speaking, and listening. In this level, the class will focus on speaking as an effective way of learning (speak it to learn it). Students will learn Arabic letters and their sounds, write and create basic words and sentences, and be able to converse basic dialogues comfortably in the target language. Oral drills and speaking activities will be done in the classroom, and the class will be conducted fully in Arabic.

GRADING: A-F CREDIT: 1.50 PREREQ: NONE
FALL 2011 INSTRUCTOR: AISSA, ABDERRAHMAN SECT: 01

ARAB102 Elementary Arabic II

This course is a first-year, elementary II course in modern standard Arabic (MSA) that will introduce students to the basic skills of reading, writing, speaking, and listening. In this level, the class will continue to focus on speaking as an effective way of learning (speak it to learn it). Students will learn Arabic basic grammar, write and create basic sentences, and be able to converse basic dialogues comfortably in the target language. Students are expected to develop better listening, speaking, reading, and writing skills in Arabic and to become familiar with Arabic culture. In this course, students will learn how to read a story using an educational technique to help them reach proficiency through reading and storytelling. Oral drills and speaking activities will be done in the classroom, and the class will be conducted fully in Arabic.

GRADING: A-F CREDIT: 1.50 PREREQ: ARAB101
SPRING 2012 INSTRUCTOR: AISSA, ABDERRAHMAN SECT: 01

ARAB201 Intermediate Arabic I

This course is a second-year, lower intermediate course in modern standard Arabic (MSA) that will continue to focus on the four basic skills of reading, writing, speaking, and listening. In this level, students will be able to speak enough Arabic to communicate at a basic level with a na-

tive speaker on a variety of topics. Students should be able to write simple texts on everyday themes and read uncomplicated authentic texts, such as a newspaper article on a familiar topic and storybooks. Students will also be introduced to aspects of contemporary life and culture in the Arab world through films and cultural video clips. The class will focus on speaking as an effective way of learning (speak it to learn it). Oral drills and speaking activities will be done in the classroom, and the class will be conducted fully in Arabic.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: ARAB101 AND ARAB102
FALL 2011 INSTRUCTOR: AISSA, ABDERRAHMAN SECT: 01

ARAB202 Intermediate Arabic II

This course is a second-year, upper intermediate course in modern standard Arabic (MSA) that will continue to focus on the four basic skills of reading, writing, speaking, and listening. In this level, students will be able to speak Arabic comfortably enough to communicate at a basic level with a native speaker on a variety of topics. Students should be able to write simple texts on everyday themes and read uncomplicated authentic texts, such as a newspaper article on a familiar topic and storybooks. Students will also be introduced to aspects of contemporary life and culture in the Arab world through films and cultural video clips. Class will focus on speaking as an effective way of learning (speak it to learn it). Oral drills and speaking activities will be done in the classroom, and the class will be conducted fully in Arabic.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: ARAB101 AND (ARAB102 OR ARAB201)
SPRING 2012 INSTRUCTOR: AISSA, ABDERRAHMAN SECT: 01

ARAB301 Advanced Arabic I

This first semester of third-year Arabic will continue to emphasize the four skills in language learning. In addition to the use of *Al Kitaab Ii*, students will be reading kids' stories from the Arab world.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: AISSA, ABDERRAHMAN SECT: 01

ARAB311 Introduction to Colloquial Levantine Arabic I

This course offers students an introduction to the spoken Arabic of the Levant (Syria, Lebanon, Jordan, Israel, and the Palestinian territories). One of the difficulties facing nonnative speakers trying to master Arabic is that very few Arabs can carry on a conversation in modern standard Arabic, so students must be familiar with a colloquial dialect as well as the standard literary language to communicate effectively in Arabic. Although Levantine Arabic is not as widely spoken as is the Egyptian dialect, it provides a useful entry for English-speakers into colloquial Arabic, as it is about halfway between the Egyptian dialect and that spoken in Iraq and offers a useful bridge to mastering either dialect. The text for this course uses the Arabic alphabet. Students need to have a thorough knowledge of the Arabic alphabet and writing conventions to take this course. As much of the vocabulary used by the speakers of the Levantine dialect are derived from Standard Arabic, this course will help build students knowledge of basic Arabic vocabulary.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: ARAB201
 SPRING 2012 INSTRUCTOR: MASTERS, BRUCE A. SECT: 01

ARAB312 Introduction to Colloquial Levantine Arabic II

This course offers students an introduction to the spoken Arabic of the Levant (Syria, Lebanon, Jordan, Israel, and the Palestinian territories). One of the difficulties facing 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 PREREQ: ARAB311

CLASSICS**CCIV112 Three Great Myths: Prometheus, Persephone, and Dionysus**

This course is a detailed analysis of three important myths from classical antiquity, the stories of Prometheus, Persephone, and Dionysus. We will examine both literary and visual representations from antiquity. We will also consider how these myths live on in the Western tradition.

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

CCIV117 Eros the Bittersweet: Love and Desire in Classical Antiquity

Eros, the god of love and desire in antiquity, was powerful, revered, and feared. The course explores the different faces of eros expressed in male and female desire in a variety of contexts. We will address questions of gender roles and sexuality in antiquity; how these are acted out in different social and religious institutions, including the symposium, female rituals, and marriage; and how the power and pleasure of eros are transformed in different poetic traditions and artistic representations from Homer to the poetry of drinking parties, tragedy, comedy, and philosophy, among others.

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

CCIV120 In a Manner of Speaking: An Introduction to Classical Rhetoric

The ability to speak persuasively, whether in the law courts, a political assembly, or on formal occasions such as a state funeral or a reception for a visiting potentate, was highly prized in the ancient world. Greco-Roman rhetoricians developed an elaborate but sophisticated system to train students in that ability; increasingly the educated person was distinguished by mastery of rhetoric. This system retains value to this day. In this course we will study ancient rhetoric, including the categories of speeches and instructions for their composition, rhetorical analysis of style, and the appropriate means to teach, charm, or move an audience. We will analyze examples of oratory from the ancient and modern worlds, study the development of rhetoric and some of its ancient crit-

ics, 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

CCIV122 Alexander the Great: History and Legend

Alexander the Great, King of Macedon (356–323 BCE), is one of the most famous, and complex, figures of Greek antiquity. Bringing under his rule virtually all of Greece as well as the continent of Asia from the Aegean coast to the Indus River in modern Pakistan, the power he achieved in his 13-year reign was unrivaled, and the world left behind him was dramatically altered. In the process of creating his vast empire, he fought, bargained, drank, and talked with Greeks, Macedonians, Egyptians, Persians, Jews, and Indians. In this course we shall read the ancient Greek accounts of his life, death, and deification; toward the end of the semester we shall turn our attention to three medieval versions of Alexander's life, part of the tradition known as the "Alexander Romance," written by a Persian, a Jewish, and a French author, respectively. In this tradition Alexander explores Africa and visits the very gates of the Garden of Eden, becomes a deep-sea diver, and a cosmologist. We shall consider history, biography, portraiture, myth, and fiction as many different modes of recording and thinking about the past and explore the ways in which Alexander's brief imperial reign affected the lore and memory of numerous non-Greek peoples more than a millennium after it had drawn to a close. No previous knowledge of ancient history is assumed. The course has three main goals: to study in-depth the history of Alexander's life and accomplishments; to analyze the generic distinctions among history, biography, myth, and fiction and to think about the different needs they serve; and, finally, to develop the ability to read and compare sources with a critical eye.

GRADING: A-F CREDIT: 1 GEN. ED. 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 2011 INSTRUCTOR: CALDWELL, LAUREN ELIZABETH SECT: 01

CCIV150 Ancient Rome: From Hut Village to Imperial Capital

This course will survey the development of the ancient city of Rome from its mythical foundation and its legendary heroes through the historical figures of the Republic and Empire who contributed to the physical growth of the city and the establishment of its religious, political, and civic institutions. Our study will be based on readings in primary literary sources and inscriptions, close examination of Rome's principal monuments, and analysis of modern archaeological and sociological studies.

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

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 rulers 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 Art and Archaeology of the Bronze Age Mediterranean

This course is an introduction to the history, art, and archaeology of the Bronze Age Mediterranean. Throughout the semester we explore the development of civilization and high society in the Aegean world (mainland Greece, the islands, Cyprus, and Crete), the rise of Minoan and Mycenaean palace power, the origin of the biblical Philistines, and, of course, the historical evidence for the Trojan War. We also look at the contemporary Near Eastern cultures with which these societies interacted, exploring the reciprocal exchange between the Aegean world and Egypt, Syria, and the Hittite kingdoms. For each period we'll survey the major archaeological sites (civic and cultic), examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [ARHA202 OR ARCP201]

FALL 2011 INSTRUCTOR: BIRNEY, KATE SECT: 01

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

CCIV212 Politics and Piety in Early Christianities

IDENTICAL WITH: REL125

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]

CCIV217 Philosophical Classics I: Ancient Western Philosophy

IDENTICAL WITH: PHIL201

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 2011 INSTRUCTOR: PARLOW, CHRISTOPHER SECT: 01

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 OR SIS225]

CCIV231 Greek History

Using primary sources wherever possible, this course will examine the development of Greek civilization from Mycenaean times through the death of Alexander the Great. Special attention will be given to the connection between political events and cultural and intellectual trends. No prior acquaintance with ancient history is required.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: HIST204

SPRING 2012 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 up to the transfer of the Empire to Constantinople. It focuses on the political, military, and social achievements of the Romans.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: HIST205

CCIV234 Art and Society in Ancient Pompeii

This seminar will survey the art, architecture, and material remains of the cities buried by the eruption of Mt. Vesuvius in 79 CE. Through readings, class discussions, and presentations, we will explore the ways in which this material can be used to study the social and political life of a small Roman city and examine the unique evidence for reconstructing the private life of Roman citizens, from the interior decoration of their homes, to their religious lives, their participation in local politics and government, and their burial customs.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [ARHA225 OR ARCP234]

CCIV243 Holy Moses! Exodus in the Jewish, Christian, and African American Traditions

In this multimedia course, we begin with the Biblical text of Exodus and go on to discuss Moses in Greco-Roman paganism, in Jewish writers of the Hellenistic Age, and the interpretations of Exodus in the New Testament and the Church Fathers. We then turn to a study of Moses in psychoanalytic thought, in political theory, and in American and African American literature, film, and song. One week of class is devoted to representations of Moses in painting and sculpture.

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

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 Asclepius. 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]

CCIV267 Love and Emotion in Ancient Greek Philosophy

IDENTICAL WITH: COL267

CCIV271 Roman Self-Fashioning: Poets and Philosophers, Lovers and Friends

With the descent into chaos of the Roman Republic and the emergence of the emperor as autocratic ruler at the head of the state, Roman social order and its system of personal relationships experienced a crisis. These circumstances are reflected in the literature of the period, which shows a fascination with unconventional styles of life and codes of behavior and a constant recourse to those situations in public and private life where the individual's relationship to the social order was negotiated and exhibited. Among the topics we will examine in the writings of some of the major authors of the period will be the literature of love and the role of the lover; parasites, patronage, and friendship; banquets and dining; the good life and personal contentment (and discontent); and the struggle for individual integrity.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: ROBERTS, MICHAEL J. SECT: 01

CCIV275 Romans and Christians: The World of Late Antiquity

The emperor Diocletian's administrative and financial reforms, closely followed by the conversion of Constantine to Christianity, mark a watershed in the history of the late Roman Empire. From AD 284 (accession of Diocletian) until the establishment of the Germanic successor kingdoms (roughly in the 6th century)—the period known as late antiquity—the Roman West presents a fascinating picture of cultural change. In this course we will study the period (4th to 6th century) from three different perspectives: the conversion of Romans to Christians and of Christians to "Romans"; the material world of late antiquity—especially the changes to the city of Rome—and the art, architecture,

and literature of the period; and the rise of the cult of the saints and of monasticism and the lives of the holy men and women. The course will conclude with an epilogue pursuing these themes in Ostrogothic Italy and Merovingian Gaul.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [RELI274 OR HIST250 OR MDST275]

CCIV277 Training Citizens? Aesthetics and Ideology in Greek Drama

This course will explore how the first plays in the history of theater connect with the development of the first democracy. The Athenian dramatists confront social and political issues such as warfare, gender relations, assessment of guilt, and justice. How do the plays engage their audiences intellectually and emotionally, aesthetically and ideologically? How do ancient poets and philosophers assess these responses, and what is the role they reserve for drama in their (ideal) states?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: VISVARDI, EIRENE SECT: 01

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

CCIV281 Gender and Sexuality in Ancient Greek Culture

In this course we will examine the construction of gender roles in ancient Greece and approach gender as an organizing principle of private and public life in ancient Greek society. Using literary, scientific, historical, and philosophical sources as well as material evidence, we will address issues including the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution); ideas regarding desire, masculinity and femininity, and their cultivation in social, political, and ritual contexts such as rituals of initiation, marriage, drinking parties, the law court, and the theater.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: FG55281

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]

CCIV295 The Athenian Enlightenment: The Birth of Philosophy in 5th-Century Athens

IDENTICAL WITH: COL295

CCIV304 Medieval Archaeology

IDENTICAL WITH: ARHA218

CCIV328 Roman Urban Life

What was it like to live in an ancient Roman city, whether it be a large metropolis like Rome or a small village in one of the provinces? What were the dangers and the amenities? To what degree is the quality of life reflected in art and literature? After an initial survey of life in the city of Rome, with readings drawn from ancient and modern sources, students will examine a number of separate topics on Roman urban life and will compare and contrast this with the evidence from cities around the Roman Empire. Topics will include crime, prostitution, medicine, entertainment,

and slavery. Particular emphasis will be placed on the differences in the urban experiences of the various social classes, ethnic groups, and genders. The course is intended for students from a variety of disciplines, but some knowledge of the Roman world is strongly recommended.

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: [HIST249 OR ARCP328]
SPRING 2012 INSTRUCTOR: TBD

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

CCIV368 Tragedy and Affect

IDENTICAL WITH: CHUM368

CCIV393 Reading Theories

IDENTICAL WITH: ENGL295

CCIV401/402 Individual Tutorial, Undergraduate

GRADING: OPT

CCIV409/410 Senior Thesis Tutorial

GRADING: OPT

CCIV411/412 Group Tutorial, Undergraduate

GRADING: OPT

CCIV465/466 Education in the Field, Undergraduate

GRADING: OPT

CCIV467/468 Independent Study, Undergraduate

GRADING: OPT

GREEK

GRK101 Introduction to Ancient Greek: Semester I

This course is an introduction to the ancient Greek language. Students will begin to learn the grammar and syntax of the language and start developing the rich vocabulary necessary to appreciate and understand Greek. We shall immediately begin to read continuous, short passages of Greek. This course is a prerequisite for GRK102.

GRADING: OPT CREDIT: 1.50 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: BIRNEY, KATE SECT: 01

GRK102 Introduction to Ancient Greek: Semester II

This course is a continuation of GRK101. We shall complete the study of Greek grammar and continue to develop vocabulary and reading skills. We shall read selections from Sophocles, Euripides, Lysias, Apollodoros, Demosthenes, Aristotle, and Plato, among others.

GRADING: OPT CREDIT: 1.50 GEN. ED. AREA: HA PREREQ: GRK101
SPRING 2012 INSTRUCTOR: BIRNEY, KATE SECT: 01

GRK201 Reading Greek Prose

In this course we will read selections from Greek prose, as by Lysias and Theophrastus. At the beginning of the term we will review grammar and syntax, and then we will move on to analysis of composition and style and discussion of social roles and cultural issues of Greek life. The aim is to develop familiarity with the language and facility in reading as well as to consider the values of Greek society.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: VISVARDI, EIRENE SECT: 01

GRK204 Herodotus

In this course, we will read sections of Herodotus' *Histories* that trace the causes and events of the Persian Wars in the early 5th century BCE. We will focus on increasing reading speed in Greek, building vocabulary, and working with secondary scholarship on Herodotus.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: GRK201

GRK253 Ancient Greek Comedy

This course is a study of Aristophanic comedy: problems of the literary interpretation of Aristophanes, his relation to Greek thought and public life, and the nature of comedy.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: GRK201 OR GRK202

GRK258 The Greek Novel

In the course we will read selections from Longus' *Daphnis and Chloe* and Chariton's *Chaereas and Callirhoe*. The former is a story of young love in a pastoral setting on the island of Lesbos; the latter, an incident-

packed narrative in which a young husband and wife are separated, but after many vicissitudes, reunited. Subjects covered will include genre and setting; narrative and descriptive techniques; cultural context and likely readership.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: ROBERTS, MICHAEL J. SECT: 01

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; 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

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 PREREQ: GRK201
SPRING 2012 INSTRUCTOR: SZEGEDY-MASZAK, ANDREW SECT: 01

GRK275 Homeric Epic

This is a Greek reading course in one or both of the Homeric epics, *The Iliad* and *The Odyssey*. Close reading of selections of Homer will inform in-class discussion of key literary questions.

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

GRK401/402 Individual Tutorial, Undergraduate

GRADING: OPT

GRK409/410 Senior Thesis Tutorial

GRADING: OPT

GRK411/412 Group Tutorial, Undergraduate

GRADING: OPT

GRK465/466 Education in the Field, Undergraduate

GRADING: OPT

GRK467/468 Independent Study, Undergraduate

GRADING: OPT

LATIN

LAT101 First-Year Latin: Semester I

An introduction to the basics of Latin, designed to equip students with a reading knowledge of the language. About two-thirds of the introductory textbook will be covered in the first semester. The remainder of the textbook will be completed in the first half of the second semester, followed by reading of a Latin novel.

GRADING: OPT CREDIT: 1.50 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: CALDWELL, LAUREN ELIZABETH SECT: 01

LAT102 First-Year Latin: Semester II

This course completes the survey of Latin grammar begun in **LAT101**. Students will also read from a Latin novel, *Apollonius of Tyre*, that features shipwrecks, pirates, true love, broken hearts, and good examples of most of the Latin constructions learned during the year.

GRADING: OPT CREDIT: 1.50 GEN. ED. AREA: HA PREREQ: LAT101
SPRING 2012 INSTRUCTOR: CALDWELL, LAUREN ELIZABETH SECT: 01

LAT201 Reading Latin Prose: Roman Letter-Writers

An introduction to the reading of classical Latin prose, the course will include a review of Latin grammar and syntax. Students will read selections from the letters of Seneca the Younger and Pliny the Younger. Seneca, a distinguished philosopher and statesman of the Neronian period, uses his experiences in contemporary Rome as texts from which to derive simple philosophical messages. Pliny recounts events from the life of an Italian aristocrat of the first century CE, including an eyewitness account of the eruption of Vesuvius. The course will begin slowly, with the aim of gradually acclimatizing students to the rhythms and stylistic and syntactical patterns of Latin prose. The emphasis will be on

understanding and translating the Latin, but we will consider the social and cultural background to the texts we read.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: PARLOW, CHRISTOPHER SECT: 01

LAT202 Ovid: *Metamorphoses*

Students will read in Latin selected stories from the *Metamorphoses*. Ovid's great un-epic epic, in which he recounts myths of shape-changes from the creation of the world down to his own time and that of the emperor Augustus. Ovid's stories inspire humor, pathos, and horror and may be grotesque or sentimental, sometimes both at the same time. They deal with issues like divinity, power, love, rape, order, and identity, all in classic versions of famous myths influential throughout the centuries, told with the poet's distinctive wit and sense of incongruity. The class will focus on close reading of the Latin text and on Ovid's treatment of the myths and the distinctive approach he brings to the ever-shifting world he describes. The course will include an introduction to Latin meter, and class discussion will address modern critical approaches to Ovid.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: ROBERTS, MICHAEL J. SECT: 01

LAT222 Lucretius

"Imagine there's no heaven..." This course offers close reading in Latin of extensive selections of the *De Rerum Natura*, the remarkable poem in which Lucretius argues that the world is made up of atoms, that the soul dies with the body, that the gods never help or punish human beings, and that mortals should live their lives in search of the peace of mind of Epicurean philosophy. We will try to understand Lucretius' Latin, which we will hope to read with increasing ease and accuracy to relate fully to his rhetorical and poetic techniques and to the literary, philosophical, historical, and cultural background of this unusual and fascinating poem.

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

LAT231 Vergil: *Aeneid* 7–12

Books 7–12 of the *Aeneid* describe the arrival in Italy of Aeneas and the Trojans and the war they must fight against the rugged peoples already occupying the land that they have been told is fated to be theirs. We will do close reading of most of these books in Latin (with the goal of improving each student's ability to read Latin quickly and with accuracy) and of the whole poem in English. By looking critically at the poem in its historical and literary context, we will try to determine what suggestions Vergil is making about war, heroism, the recent civil wars and accession to power of Augustus, and the strengths and weaknesses of the Roman state and people.

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

LAT241 Horace, *Odes* and *Epodes*

In this course, through a close reading of Horace's lyric poetry, we will seek to understand the nature of Horatian lyric, its formal qualities and thematic preoccupations. I will encourage students to become aware of the critical methodologies that have been brought to bear on the *Odes* by selected readings in secondary literature. We will also consider the modern reception of these poems and the problems they present for a translator as a further attempt to understand their special qualities.

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

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

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
SPRING 2012 INSTRUCTOR: CALDWELL, LAUREN ELIZABETH SECT: 01

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 were 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

The course provides a brief introduction to late and medieval Latin. We will begin with a series of Christian texts from late antiquity that illustrate some of the changes Latin experienced in that period. In the second section of the course, the focus will be on pastoral and love poetry of the late Roman and medieval periods. For the final section of the course, each student will be asked to choose a text they would like to study and make the subject of their final paper. We will read portions of each text in class.

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

IDENTICAL WITH: MDST261

FALL 2011 INSTRUCTOR: ROBERTS, MICHAEL J. SECT: 01

LAT270 Catullus

The poetry of Catullus often has an immediate appeal to contemporary readers. In Tom Stoppard's play *The Invention of Love*, the claim is made that he invented love as we think of it. But in addition to his love poetry, Catullus is also the writer of a mini-mythological epic (an epyllion), an account of the strange story of the self-castration of Attis, wedding hymns, translations from Greek lyric, invective, and elegy. In this course, we will read an extensive selection of Catullus' poetry and discuss the critical issues they raise in the light of selected readings from modern scholarship.

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

LAT401/402 Individual Tutorial, Undergraduate

GRADING: OPT

LAT409/410 Senior Thesis Tutorial

GRADING: OPT

LAT411/412 Group Tutorial, Undergraduate

GRADING: OPT

LAT465/466 Education in the Field, Undergraduate

GRADING: OPT

LAT467/468 Independent Study, Undergraduate

GRADING: OPT

College of Letters

PROFESSORS:	Ethan Kleinberg, <i>History</i> ; Howard I. Needler; Laurie Nussdorfer, <i>History</i> ; Paul Schwaber, <i>Chair</i> ; Khachig Tölölyan, <i>English</i>
ASSOCIATE PROFESSORS:	Typhaine Leservot, <i>Romance Languages and Literatures</i>
ASSISTANT PROFESSORS:	Javier Castro-Ibaseta, <i>History</i> ; Ludmila Guenova, <i>Philosophy</i> ; Tushar Irani, <i>Philosophy</i>
UNIVERSITY PROFESSOR:	Kari Weil
DEPARTMENTAL ADVISING EXPERTS 2011–2012:	Tusher Irani; Typhaine Leservot; Howard Needler; Laurie Nussdorfer; Paul Schwaber; Khachig Tölölyan; Kari Weil

The College of Letters [COL] is a three-year interdisciplinary major for the study of predominantly European literature, history, and philosophy from antiquity to present. The program consists of five components and leads to 11 course credits:

- Five colloquia designed to acquaint students with works of predominantly European literature, history, and philosophy in (respectively):
 - The 20th century
 - The ancient world
 - The Middle Ages and Renaissance
 - The early modern period (16th–18th centuries)
 - The 19th century
- Four seminars minimum (one in history, one in philosophy, one in literature, one in your target foreign language literature). These specialized seminars allow students to shape their COL major around a particular interest
- One semester abroad, most often in Europe, Israel, or in a country where your selected foreign language is spoken, in the spring of your sophomore year
- One comprehensive examination in April/May of your junior year
- One senior thesis or essay that, along with the specialized seminars, allows COL students to further shape their major along their own interests

In all these contexts, much emphasis is placed on the development of skills in writing and speaking. For this reason, letter grades are not given in courses taken for COL major credit, and COL seminars do not generally have final examinations. Instead, tutors write detailed evaluations of their students and work at the end of each semester, and these are kept on record (and discussed with each student upon request). Our general goal is cultivation of “the educated imagination.”

Life in COL. The College of Letters attempts to integrate the social and intellectual lives of its members by inviting guest lecturers and by providing opportunities for students and faculty to meet such guests (and one another) informally. There are also regular informal social gatherings in the College of Letters library. The structure of the College of Letters and the smallness of its classes bring about a close rapport between faculty and students and a lively and continuing dialogue among students of different classes.

For a more detailed description of any of the above components, please consult the department web site: www.wesleyan.edu/col.

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, gendered, sexual, or national norms or boundaries such an outsider establishes for the inside. Reading both fiction and theory, we will ask how the terms of inside and outside are culturally and historically constructed, as we also look for proposals for dealing with outsiders and their otherness. Authors may include Kafka, Mann, Camus, Colette, Fanon, Sartre, Beauvoir, Duras.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [ENGL102 OR FGSS102 OR FRST102]
FALL 2011 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
FALL 2011 INSTRUCTOR: NUSSDORFER, LAURIE SECT: 01

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

COL106 The Italian Renaissance

This seminar for first-year students explores the intellectual and cultural history of Renaissance Italy. In the years between 1350 and 1550, Italian writers, thinkers, and artists struggled to recover a lost golden age, the world of the ancients, and ended up creating a new one. What was the Italian Renaissance? Who made it happen and why? Whom did it include and whom did it exclude? What were its lasting effects? After getting to know the Italian social setting for the Renaissance, we will focus on the intellectuals, writers, and artists of 15th-century Florence and Rome. In keeping with the philosophy of the College of Letters, the course emphasizes close reading of original texts (in translation) and studies literary, historical, and philosophical works in their historical context.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: HIST121

COL107 Laughter and Politics

This course proposes a historical exploration of the relationship between humor and political order. Divided in three blocks (democracy, carnival, and commodity), the course travels from the ancient Athenian democracy and the Roman empire (where political comedy and satire acquired their canonical form and radical status), through the carnivals of the Middle Ages and the Renaissance (where hierarchies and conventions were ridiculed and temporarily put upside-down), to the modern world (where political laughter risks becoming a simple commodity for

mass consumption). Is laughter inherently good or bad for the political sphere? Does it help creating a healthy citizenship? Does it liberate or alienate the individuals? The course will explore this and other questions by analyzing learned and popular expressions of political humor, with an eye in the classical tradition (Aristophanes, Erasmus, Swift) and the other in its contemporary formulations (comic books, TV shows, web sites, and street art).

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: HIST107
SPRING 2012 INSTRUCTOR: CASTRO-IBASETA, JAVIER SECT: 01

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
SPRING 2012 INSTRUCTOR: NEEDLER, HOWARD I. SECT: 01

COL109 A History of Civil Disobedience

This course will explore some classic readings on civil disobedience and nonviolent political resistance in literature and philosophy. We will examine connections between some key moments in the history of intellectual thought in 5th-/4th-century BCE Athens and in the 19th/20th century. The lives of Socrates, Gandhi, and Martin Luther King, Jr., will be the focus of our study, though we will also read works of Greek tragedy (Sophocles), comedy (Aristophanes), and history (Thucydides), and writings by Thoreau, Tolstoy, and Orwell from the modern period. The course will conclude by examining the use and relevance of civil disobedience in the 21st century.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: PHIL224
FALL 2011 INSTRUCTOR: IRANI, TUSHAR 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 re-fashion 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]

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.

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

COL120 Animal Stories

Humans are a species of animal, and animals have long been used to represent human qualities and dilemmas. In Western narrative, these representations have taken many complex forms, all the way to wildly imaginative distortions of the human in the animals, and the animal in the human. We shall look first at traditional representations (Homer's similes, Aesop's and La Fontaine's fables) and some modern revisions (Bresson's film *Au Hasard Balhazar*, Art Spiegelman's *Maus*), then at obsessional relations of men to animals (Kleist's *Michael Kohlhaas*, Flaubert's *A Simple Heart*, Cormac McCarthy's novel *The Crossing*), and conclude with the powerful renderings of animals—scarcely human, all-too-human—in Kafka's short stories. The seminar is an introduction to the close study of comparative literature across different periods, styles, and cultural contexts, with a view toward the philosophical issues raised by literature.

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

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
IDENTICAL WITH: FG55130
SPRING 2012 INSTRUCTOR: WEIL, KARI SECT: 01

COL201 Writing Short Fiction

In this creative writing course, students will analyze narrative techniques of masters of the short story such as Bernard Malamud, Flannery O'Connor, William Faulkner, Ernest Hemingway, Julio Cortazar, Patricia Highsmith, Alice Munro, E. P. Jones, and J. D. Salinger. This course focuses on character, plot, and suspense. Students will study methods of constructing vivid primary and secondary characters, story structure and its relation to suspense, and strategies for plotting and pacing stories. Students also will examine problems related to perspective and psychic distance in third- and first-person narratives.

Paula Sharp is the author of four novels and a collection of short stories. She is writer-in-residence at the College of Letters and has taught there since 2003.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: SHARP, PAULA SECT: 01

COL208 Rome Through the Ages

IDENTICAL WITH: HIST208

COL212 Introduction to Social, Cultural, and Critical Theory

IDENTICAL WITH: CHUM227

COL213 Advanced Fiction-Writing: The Suspense Story

This course will focus on advanced fiction-writing techniques used in suspense fiction and will explore the concept of genre. Are fictional genres such as the suspense thriller, the detective story and the literary story artificial constructs, or do these labels meaningfully distinguish between categories of fiction with distinct traditions and qualities? Students will begin the semester by wrestling with definitions of the suspense thriller and examining techniques used by Gothic writers such as Edgar Allan Poe and Mary Shelley to evoke mood and suspense in fiction. Thereafter,

the class will chart the emergence of the detective story genre in the works of Poe and Wilkie Collins; read classic detective stories by such authors as James Cain, Patricia Highsmith, and Georges Simenon; and learn plotting techniques exalted by masters of the detective story.

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GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: SHARP, PAULA

COL214 The Modern and the Postmodern

IDENTICAL WITH: HIST214

COL215 Theater of Anton Chekhov: Research, Analysis, and Performance

IDENTICAL WITH: THEA214

COL216 Writing Long Fiction

This course focuses on how to write a novella, short novel, or short story collection and is designed for juniors and seniors who wish to initiate a long work of fiction in contemplation of a creative thesis or in lieu of a creative thesis. This course is taught at the most advanced level and has demanding reading and writing requirements. Class lectures and discussions focus on complicated and unusual plotting techniques; complex character development and the elaboration of theme in long works of fiction; the novella form; methods for constructing short novels; and ways of organizing short story collections. While producing new fiction, students will read and analyze novellas, long stories, and short novels by Heinrich von Kleist, Anton Chekhov, Wallace Stegner, Somerset Maugham, Henry James, Roberto Bolano, Julio Cortazar, Jorge Luis Borges, Elizabeth Strout, Richard Bausch, and Richard Russo, among others.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: COL201

COL217 Fear and Pity: German Tragedies from the 18th to the 20th Century

IDENTICAL WITH: GRST278

COL219 Modern Spain: Literature, Painting, and the Arts in Their Historical Context

IDENTICAL WITH: SPAN223

COL220 Modern Christian Thought

IDENTICAL WITH: RELI220

COL222 The Craft of Writing Nonfiction: Technique and Genre

Narrative nonfiction is most easily defined in terms of what it is not: not journalism, not scholarly writing, not polemic, not simple expository prose. Nor is it confined to a single genre. Writers of narrative nonfiction write criticism, memoir, and contemplative essays, but the lines between genres are often blurred within a single essay. Our goal in this course is to become more experienced and fluent writers and readers. We will analyze essays and excerpts from longer nonfiction to learn the elements of craft: structure, voice, clarity, the use of dialogue and descriptive detail, and revision, the writer's most important practice. We will write our own essays and brief papers responding to the readings every week. Readings will include essays by John McPhee, Le Thi Diem Thuy, Jo Ann Beard, George Orwell, James Baldwin, Patricia Hampl, E. B. White, Vivian Gornick, Richard Rodriguez, Barry Lopez, and Hilton Als.

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

COL223 Public Life in the Age of Theater: Madrid and London, 1580–1680

England and Spain were the first two European countries where a new form of mass media took root in the late 16th century: popular theater. The new playwrights, from Shakespeare and Marlow to Lope and Calderón, reflected in their plays acute political concerns (tyranny and justice, fortune and providence). How did this theatrical revolution affect public and political life? This course will explore urban life in the age of public playhouses, comparing the two theatrical capitals of the age: London and Madrid. Emphasis will be put on the relationship between theater and public life, analyzing the multiple and changing links among theater, news culture, and political action. Special attention will be paid to the different behavior of the popular publics in London and Madrid during the crisis of the 1640s in terms of political action. Comparing the similarities but also the striking divergences between Madrid and London, we will see how theater helped to transform or maintain politi-

cal life during the early modernity and how playhouses became the center of intense political struggles. The course will serve as an introduction to the complexities and importance of comparative approaches.

The readings will include primary and secondary bibliography. Sources will include major texts (plays, novels, poems) as well as minor and popular genres (news, pamphlets and libels, sermons). Throughout the units, we will discuss the relationship between texts and particular political junctures (the Armada, 1588; succession and peace treaty, 1598/1603; the Spanish Match, 1623; civil wars, 1640; etc.)

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [HIST190 OR IBST326 OR THEA310]

COL225 20th-Century Franco-Caribbean Literature and the Search for Identity

IDENTICAL WITH: FREN225

COL229 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History

IDENTICAL WITH: SPAN230

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

COL233 The Descent of Reason: From Logos to Game Theory

IDENTICAL WITH: CHUM254

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 2011 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.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [FIST242 OR ITAL230 OR MDST255]
SPRING 2012 INSTRUCTOR: NEEDLER, HOWARD I.

COL237 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde

IDENTICAL WITH: SPAN254

COL238 Animal Subjects

Within the Western tradition, the human has largely been defined in opposition to "the animal." Language, thought, and moral agency have

been regarded as exclusively human activities and as such, guarantee that subjectivity itself is reserved for human-animals alone. This course will begin by examining the legacy of Enlightenment efforts to identify subjectivity with humanity. It will then proceed to examine a range of literary, philosophical, and visual works that contest this exclusivity and privilege either by claiming that such talents are possessed by at least some nonhuman animals or by regarding the absence of human language and rationality not as a “privation” or disability, but as signals of alternate subjectivities and alternate ways of being in the world. In their attempts to redress the humanist bias regarding subjectivity, such works also seek other ways of understanding human animality.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: FG55239

COL239 Paris, 19th Century

In the course of the 19th century, under the influence of urban growth, political upheaval, and economic speculation, the city of Paris offered an increasingly seductive but also unpredictable spectacle to artists and intellectuals who attempted to represent the city and envision their role within it. This course will consider both the lure and the effects of this spectacle, paying particular attention to the ways in which the “rebuilding” of Paris under Haussmann and Napoleon III led to reconceptualizations of public and private space in the city and to new spatial and social distinctions by gender and class. We will ask how these visual attractions and social-spatial configurations were ultimately seen to affect the more intimate and psychological spaces for understanding the self and its relation to the other. Authors may include Balzac, Flaubert, Baudelaire, Zola, Maupassant, Huysmans, and Rachilde.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: FRST239 PREREQ: NONE

COL241 Sophomore Colloquium

With thematically organized literary, philosophical, and historical texts of the 20th century, this colloquium is the first of the series of five that constitutes the core of the program.

GRADING: CR/U CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: GUENOVA, LUDMILA LUDMILOVA SECT: 01
INSTRUCTOR: WEIL, KARI 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/U CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: CASTRO-IBASETA, JAVIER SECT: 01
INSTRUCTOR: TÖLÖLYAN, KHACHIG SECT: 01

COL244 Junior Colloquium

This course is based on thematically organized literary, philosophical, and historical texts of late antiquity, the Middle Ages, and early Renaissance.

GRADING: CR/U CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: IRANI, TUSHAR SECT: 01
INSTRUCTOR: NUSSDORFER, LAURIE SECT: 01

COL245 Senior Colloquium

This session studies thematically organized literary, philosophical, and historical texts of 16th, 17th, and 18th centuries.

GRADING: CR/U CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: NEEDLER, HOWARD I. SECT: 01

COL246 Senior Colloquium

Thematically organized literary, philosophical, and historical texts of the 19th century.

GRADING: CR/U CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: SCHWABER, PAUL 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

COL249 Narrative and Ideology

When ballads were very popular songs that told stories, Andrew Fletcher (1655–1716) underlined the importance of narrative: “If a man were permitted to make all the ballads, he need not care who should make the laws of a nation.” Nowadays, stories take various forms, among them cinematic, and they circulate and are consumed in vast quantities. People

make stories, and the consumption of those stories, in turn, “makes” people, helping to construct individual subjectivity and collective discourse. How do narratives function as the vehicles for overt and unacknowledged ideologies? How do stories change as they become such vehicles, and how do ideologies change when they are embedded in stories? This course pursues these questions through the reading of theory and the analysis of film. It combines short lectures (mainly in the first few weeks) with much discussion, with the aim of introducing students to recent and current concepts concerning the nature of, and the relationship between, narrative and ideology. Post-1980 American films we will watch together will serve as primary texts. Analysis of the films’ narrative structures is an indispensable part of the course.

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

IDENTICAL WITH: ENGL247

FALL 2011 INSTRUCTOR: TÖLÖLYAN, KHACHIG SECT: 01

COL250 History of Spain: From the Middle Ages to the Present

IDENTICAL WITH: HIST255

COL251 Kafka: Literature, Law, and Power

IDENTICAL WITH: GRST251

COL252 19th-Century European Philosophy

IDENTICAL WITH: PHIL252

COL253 Cultural Criticism and Aesthetic Theory: Walter Benjamin and Theodor Adorno

IDENTICAL WITH: GRST250

COL255 Tragedy

This course explores this ancient genre, from Aeschylus to Frayne, with much attention to Shakespeare. Accompanying readings include Aristotle, Nietzsche, and Freud, among others.

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

COL256 Paris and Its Representations: Realities and Fantasies

IDENTICAL WITH: FREN231

COL257 Histories of Race: Rethinking the Human in an Era of Enlightenment

IDENTICAL WITH: FRST275

COL258 20th-Century Intellectual History

IDENTICAL WITH: HIST259

COL260 Between Word and World: Major Spanish Poets of the 20th Century

IDENTICAL WITH: SPAN260

COL261 Murder and Adultery: The French and Russian Novel

IDENTICAL WITH: RUSS254

COL262 Tolstoy

IDENTICAL WITH: RUSS252

COL263 Families on Stage: Individual, Society, and the Nation in Spanish Theater from 1600 to the Present

IDENTICAL WITH: SPAN253

COL264 Frankfurt School Critical Theory

IDENTICAL WITH: GRST254

COL265 Nabokov and Cultural Synthesis

IDENTICAL WITH: RUSS263

COL266 Aesthetics

How do artworks represent reality? And how do they express emotions? What is beauty and by what criteria can we distinguish the beautiful? Should our aesthetic experience be informed by our moral values, or should art preserve its autonomy from the ethical? Is there any bond between our perception of natural beauty and our experience of works of art? This course addresses major questions in aesthetics through a careful interrogation of both historical and contemporary philosophical texts. We will also make use of specific artworks as illustrative cases for our philosophical inquiry.

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

IDENTICAL WITH: PHIL267

SPRING 2012 INSTRUCTOR: GUENOVA, LUDMILA LUDMILOVA SECT: 01

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 OR CCIV267]

COL268 Understanding Modernity: Marx, Nietzsche, and Freud

IDENTICAL WITH: GRST268

COL269 French Feminisms: Texts, Pretexts, and Contexts

This course will focus on those texts of postwar French feminism that had enormous impact on feminist theory in the United States. While trying to account for the particular reception of Cixous, Irigaray, Kristeva, and Wittig in the United States, we will also have recourse to the literary, philosophical, and psychoanalytic traditions within which and against which these writers tried to imagine feminine desire, difference, and writing.

GRADING: OPT CREDIT: 1 PREREQ: NONE IDENTICAL WITH: [FG55279 OR FRST254]

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

COL271 Auerbach's *Mimesis* and the Novel in Recent History

Erich Auerbach's *Mimesis: The Representation of Reality in Western Literature* (1946) was arguably one of the key texts for the founding of the College of Letters, as well as a widely admired work of literary and cultural history throughout the West in the second half of the 20th century. It seemed to explain the big picture—social history and its literary representation—in a manner that was at once theological and secular, closely stylistic and broadly philosophical. Nor was it without interest for less traditional thinkers: Edward Said translated Auerbach and wrote an appreciative introduction to the 50th-anniversary edition of *Mimesis*. We shall introduce ourselves to the masterly book and read the last novel it studies, Virginia Woolf's *To the Lighthouse*. Then we shall study four post-Auerbach European novels that variously extend and challenge his interpretation of literature and literary history: George Perec, *Life: An Instruction Manual*; Thomas Bernhard, *Correction*; Javier Marías, *A Heart So White*; and W. G. Sebald, *Austerlitz*. A principal focus of our attention will be the place of architecture in the post-World War II novelistic imagination.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [ENGL281 OR GRST281]

COL272 Exoticism: Imaginary Geographies in 18th- and 19th-Century French Literature

IDENTICAL WITH: FREN272

COL277 Between Local and Global: Contemporary Iberian Cultures and Identities

IDENTICAL WITH: SPAN262

COL280 German Aesthetic Theory

IDENTICAL WITH: GRST287

COL282 Styles of Philosophical Discourse

IDENTICAL WITH: PHIL337

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 2011 INSTRUCTOR: SCHWABER, PAUL SECT: 01

COL286 French Cinema: An Introduction

IDENTICAL WITH: FREN280

COL287 21st-Century Russian Literature

IDENTICAL WITH: RUSS257

COL288 Russia's Storyteller Playwrights

IDENTICAL WITH: RUSS258

COL289 Feminism After 1968: France, the United States, and in Between

IDENTICAL WITH: HIST288

COL290 Poems

In close reading of selected poems by British and American writers, we will attend to mimesis and meanings; to relations of form, style, and content; and to aesthetics, historical moment, and current appeal. Ballads, sonnets, songs, lyrics, odes, and dramatic monologues by poets from Chaucer's time to ours, including Shakespeare, Marvell, Donne, Anne Bradstreet, Milton, Wordsworth, Keats, Tennyson, Browning, Dickinson, Eliot, Yeats, Williams, Frost, Plath, Bishop, and Clifton.

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

COL291 The Treason of the Intellectuals: Power, Ethics, and Cultural Production

IDENTICAL WITH: HIST382

COL292 Reason and Its Limits

IDENTICAL WITH: PHIL292

COL293 Inventing the Criminal: Literature and Criminality

IDENTICAL WITH: GRST276

COL294 Diasporas, Transnationalism, and Globalization

Until the late 1960s, there were three classical diasporas: Jewish, Armenian, and Greek. The first was considered the paradigmatic case. In the past three decades, many dispersed peoples and communities, once known as minorities, ethnicities, migrants, exiles, etc., have been renamed diasporas by some of their own artists, intellectual and political leaders, or by scholars. This phenomenon must be understood in the context of ever-increasing transnationalism and globalization. This course will introduce students to the past and present of the concepts diaspora, transnationalism, and, to a lesser extent, globalization.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [AMST294 OR SOC294 OR ENGL294]

SPRING 2012 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*, and *Statesman*

IDENTICAL WITH: PHIL315

COL297 Reading Nietzsche

IDENTICAL WITH: GRST261

COL298 Marginality in Francophone Cinema

This course offers insights into the ways Francophone cinema from Europe, the Maghreb, and sub-Saharan Africa represents/constructs the racial, cultural, sexual, or social other in the postwar era of decolonization. We will study films formally and contextually to understand what Francophone representations of marginality add to the debates surrounding marginality, ethnicity, identity, and difference in contemporary Europe and postcolonial Africa. Theoretical and critical readings on both cinema and Francophone societies and cultures will help students analyze cinematic texts in depth, as well as compare cinematic aesthetics between Western cinema and so-called Third World cinema.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: FREN215
IDENTICAL WITH: FREN283

COL299 Going Too Far: Transgressive Texts (Seminar in German Studies)

IDENTICAL WITH: GRST299

COL301 Special Delivery: The French Epistolary Novel

IDENTICAL WITH: FREN273

COL305 Topics in Francophone Literature: "This Island's Mine" Postcolonial Paradigms in the Francophone Caribbean

IDENTICAL WITH: FREN304

COL307 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: FREN305

SPRING 2012 INSTRUCTOR: LESERVOT, TYPHAINE SECT: 01

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

COL314 Theorizing Globalization from the Third World

IDENTICAL WITH: CHUM312

COL315 Tracing Transcendence: Emmanuel Levinas's Talmudic Lectures

IDENTICAL WITH: HIST315

COL320 Paris—New York: French Writers of the Beat Generation

IDENTICAL WITH: FREN320

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

COL325 The French Enlightenment's Africa, 1650–1800

IDENTICAL WITH: FREN325

COL326 19th-Century Fictions of Desire

IDENTICAL WITH: FREN326

COL327 Cervantes

IDENTICAL WITH: SPAN236

COL332 European Intellectual History Since the Renaissance

IDENTICAL WITH: HIST216

COL339 Reading Theories

IDENTICAL WITH: ENGL295

COL349 Wagner and Modernism

IDENTICAL WITH: ARHA339

COL351 Topics in the Philosophy of History

IDENTICAL WITH: HIST351

COL355 Translation: Theory and Practice

IDENTICAL WITH: WRCT255

COL356 The Globe and the World: Representations and Theorizations of New Transnational Formations

IDENTICAL WITH: CHUM356

COL359 Philosophical Classics I: Ancient Western Philosophy

IDENTICAL WITH: PHIL201

COL360 Philosophical Classics II: Early Modern Philosophy from Descartes Through Kant

IDENTICAL WITH: PHIL202

COL382 Viennese Modernism

IDENTICAL WITH: GRST381

COL384 Lust and Disgust in Austrian Literature Since 1945

IDENTICAL WITH: GRST384

COL386 German Romanticism in Art and Literature

IDENTICAL WITH: GRST386

COL390 Weimar Modernism and the City of Berlin

IDENTICAL WITH: GRST390

COL391 The Spanish Empire in the Early Global Age 15th–17th Centuries

"The world is not enough": with these words Philip II, king of Spain, expressed his idea of the first truly global empire: his own. Spain's imperial ambition had no limits: Philip II's monarchy was to encompass the planet and beyond, spearheading the conquest of Heaven itself. In

fulfillment of what he saw as God's will, the Spanish monarch's messianic imperial vision sought to bring Christianity to the most distant confines of the earth, effectively extending his rule over lands scattered in four continents, from Spain to China.

The Spanish Empire appears to us medieval in its ideas about religion, law, and government and, at the same time, as a forerunner of modernity, giving rise to phenomena such as scientific exploration, cultural globalization, world capitalism, biologic and cultural crossbreeding, all in an unprecedented scale. This course will consider the Spanish imperial experience as a global history. Through art, literature, political writings, and memoirs, we will learn about its political practices, the everyday life of its subjects and rulers, and the ways in which they made sense of the world.

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

IDENTICAL WITH: [HIST391 OR IBST391]

FALL 2011 INSTRUCTOR: CASTRO-IBASETA, JAVIER SECT: 01

COL392 Libertines and Libertinage

IDENTICAL WITH: FREN390

COL396 Literature and Crisis

IDENTICAL WITH: FREN379

COL401/402 Individual Tutorial, Undergraduate

GRADING: OPT

COL409/410 Senior Thesis Tutorial

GRADING: OPT

COL411/412 Group Tutorial, Undergraduate

GRADING: OPT

COL465/466 Education in the Field, Undergraduate

GRADING: OPT

COL467/468 Independent Study, Undergraduate

GRADING: OPT

College of Social Studies

PROFESSORS: Richard P. Adelstein, *Economics Co-Chair*; Stephen Angle, *Philosophy*; John Bonin, *Economics*; Marc Eisner, *Government*; Richard Elphick, *History*; Brian Fay, *Philosophy*; Giulio Gallarotti, *Government*; Joyce Jacobsen, *Economics*; James McGuire, *Government*; J. Donald Moon, *Government*; Peter Rutland, *Government*; Ronald Schatz, *History*; Nancy Schwartz, *Government*; Gil Skillman, *Economics*

ASSOCIATE PROFESSORS: Erik Grimmer-Solem, *History, Co-Chair*; Cecilia Miller, *History*; Wendy Rayack, *Government*; Sarah E. Wiliarty, *Government*

ASSISTANT PROFESSORS: Sonali Chakravati, *Government*; Anne Peters, *Government*; Victoria Smolkin-Rothrock, *History*

DEPARTMENTAL ADVISING EXPERTS 2011–2012: Richard Adelstein; Erik Grimmer-Solem

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 eight weeks each, and each student takes a trimester tutorial in history, government, and economics. Due to their intensive nature, tutorials account for more than half of the student's academic work during the year. A semester-length colloquium in social theory in the fall and selected courses within and outside the social sciences complete the sophomore program. Comprehensive examinations, administered by external examiners at the end of the sophomore year, produce the only official grade for sophomores.

Junior year. The second semester of the junior year involves a philosophy colloquium on the modes of inquiry in the social sciences and a sequence of two seven-week tutorials building on the sophomore tutorials, each carrying one course credit. Students will also take several of their elective courses in the three **CSS** disciplines to enhance research skills and the ability to accomplish major writing projects in the social sciences. Juniors also have the option of studying abroad in their first semester.

Senior year. In addition to a **CSS** seminar in the first semester, the senior year involves a substantial piece of written work. This is often, but not invariably, an honors thesis. In all cases it is a large-scale, sustained, and serious investigation of an intellectual problem.

The Common Room, seminar rooms, and the **CSS** library reinforce the collegial atmosphere of **CSS**. Social events (Monday luncheons, the Friday posttutorial social hours) and special programs such as semester banquets and occasional lectures are regular features of college life, as are informal talks and discussions. Students from other departments and programs may be admitted to the **CSS** junior colloquium and the senior seminar on a limited basis.

CSS220 Sophomore Economics Tutorial: Topics in the History of Economic Thought

Through an examination of several 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. Our readings include Smith, Ricardo, Ohlin, F. W. Taylor, Marx, Pigou, John Rae, Veblen, Keynes, and Schumpeter. The material provides 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/U CREDIT: 1.50 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: JACOBSEN, JOYCE SECT: 01
SPRING 2012 INSTRUCTOR: JACOBSEN, JOYCE 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 two hundred 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/U CREDIT: 1.50 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: PETERS, ANNE MARIEL SECT: 01
SPRING 2012 INSTRUCTOR: PETERS, ANNE MARIEL SECT: 01

CSS240 Sophomore History Tutorial: The Emergence of Modern Europe

This intensive survey of European history from the French Revolution to the present will consider European history in terms of many types of history, often from conflicting perspectives, including, for example,

political history, economic history, social history, women's history, intellectual history, and psychohistory. Throughout the history tutorial, emphasis will be placed on developing students' skills in reading, writing, and debating. The history tutorial is designed to ground the students in modern European history and also to develop students' ability to master related materials in the future.

GRADING: CR/U CREDIT: 1.50 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: SMOLKIN-ROTHROCK, VICTORIA SECT: 01
SPRING 2012 INSTRUCTOR: SMOLKIN-ROTHROCK, VICTORIA SECT: 01

CSS271 Sophomore Colloquium: Modern Social Theory

This colloquium examines a number of competing conceptual frameworks in the social sciences derived from major political philosophers and social theorists, such as Hobbes, Locke, Rousseau, Marx, Durkheim, Weber, and Freud.

GRADING: CR/U CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: CHAKRAVARTI, SONALI 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).

GRADING: CR/U CREDIT: 0.25 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 that illustrates a more gradual transition to a market-oriented economy.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 SPRING 2012 INSTRUCTOR: BONIN, JOHN P. SECT: 01, 02

CSS330 Junior Government Tutorial: The Real Wealth of Nations

How should we conceptualize the well-being of a nation's inhabitants? How should we measure aggregate (and disaggregated) changes in such well-being over time? What policies, institutions, and circumstances help explain why some countries do better than others at improving various aspects of well-being?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 SPRING 2012 INSTRUCTOR: MCGUIRE, JAMES W. SECT: 01, 02

CSS340 Junior History Tutorial: Post-Imperial History, 1945–1990

This tutorial will analyze selected themes and subjects in the postwar history of former European colonies and imperial possessions, focusing specifically on the process of decolonization and nation building in Africa, the Middle East, South Asia, and Southeast Asia. Making use of the latest work in postcolonial theory, the tutorial will consider the legacy of imperialism, the development of nationalism and independence movements, and the challenges posed to newly independent states in the context of the Cold War. It will also analyze the problems of trade relations with the West and the challenge of sustained economic development. The tutorial aims to complement the sophomore history tutorial (**CSS240**) by building on its methods and foundations to broaden the horizon to consider the process of modernization in a non-European setting. Throughout we will be testing the possibilities and limits of postcolonial theory as a tool for analyzing the history of modern Africa, the Near East, the Indian subcontinent, and former Indochina. The tutorial aims to impart a basic understanding of the postwar history of the non-European world and to develop some of the skills needed to write longer research papers.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 SPRING 2012 INSTRUCTOR: GRIMMER-SOLEM, ERIK SECT: 01, 02

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 2012 INSTRUCTOR: FAY, BRIAN C. SECT: 01

CSS391 Senior Colloquium: Capitalism and Democracy

Political economy explores a wide range of issues, including the ways in which public policies and institutions shape economic performance (growth, inflation, unemployment); 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 engages political economy from multiple theoretical and disciplinary perspectives, ranging from the methodological individualism of public choice to eco-

omic sociology. After exploring the competing conceptualizations of the state, the economy, and political economic dynamics, we will turn to examine the American political economy, with particular emphasis on the rise and decline of the Keynesian welfare state and a series of current challenges, including the role of demographics in the welfare state and the causes of the current political economic crisis.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 FALL 2011 INSTRUCTOR: EISNER, MARC A. SECT: 01

CSS401/402 Individual Tutorial, Undergraduate

GRADING: OPT

CSS409/410 Senior Thesis Tutorial

GRADING: OPT

CSS411/412 Group Tutorial, Undergraduate

GRADING: OPT

CSS465/466 Education in the Field, Undergraduate

GRADING: OPT

CSS467/468 Independent Study, Undergraduate

GRADING: OPT

Dance

ASSOCIATE PROFESSORS: Pedro Alejandro; Katja Kolcio, *Chair*; Nicole Stanton

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 2011–2012: Pedro Alejandro; Katja Kolcio; Hari Krishnan; Susan Lourie; Nicole Stanton

Major description. The Department of Dance at Wesleyan is a contemporary program with a global perspective. The curriculum, faculty research, and pedagogy all center on the relationships between theory and practice, embodied learning, and the potential dance making has to be a catalyst for social change. Within that rigorous context, students encounter a diversity of approaches to making, practicing, and analyzing dance in an intimate learning atmosphere. The program embraces classical forms from ballet, Bharata Natyam, Javanese, and Ghanaian, to experimental practices that fuse tradition and experimentation into new, contemporary forms.

The emphasis of the major is on creating original scholarship, be it choreographic or written, that views dance within a specific cultural context, interrogates cultural assumptions, and is informed by a critical and reflective perspective.

Preregistration is possible for many dance courses. All students interested in registering for dance classes should access WesMaps concerning procedures for acceptance into specific courses. Students majoring in dance or indicating strong curricular commitment to dance will be given enrollment preference in all permission-of-instructor courses.

Course work for the major includes composition, dance techniques, dance histories, research methods, pedagogy, ethnography, improvisation, anatomy, repertory, and dance and technology. All majors complete a capstone experience—either a one-semester senior project or a two-semester senior thesis.

Required courses

DANC249/250 Dance Composition (Gateway course series for the major, taken fall and spring semesters of sophomore year)	2 CREDITS
DANC371 Choreography Workshop	1 CREDIT (Taken fall or spring of junior year)
DANC105 Dance Production Techniques	.5 CREDIT
Dance Techniques	3 CREDITS
Six classes total @ .5 credits each (Students must take classes in at least 2 traditions and achieve a level of Modern II)	
<ul style="list-style-type: none"> • DANC211 Modern Dance I, DANC215 Modern Dance II, DANC309 Modern Dance III • DANC202 Ballet I, DANC302 Ballet II • DANC208 Jazz Dance I, DANC213 Jazz II: Hip-hop, 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, DANC382 Bharata Natyam III 	
DANC435/445 Advanced Dance Practice A/B	.5 CREDIT
Two classes	.25 CREDITS EACH
One methodology course above the 200 level	1 CREDIT
<ul style="list-style-type: none"> • DANC375 American Dance History • Perspectives on Dance as Culture: Research Methods in Dance • Perspectives on Dance as Culture: Auto-Ethnography 	<ul style="list-style-type: none"> • DANC377 Perspectives in Dance as Culture: Dance as Research/ Research as Choreography • Perspectives on Dance as Culture: Bollywood: An Ethnography of Dance and Film
Two electives	2 CREDITS
<i>Elective options</i>	
<ul style="list-style-type: none"> • DANC301 Anatomy and Kinesiology • DANC341 Dance Teaching Workshop: Theory and Practice • Experiential Anatomy: Create, Collaborate, and Perform the Making of Multimedia Dance Work 	<ul style="list-style-type: none"> • DANC378 Repertory and Performance • DANC354 Improvisational Forms • DANC380 Dance and Technology • 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 introduces students to basic dance literacy by viewing dances on film and video, making movement studies, and practicing writing in different modes about bodies in motion. The utopian ideal of "the natural" dancing body will guide our investigation of dance as art and culture, from Isadora Duncan to the postmoderns. We seek answers to such questions as, What do performance codes about the "natural" body feel and look like? How do dance traditions preserve, transmit, and reconfigure eco-utopian desires? No dance experience is necessary. The desire and confidence to create and move collaboratively with others is expected.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: ALEJANDRO, PEDRO SECT: 01

DANC105 Dance Production Techniques

Areas to be covered in this course include lighting design and execution, stage management, costume and scene design, and set construction. Practical experience in the department's production season is an important part of the course.

GRADING: CR/U CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: CARR, JOHN F. SECT: 01

DANC108 Body Languages: Choreographing Biology

IDENTICAL WITH: MB&B108

DANC111 Introduction to Dance

This is an introduction to dance as an educational, technical, and creative discipline for students with no previous formal dance training. Classes will introduce the basic components of dance technique—stretching, strengthening, aligning the body, and developing coordination in the execution of rhythmic movement patterns. Through improvisation, composition, and performing, students will develop a solid framework applicable to all forms of dance.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: KRISHNAN, HARI SECT: 01
INSTRUCTOR: LOURIE, SUSAN F. SECT: 02
SPRING 2012 INSTRUCTOR: LOURIE, SUSAN F. SECT: 01
INSTRUCTOR: KOLCIO, KATJA P. SECT: 02

DANC202 Ballet I

This is a basic elementary-level ballet class. Ballet terminology and stylistic concepts will be introduced with a strong emphasis on correct alignment. Selected readings required.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: BEAMAN, PATRICIA L. SECT: 01

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

In the mid-'20s Earl Tucker ("Snake Hips") was a performer at the Cotton Club during the days of Duke Ellington. His style of dance is definitely related to that of waving that you see young hip-hop dancers still doing today, as hip-hop dance refers to dance styles, mainly street-dance styles, primarily danced to hip-hop music, or that evolved as a part of the hip-hop culture. It can include a wide range of styles such as breaking, popping, locking, krumping, and even house dance. It can also include the many styles simply labeled as hip-hop or old school (hype or freestyle). This dance style, primarily associated with hip-hop as breaking, appeared in New York City during the early 1970s and became a cornerstone of hip-hop as a culture. Funk styles, such as popping and locking, evolved separately in California in the 1960-'70s but were also integrated into hip-hop when the culture reached the West Coast of the United States. This course will be a technique-based course in the learning and participation of the various styles that make up hip-hop dance today.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: AFAM261
FALL 2011 INSTRUCTOR: TBD

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 2011 INSTRUCTOR: ALEJANDRO, PEDRO SECT: 01
SPRING 2012 INSTRUCTOR: LOURIE, SUSAN F. 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 United States. This course will be a technique-based course in the learning and participation of the various styles that make up hip-hop dance today.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: AFAM262

FALL 2011 INSTRUCTOR: STANTON, NICOLE LYNN 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.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: KOLCIO, KATJA P. SECT: 01
SPRING 2012 INSTRUCTOR: ALEJANDRO, PEDRO SECT: 01

DANC244 Delicious Movements for Forgetting, Remembering, and Uncovering

CREDIT: 0 IDENTICAL WITH: EAST244

DANC245 Ways of Knowing: The Use of Creative Research and Artmaking Practices

This course will engage students in original creative research on the topic of origins. How can we apply the tools of rigorous artistic inquiry, including improvisation, synthesis, modes of expression, and production values, to the investigation of other disciplines? Does the application of these processes affect a deeper comprehension of the subject matter? In the first part of this course, students will assemble and experience creative research methods that support the pursuit, arrangement, and demonstration of knowledge. We will use tools developed at the Liz Lerman Dance Exchange over the past 30 years that engage creative research as a basic means of discovery, learning, and building curiosity and basic comprehension. We will work together using methods that draw on varied artistic disciplines including processes for discovering and generating content, shaping, sequencing, and structuring work; applying contrast, repetition, and variation; working with narrative, representation, and abstraction. Engaging in direct assignments, students will conduct research, produce raw material, and engage in collaboration in crafting interim and final assignments.

In the second part, students will investigate the various means of expressing knowledge and analyze the impact these forms have on the understanding of the maker, as well as on the intended audience, whether through book or blog, digital or live, private or public performance. Our content for the course will be *The Matter of Origins*. Faculty from physics

(Brian Stewart), astronomy (William Herbst), and religious studies (Mary-Jane Rubenstein) will partner with us in our investigation and provide the essential ingredients for our examination by delivering three different points of view on a single subject. Students will be expected to produce two different outcomes that demonstrate their research into the topic, which may include, but are not limited to, a text-and-movement solo, environmental installation, written op-ed piece, mini video documentary, graphic novelization, and poster art. These projects will undergo editing and critical analysis based on the critical response process. Finally, we will observe the impact on our understanding of the topic as a result of these multiple formulations.

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

DANC249 Dance Composition

This is a basic course in creating and performing choreography with emphasis on the diversity of techniques and methods available to the choreographer. Assignments will revolve around inventing, organizing, and evaluating movement in a variety of dance styles including modern, jazz, ballet, and others.

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

FALL 2011 INSTRUCTOR: STANTON, NICOLE LYNN SECT: 01

DANC250 Dance Composition

This course in creating and performing choreography emphasizes the diversity of techniques, methods, and aesthetic approaches available to the choreographer. Assignments will revolve around inventing, organizing, and evaluating movement styles and on solving composition tasks that are drawn from various art mediums.

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

SPRING 2012 INSTRUCTOR: ALEJANDRO, PEDRO SECT: 01

DANC251 Javanese Dance I

Instruction in the classical dance of central Java will begin with the basic movement vocabulary and proceed to the study of dance repertoires. At the end of the semester, an informal recital will be arranged with the accompaniment of live gamelan music. Emphasis is on the female style.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE

FALL 2011 INSTRUCTOR: MAENY, URIP SRI SECT: 01

SPRING 2012 INSTRUCTOR: MAENY, URIP SRI SECT: 01

DANC260 West African Dance I

West African dance is a gateway to the cultures and ways of life of its people. It is the medium on which the very existence of the people is reinforced and celebrated. In this introductory course students will learn the fundamental principles and aesthetics of West African dance through learning to embody basic movement vocabulary and selected traditional dances from Ghana. The physical embodiment of these cultures will be complemented with videos, lectures, readings, and discussions to give students an in-depth perspective on the people and cultures of Ghana. Students will also learn dances from other West Africa countries periodically.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE

SPRING 2012 INSTRUCTOR: SAAKA, IDDRISU SECT: 01

FALL 2011 INSTRUCTOR: SAAKA, IDDRISU SECT: 01, 02

DANC261 Bharata Natyam I: Introduction of South Indian Classical Dance

This course is designed to introduce students to the fundamental aesthetic, social, and technical principles underscoring the culture of Bharata Natyam dance in its both indigenous and modern contexts. The course introduces students to Bharata Natyam largely through classroom practice (in the form of rhythmic and interpretive exercises), supplemented by brief lectures outlining the sociohistorical and cultural contexts of the form. Class lectures will also include video presentations. Occasionally the class could include a guest lecture given by either a visiting scholar, dancer, or choreographer respected in the field of South Asian dance internationally.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE

FALL 2011 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 2011 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 2011 INSTRUCTOR: BEAMAN, PATRICIA L. SECT: 01

SPRING 2012 INSTRUCTOR: BEAMAN, PATRICIA L. SECT: 01

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 advanced-level class draws on multiple approaches to dance technique and the moving body. Some of these include modern dance techniques; contemporary/release techniques; contact and other improvisational forms; as well as somatic practices. Modern III focuses on the exploration of complex dance movement sequences, cultivating a specific and personal engagement with movement material, along with heightened attention to the subtleties of phrasing, initiation, and musicality. The course's primary aim is each individual's continued development as a strong, well-rounded, creative, and thoughtful dancer.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA IDENTICAL WITH: DANC215

FALL 2011 INSTRUCTOR: STANTON, NICOLE LYNN SECT: 01

SPRING 2012 INSTRUCTOR: ALEJANDRO, PEDRO 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.

GRADING: A-F CREDIT: 1 PREREQ: NONE

DANC346 Ecology of Eating: Reporting from the Fields of Science and Art

IDENTICAL WITH: ENV5346

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 2011 INSTRUCTOR: SAAKA, IDDRISU SECT: 01

SPRING 2012 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
 SPRING 2012 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 dance in general. Students will also learn original contemporary West African dance phrases choreographed by the instructor and be guided through a creative process through improvisation to create their own phrases.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE
 SPRING 2012 INSTRUCTOR: SAAKA, IDDRISU SECT: 01

DANC371 Choreography Workshop

This class will focus on the process of making a dance. Skills in organizing and leading rehearsals, creative decision making and movement observation will be developed within the context of individual students honing their approach and style as choreographers. Practical and theoretical issues raised by the works in progress will frame in-class discussions and all necessary technical aspects of producing the dances will be addressed.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: LOURIE, SUSAN F. 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; *Ausdruckstanz*; 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 2012 INSTRUCTOR: BEAMAN, PATRICIA L. SECT: 01

DANC377 Perspectives in Dance as Culture: Dance as Research/ Research as Choreography

This course considers theories and methods of dance scholarship and takes a comparative approach to dance as research, research as choreography. This is a research methods course in which we will consider ways that knowledge is constructed and legitimated, focusing on the role of physical/somatic engagement, creativity and performance in research. Problems and issues central to research pertaining representation, authority, validity, rigor, reliability, and ethics will be addressed in the context of dance studies and critical qualitative research studies. A final research project will be required.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: ANTH325
 FALL 2011 INSTRUCTOR: KOLCIO, KATJA P. SECT: 01

DANC378 Repertory and Performance

In this course, students will learn 18th-century French baroque dance—the aristocratic entertainment that evolved at the court of Louis XIV and became the predecessor of today's classical ballet. Once this foundation is laid, we will incorporate period dances, along with contemporary movement, into a neobaroque *comédie-ballet* called *The Narcoleptic Countess*. Large wigs will be fashioned and worn by students in performance. Previous dance experience is required; actors with movement experience and dancers with acting experience are especially welcome.

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

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

DANC435 Advanced Dance Practice A

Participation as a dancer in faculty or student choreographed dance concerts. Course entails 30 hours of rehearsal and performance time.

GRADING: CR/U CREDIT: 0.25 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: STANTON, NICOLE LYNN SECT: 01
 SPRING 2012 INSTRUCTOR: STANTON, NICOLE LYNN SECT: 01

DANC445 Advanced Dance Practice B

Identical with **DANC435**. Entails 60 hours of rehearsal and performance time.

GRADING: CR/U CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: STANTON, NICOLE LYNN SECT: 01
 SPRING 2012 INSTRUCTOR: STANTON, NICOLE LYNN SECT: 01

DANC446 Dance and the Environment: Engagement and Action

During this six-week course, we will spend time in and out of the dance studio, on campus, and in community. We will work together to determine research topics based on the environmental challenges and questions you want to examine, call attention to, and engage people to think about. This research will result in multiple outcomes that include but are not limited to the creation of live performance work, video, text, and tools for engagement.

Everyone in the course will be an active contributor to the generating of ideas, questions, content, and creative outcomes from the determined research topics. You will keep a weekly journal to reflect on the course, your research, and personal growth. At the end of the semester, you will present a final artistic study or participatory project. You will also submit a final paper that includes an analysis of the tools and their applications, your research, and your experience working in community.

GRADING: CR/U CREDIT: .5 GEN. ED. AREA: HA IDENTICAL WITH: ENV5446 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.

GRADING: A-F CREDIT: .5 PREREQ: NONE

DANC401/402 Individual Tutorial, Undergraduate

GRADING: OPT

DANC409/410 Senior Thesis Tutorial

GRADING: OPT

DANC411/412 Group Tutorial, Undergraduate

GRADING: OPT

DANC465/466 Education in the Field, Undergraduate

GRADING: OPT

DANC467/468 Independent Study, Undergraduate

GRADING: OPT

Earth and Environmental Sciences

PROFESSORS: Barry Chernoff, *Biology*; Peter C. Patton, *Chair*; Johan C. Varekamp

ASSOCIATE PROFESSORS: Martha Gilmore; Timothy Ku; Suzanne O'Connell; Dana Royer

ASSISTANT PROFESSORS: Phillip Resor

RESEARCH PROFESSOR: Ellen Thomas

RESEARCH ASSOCIATE PROFESSOR: James P. Greenwood, *Director, McNair Program*

DEPARTMENTAL ADVISING EXPERTS 2011–2012: All Program Faculty

The Department of Earth and Environmental Sciences (**E&ES**) at Wesleyan University covers many aspects of the natural world, on Earth and on other planets. Course topics range from active volcanoes to climate change to eco-conservation. The **E&ES** major is designed to prepare students for graduate school as well as provide a basis for a variety of careers in the private or public sectors. Several tracks can be followed through the major (see below) that lead to different areas of specialization and career options. Many **E&ES** students work with faculty on research projects that range from climate studies to active volcanoes in the Andes, from the structure of the Grand Canyon to the structure of the planet Venus, from coastal areas nearby (Long Island Sound) to lagoons far away (Vieques Island, Puerto Rico). In addition to the major program, **E&ES** provides a wealth of general education courses, while some of the upper-level courses may also be taken for natural sciences and mathematics (NSM) general education credit.

Major requirements. Students pursuing a major in **E&ES** are expected to take one introductory course (**E&ES101**, **E&ES106**, **E&ES115**, **E&ES197**, or **E&ES199**), the sophomore seminar, three core courses, four elective courses, and the senior seminar. Because earth and environmental scientists need a broad background in the natural sciences and mathematics, **E&ES** majors are also required to take one year (two semesters) of gateway courses from two of the following disciplines: biology, chemistry, mathematics, physics, for a total of 4 courses.

Introductory and general education courses

E&ES101* Dynamic Earth

E&ES106* Introduction to Oceanography

E&ES110 Global Warming

E&ES115* Introduction to Planetary Geology

E&ES118 Water Resources and the Environment

E&ES151 The Planets

E&ES154 Volcanoes of the World

E&ES155 Hazardous Earth

E&ES160 Forensic Geology

E&ES195 Sophomore Field Seminar (majors only)

E&ES197* Introduction to Environmental Studies

E&ES199* Introduction to Environmental Science

*Gateway courses for the major

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

BIO216 Ecology

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/E&ES319 Hydrology/Hydrology Laboratory

E&ES320 Quantitative Methods for the Biological and Environmental Sciences

E&ES322/E&ES324 Introduction to GIS/GIS Service Learning Laboratory

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**) Senior Field Research Project

In addition to a minimum of four 200–300-level Wesleyan University **E&ES** courses, up to two upper-level science or math courses taken in other departments may count toward the **E&ES** major as electives, and two **E&ES** courses may be imported from study-abroad programs.

Study tracks and career options in the **E&ES major.** The Earth and Environmental Sciences major provides several pathways that prepare students for different careers. These tracks are meant as guidelines to create a major that suits a student's long-term interests rather than fixed pathways. **E&ES** majors go on to pursue a wide range of careers, limited only by their own imaginations. Students interested in academic or research careers should consider involvement in research or producing a senior thesis.

Geology. The geology track may lead to academic careers, jobs in industry or government in natural resource or geohazard management (e.g., USGS, water resources, mining and energy industries).

E&ES101 Dynamic Earth

E&ES115 Introduction to Planetary Geology

E&ES213/215 Mineralogy/Laboratory Study of Minerals

E&ES220/222 Geomorphology/Geomorphology Laboratory

E&ES223/225 Structural Geology/Field Geology

E&ES290/292 Oceans and Climate/Techniques in 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&ES322/324 Introduction to GIS/GIS Service Learning Laboratory

E&ES326/328 Remote Sensing/Remote Sensing Laboratory

E&ES380/381 Volcanology/Volcanology Lab Course

E&ES397/398 Senior Seminar/Senior Field Research Project

E&ES471 Planetary Geology Seminar

Environmental Science/Environmental Chemistry. The environmental science/geochemistry track may lead to jobs in consulting, government, or nonprofit organizations (e.g., EPA, NOAA, USGS, state agencies) or to academic careers in climate science and water resources.

E&ES197 Introduction to Environmental Studies
E&ES199 Introduction to Environmental Science
E&ES213/215 Mineralogy/Laboratory Study of Minerals
E&ES220/222 Geomorphology/Geomorphology Laboratory
E&ES223/225 Structural Geology/Field Geology
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 the Biological and Environmental Sciences
E&ES322/324 Introduction to GIS/GIS Service Learning Laboratory
E&ES323 Isotope Geochemistry: Tracers of Environmental Processes
E&ES359 Global Climate Change
E&ES397/398 Senior Seminar/Senior Field Research Project

Environmental Science/Ecology. The environmental science/ecology track may lead to jobs in government, consulting, and nonprofit organizations (e.g., U.S. Fish and Wildlife Service, state conservation agencies, Nature Conservancy, National Audubon Society) or to academic careers in conservation and natural resource management.

E&ES197 Introduction to Environmental Studies
E&ES199 Introduction to Environmental Science
E&ES233/229 Geobiology/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&ES322/324 Introduction to GIS/GIS Service Learning 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 to academic careers in space science and remote sensing.

E&ES101 Dynamic Earth
E&ES115 Introduction to Planetary Geology
E&ES213/215 Mineralogy/Laboratory Study of Mineral Studies
E&ES220/222 Geomorphology/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&ES322/324 Introduction to GIS/GIS Service Learning Laboratory
E&ES326/328 Remote Sensing/Remote Sensing Laboratory
E&ES380/381 Volcanology/Volcanology Lab Course
E&ES397/398 Senior Seminar/Senior Field Research Project
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&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

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 the 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&ES118 Water Resources and the Environment

This course will be an overview of the hydrologic cycle and will cover the basic principles of groundwater and surface water hydrology. The course will focus on case histories that illustrate important environmental issues related to our management and use of water and how our water-use policies affect society. Topics will include the analysis of floods, flood management and long-term flood histories on river systems, drought and the impact of long-term climate change, impact of water withdrawal from groundwater systems, water quality and environmental degradation of water resources, and governmental regulations as they apply to water resources.

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

E&ES120 Mars, the Moon, and Earth: So Similar, Yet So Different

This course will focus on the similarities and differences in the geological, atmospheric, and biological evolution of the moon, Mars and Earth. There will be a focus on the history and present state of water on these three planetary bodies. We will integrate recent spacecraft results and other new scientific data into lectures and readings. The course will be lecture-style, with assigned readings, presentations, problem sets, and exams.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
 SPRING 2012 INSTRUCTOR: GREENWOOD, JAMES P. SECT: 01

E&ES121 Science on the Radio

Exciting science and environmental projects are under way at and around Wesleyan. These include classroom research projects, senior theses, graduate research, and faculty publications. Translating science into understandable language takes practice. By listening to science radio shows and reading the stories, we will learn how the translation is done and do it with our own materials. We will also have the opportunity to discuss the science projects being done by young scientists at Green Street and in elementary after-school programs. Participants will be expected to produce a weekly half-hour radio show on WESU, "Lens on the Earth." All shows will be podcast and stored on WESU. Class members will critique each other's shows to improve the speaking voice, style of presentation, and content. Extensive out-of-class time will be needed to produce the show.

GRADING: CR/U CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
 FALL 2011 INSTRUCTOR: O'CONNELL, SUZANNE B. SECT: 01

E&ES140 Making the Science Documentary

IDENTICAL WITH: FILM140

E&ES143 Interpreting Life on Mars: Scientific Data and Popular Knowledge

IDENTICAL WITH: SIS143

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

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
 FALL 2011 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

E&ES170 The Science and Politics of Environmental Racism

IDENTICAL WITH: AFAM213

E&ES195 Sophomore Field Seminar

This course is designed for sophomores who have declared a major in earth and environmental science. The course will give students a common experience and a more in-depth exposure to the department curriculum prior to their junior year. Students will be exposed to the wide variety of geological terrains and ecological environments of southern New England.

GRADING: CR/U CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE
 SPRING 2012 INSTRUCTOR: TBD

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 2011 INSTRUCTOR: DIVER, KIM SECT: 01

E&ES199 Introduction to Environmental Science

We are all part of the environment. The overriding questions will be, How does the nonhuman environment function, and how are humans impacting the environment? Students will be expected to learn basic environmental principles (e.g., cycling of elements and other materials, population dynamics), and consider their own use of resources. The major component of the course will be group research projects addressing major environmental topics, such as, What are effective ways to produce carbohydrates for seven billion people?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
 SPRING 2012 INSTRUCTOR: O'CONNELL, SUZANNE B. SECT: 01

E&ES213 Mineralogy

Most rocks and sediments are made up of a variety of minerals. Identifying and understanding these minerals are initial steps toward an understanding of the genesis and chemistry of Earth materials. Crystallography is elegant in its own right. In this course we will study the crystal structure and composition of minerals, how they grow, their physical properties, and the principal methods used to examine them, including polarized-light microscopy and X-ray diffraction.

GRADING: A-F CREDIT: 1 GEN. ED. 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 PREREQ: (E&ES213 AND E&ES215)

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 morphological 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 PREREQ: (E&ES213 AND E&ES215)

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
PREREQ: E&ES101 OR E&ES199 OR E&ES106 OR E&ES115 OR [E&ES197 OR BIOL197]

E&ES222 Geomorphology Laboratory

This course offers laboratory exercises in the utilization of topographic maps, aerial photographs, and various remote sensing techniques and includes field trips to local areas of interest.

GRADING: A-F CREDIT: .5
PREREQ: E&ES101 OR E&ES199 OR E&ES106 OR E&ES115 OR [E&ES197 OR BIOL197]

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
PREREQ: E&ES101 OR E&ES199 OR E&ES106 OR E&ES115 OR [E&ES197 OR BIOL197]
FALL 2011 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.

GRADING: A-F CREDIT: .5
PREREQ: E&ES101 OR E&ES199 OR E&ES106 OR E&ES115 OR [E&ES197 OR BIOL197]
FALL 2011 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.

GRADING: A-F CREDIT: .5 PREREQ: E&ES101 OR E&ES106 OR E&ES115 OR E&ES199 OR [E&ES197 OR BIOL197] IDENTICAL WITH: BIOL229
SPRING 2012 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 a long-term history of biological evolution and of processes such as uplift, subsidence, sea-level fluctuations, climate change, and the frequency and magnitude of earthquakes, storms, floods, and other catastrophic events. This class will examine the origin and interpretation of sediments, sedimentary rocks, fossils and trace fossils. Students must take E&ES232, Sedimentology/Stratigraphy Techniques, concurrently.

GRADING: A-F CREDIT: 1
PREREQ: E&ES101 OR E&ES106 OR E&ES115 OR [E&ES197 OR BIOL197] OR E&ES199
FALL 2011 INSTRUCTOR: KU, TIMOTHY C.W. SECT: 01

E&ES232 Sedimentology/Stratigraphy Techniques

This course will provide macroscopic and microscopic inspection of sedimentary rocks. It will include field trips, experiments, and laboratory analyses. E&ES230 must be taken concurrently.

GRADING: A-F CREDIT: .5 PREREQ: NONE
FALL 2011 INSTRUCTOR: KU, TIMOTHY C.W. SECT: 01

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
PREREQ: E&ES101 OR E&ES106 OR E&ES115 OR E&ES199 OR [E&ES197 OR BIOL197]
IDENTICAL WITH: [BIOL233 OR ENV5233]
SPRING 2012 INSTRUCTOR: ROYER, DANA SECT: 01

E&ES250 Earth Materials

This course is an introduction to minerals and rocks. Lectures on mineralogy and mineral determination and an introduction to the genesis and occurrences of the major igneous and metamorphic rock types.

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

E&ES252 Earth Materials Laboratory

This is the laboratory component for E&ES250. It is designed to provide students with a basic understanding of mineralogy through field work.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE

E&ES280 Environmental Geochemistry

A qualitative and quantitative treatment of chemical processes in natural systems such as lakes, rivers, groundwater, the oceans, and ambient air is studied. General topics include equilibrium thermodynamics, acid-base equilibria, oxidation-reduction reactions, and isotope geochemistry. The magnitude of anthropogenic perturbations of natural equilibria will be assessed, and specific topics like heavy metal pollution in water, acid rain, asbestos pollution, and nuclear contamination will be discussed. This course (together with E&ES281) is usually taught as a service-learning course in which students work with a community organization to solve an environmental problem. Previous classes have evaluated the energy potential of a local landfill and investigated the cause and possible remediation of a local eutrophic lake.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: ENV5280 PREREQ: NONE

E&ES281 Environmental Geochemistry Laboratory

This course will supplement E&ES280 by providing students with hands-on experience of the concepts taught in E&ES280. The course will emphasize the field collection, chemical analysis, and data analysis of environmental water, air, and rock samples. Field areas will include terrestrial soils and groundwaters, estuarine environments, and marine water and sediments. Students will learn a variety of geochemical analytical techniques.

GRADING: A-F CREDIT: .5 IDENTICAL WITH: ENV5281 PREREQ: NONE

E&ES290 Oceans and Climate

Earth's climate is not static. Even without human intervention, the climate has changed. In this course we will study the major properties of the ocean and its circulation and changes in climate. We will look at the effects of variations in greenhouse gas concentrations, the locations of continents, and the circulation patterns of oceans and atmosphere. We will look at these variations on several time scales. For billions of years the sun's energy, the composition of the atmosphere, and the biosphere have experienced changes. During this time, Earth's climate has varied from much hotter to much colder than today, but the variations were relatively small when compared to the climate on our neighbors Venus and Mars. Compared with them, Earth's climate has been stable; the oceans neither evaporated nor froze solid. On shorter time scales different processes are important. We will look at these past variations in Earth's climate and oceans and try to understand the implications for possible climates of the future.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM
PREREQ: E&ES101 OR E&ES199 OR E&ES106 OR E&ES115 OR [E&ES197 OR BIOL197]
IDENTICAL WITH: ENV5290

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 PREREQ: CHEM141 OR [MB&B181 OR BIOL181] OR E&ES101 OR [E&ES197 OR BIOL197] OR E&ES199

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 PREREQ: E&ES101 OR [E&ES197 OR BIOL197] OR E&ES199 OR [BIOL182 OR MB&B182]

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.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: NSM PREREQ: E&ES101 OR [E&ES197 OR BIOL197] OR E&ES199 OR [BIOL182 OR MB&B182]

E&ES311 Quaternary Environments

This course examines the environmental history of the Quaternary Period, the last 2.6 million years of Earth history that includes the major continental glaciations and the interglacial interval in which we live today. The modern landscape of the earth is, in large part, the result of Earth surface processes that occurred over this time period. The temporal swings between glacial and interglacial climate regimes around the world created an ever-changing physical environment marked by large-scale sea-level change and the expansion, contraction, and evolution of terrestrial environments, for example, the geographic distribution of deserts, the shape and scale of river systems, and the migration of ecological communities on a continental scale. The course will study the myriad approaches to landscape and environmental reconstruction used by Quaternary scientists to understand that period of geologic time most relevant to people on Earth today.

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

PREREQ: E&ES101 OR E&ES115 OR E&ES199 OR E&ES106 OR [E&ES197 OR BIOL197]

E&ES312 Conservation of Aquatic Ecosystems

IDENTICAL WITH: BIOL312

E&ES317 Hydrology

This course is an overview of the hydrologic cycle and man's impact on this fundamental resource. Topics include aspects of surface-water and ground-water hydrology as well as discussion about the scientific management of water resources. Students will become familiar with the basic concepts of hydrology and their application to problems of the environment.

GRADING: A-F CREDIT: 1 PREREQ: E&ES101 OR E&ES106

SPRING 2012 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

SPRING 2012 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. Course work will include lecture, discussion, and hands-on activities.

GRADING: A-F CREDIT: 1 PREREQ: NONE

SPRING 2012 INSTRUCTOR: RESOR, PHILLIP G. SECT: 01

E&ES323 Isotope Geochemistry: Tracers of Environmental Processes

This course explains from first principles the main stable and radioactive isotopic techniques used in geochemistry and geology. The course also demonstrates the manner in which isotope geochemistry has been utilized to solve some of the major problems in the earth and environmental sciences. The oxygen, hydrogen, carbon, nitrogen, and sulfur stable isotope systems and the Rb-Sr, Sm-Nd, U-Th-Pb, and K-Ar radioactive systems will be discussed in detail. This course will

emphasize the application of isotope techniques in hydrological, geochemical, and ecological studies.

GRADING: A-F CREDIT: 1 PREREQ: CHEM141 OR CHEM143

SPRING 2012 INSTRUCTOR: KU, TIMOTHY C.W. SECT: 01

E&ES324 GIS Service Learning Laboratory

This course supplements **E&ES322** by providing students the opportunity to apply GIS concepts and skills to solve local problems in environmental sciences. Small groups of students will work closely with community groups to design a GIS, collect and analyze data, and draft a professional quality report to the community.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE

SPRING 2012 INSTRUCTOR: RESOR, PHILLIP G. SECT: 01

E&ES326 Remote Sensing

This course studies the acquisition, processing, and interpretation of remotely sensed images and their application to geologic and environmental problems. Emphasis is on understanding the composition and evolution of the earth and planetary surfaces using a variety of remote sensing techniques. Comparison of orbital datasets to ground truth will be accessed for the earth to better interpret data for the planets.

GRADING: A-F CREDIT: 1

PREREQ: [E&ES233 OR BIOL233 OR ENV5233] OR E&ES213 OR E&ES220 OR E&ES223 OR

[E&ES280 OR ENV5280] OR [E&ES290 OR ENV5290]

SPRING 2012 INSTRUCTOR: GILMORE, MARTHA S. SECT: 01

E&ES328 Remote Sensing Laboratory

This laboratory course includes practical application of remote sensing techniques primarily using computers. Exercises will include manipulation of digital images (at wavelengths from gamma rays to radar) taken from orbiting spacecraft as well as from the collection of data in the field.

GRADING: A-F CREDIT: .5

PREREQ: E&ES213 OR E&ES220 OR E&ES223 OR [E&ES233 OR BIOL233 OR ENV5233] OR

[E&ES280 OR ENV5280] OR [E&ES290 OR ENV5290]

SPRING 2012 INSTRUCTOR: GILMORE, MARTHA S. SECT: 01

E&ES336 Landscape Ecology

Biogeography is the study of the distribution of living things (plant, animal, and microbe) on the earth's surface and the historical, ecological, and human factors responsible. Landscape ecology is a subfield of biogeography that focuses on relationships between spatial pattern and ecological processes across broad spatial and temporal scales. This course will be approached as an introduction to biogeography with a focus on landscape ecology and ecological biogeography. Topics in the course will reflect the diversity of research conducted by landscape ecologists: concepts of scale, island biogeography, metapopulation dynamics and habitat fragmentation, ecological disturbance, species viability, processes of land use and land cover change, and ecosystem management. This course will include biogeographic patterns, physical and biological processes and interactions that produce these patterns, and methods and techniques used to study them.

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

PREREQ: [BIOL182 OR MB&B182] OR [E&ES197 OR BIOL197] OR E&ES199

IDENTICAL WITH: [BIOL336 OR BIOL536]

E&ES341 Marine Biogeochemistry

This course will focus on the ocean's role in the global biogeochemical cycling of highly mobile and reactive elements and the impact of humans on these biogeochemical cycles. Topics covered include the chemical composition of seawater gas exchange across the air-sea boundary, the production and destruction of organic matter, the controls and spatial distribution of bio-limiting elements, sediment-water interactions, the role of hydrothermal vents, and seawater pollution. Special emphasis will be placed on new analytical or proxy techniques that allow us to better investigate past, current, or future oceanic conditions.

GRADING: A-F CREDIT: 1 PREREQ: NONE

E&ES346 The Forest Ecosystem

IDENTICAL WITH: BIOL346

E&ES359 Global Climate Change

The climate of the earth has been changing over the course of Earth history. Over the last few decades we have come to realize that humans may be the strongest driver of climate change in the 20th century and near future. In this class we evaluate that hypothesis in some depth, using the basic physical foundations of climate science with a focus on radiative principles. We study the details of the short carbon cycle and the

empirical climate record of the last 1000 years, with data from the instrumental record, historical indicators, and physical (pollen, geochemical/isotopic temperature indicators) records. Besides the principles of fundamental climate science, we will deal with some of the results of climate change, mainly sea level rise and feedbacks on the biosphere. We look at the impact of humans on atmospheric chemistry and how human civilization has caused changes in the carbon cycle, possibly already during the transition from hunter gatherers to agricultural society. The final part of the lecture section is on future climate, using economic scenarios, mitigation and adaptation efforts, and climate/economics models. Parallel to the lectures, several experimental projects are done by groups of students: studies with our experimental “analog earth” climate model; monitoring CO₂ in Middletown air for a semester; working with data from the new Wesleyan weatherstation to calculate theoretical climate fluctuations; experimental work on the absorption of CO₂ into water for the geochemically inclined; the impact of raised CO₂ levels on plant growth for the biologically inclined; and a social-economic global assessment on carbon policies for the environmental studies types. In other years, students built solar ovens and a basic infrared spectrometer as well as other projects.

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

E&ES361 Living in a Polluted World

IDENTICAL WITH: ENV5361

E&ES380 Volcanology

Volcanic eruptions are among the most impressive natural phenomena and have been described throughout history. In this course we look at the physical and chemical processes that control volcanic eruptions and their environmental impacts. We also look at the direct impact on humanity, ranging from destructive ashfalls to climate change, and the benefits of volcanoes for society (e.g., geothermal energy, ore deposits).

GRADING: A-F CREDIT: 1 PREREQ: E&ES101 OR E&ES213

E&ES381 Volcanology Lab Course

In the lab class we work on volcanic rocks (chemical analyses), carry out experiments with our backyard volcano (explosions registered on video) and with artificial lava flows, and we take field trips to study volcanic outcrops in New England.

GRADING: A-F CREDIT: .5 PREREQ: E&ES213 AND E&ES215

E&ES397 Senior Seminar

The seminar course for **E&ES** seniors covers the evolution of the earth as a whole and its origin within the context of the solar system. Students will read, discuss, and write about large-scale processes in earth and environmental sciences. Special emphasis will be placed on topics that relate to the **E&ES** Senior Field Research Project (**E&ES398**).

GRADING: A-F CREDIT: 1 PREREQ: NONE

FALL 2011 INSTRUCTOR: PATTON, PETER C. SECT: 01
INSTRUCTOR: ROYER, DANA SECT: 01

E&ES398 Senior Field Research Project

This field course for **E&ES** senior majors will be taught during the month of January. The course will cover the history of a selected field area and will focus on developing observational and interpretive skills.

GRADING: A-F CREDIT: .5 PREREQ: NONE

SPRING 2012 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

PREREQ: E&ES213 OR E&ES220 OR E&ES223 OR [E&ES280 OR ENV5280]

E&ES500 Graduate Pedagogy

IDENTICAL WITH: BIOL500

E&ES546 The Forest Ecosystem

IDENTICAL WITH: BIOL346

E&ES557 Advanced Research Seminars in Earth and Environmental Sciences

This course may be repeated for credit. This course focuses on the specific research projects of the individual graduate students in the **E&ES** Department, and it comprises student presentations and discussion including the department faculty, graduate students, and interested undergraduates. Background readings for each session may include relevant papers from the literature. The course offers a forum for presenting new results and exploring new ideas, as well as for providing researchers with feedback and suggestions for solving methodological problems. It also provides an opportunity for undergraduate majors and new graduate students in the program to become familiar with the wide range of research taking place in the department. Although all department faculty serve as “instructors,” the current chair of the department serves as the approver for adding this course.

GRADING: CR/U CREDIT: .5 PREREQ: NONE

FALL 2011 INSTRUCTOR: PATTON, PETER C. SECT: 01

E&ES401/402 Individual Tutorial, Undergraduate

GRADING: OPT

E&ES409/410 Senior Thesis Tutorial

GRADING: OPT

E&ES411/412 Group Tutorial, Undergraduate

GRADING: OPT

E&ES465/466 Education in the Field, Undergraduate

GRADING: OPT

E&ES467/468 Independent Study, Undergraduate

GRADING: OPT

E&ES501/502 Individual Tutorial, Graduate

GRADING: OPT

E&ES503/504 Selected Topics, Graduate Science

GRADING: OPT

E&ES511/512 Group Tutorial, Graduate

GRADING: OPT

E&ES561/562 Graduate Field Research

GRADING: OPT

East Asian Studies Program

PROFESSORS:	Stephen Angle, <i>Philosophy</i> ; Jonathan Best, <i>Art and Art History</i> ; William D. Johnston, <i>History</i> ; Vera Schwarcz, <i>History</i> ; Janice D. Willis, <i>Religion</i>
ASSOCIATE PROFESSORS:	Mary-Alice Haddad, <i>Government</i> ; Masami Imai, <i>Economics</i> , <i>Chair</i> ; Terry Kawashima, <i>Asian Languages and Literatures</i> ; Su Zheng, <i>Music</i>
ASSISTANT PROFESSORS:	Miri Nakamura, <i>Asian Languages and Literatures</i> ; Ao Wang, <i>Asian Languages and Literatures</i> ; Shengqing Wu, <i>Asian Languages and Literatures</i>
ADJUNCT ASSOCIATE PROFESSOR:	Etsuko Takahashi, <i>Asian Languages and Literatures</i> ; Xiaomiao Zhu, <i>Asian Languages and Literatures</i>
ADJUNCT ASSISTANT PROFESSORS:	Patrick Dowdey, <i>Anthropology</i> , <i>Curator</i> , <i>The Mansfield Freeman Center for East Asian Studies</i>
ARTIST IN RESIDENCE:	Keiji Shinohara, <i>Art</i>
DEPARTMENTAL ADVISING EXPERTS 2011–2012:	All Program Faculty

The East Asian Studies Program challenges the student to understand China and Japan through the rigors of language study and the analytical tools of various academic disciplines. This process demands both broad exposure to different subjects and a focused perspective on a particular feature of the East Asian landscape. Japan and China are related yet distinct civilizations. Each has its own traditions and patterns of development. These traditions have played an important role in the development of culture around the globe and remain formative influences today.

Students interested in East Asian studies will be guided by the expectations for liberal learning at Wesleyan and by the program's interdisciplinary approach. Language, literature, history, and the sophomore colloquium provide the common core of our program. The colloquium will expose students to a wide variety of intellectual approaches to East Asian studies and will thereby provide a foundation for the student to focus in more depth on particular areas. Prospective majors are urged to start their language and history courses early in their Wesleyan careers. This will leave more time for study abroad and for more meaningful work in the concentration of the student's choice. To help students chart their way, the program faculty has designed the programs of study listed below. Admission to the major requires approval of the program chair and designation of an East Asian studies academic advisor. Before deciding on a specific course of study, students must consult with their academic advisor in East Asian studies.

REQUIREMENTS FOR THE MAJOR

The East Asian studies major requires seven courses, plus language, plus study abroad, and a senior project. This breaks down into the following four required components:

Language requirement. East Asian studies majors are expected to reach a minimum of intermediate-level competency in the language of their field. Majors who are native speakers of Chinese, Japanese, or Korean are expected to study another East Asian language. All students need to maintain a grade of B or above by the time they reach intermediate-level competency. All students must take a minimum of four semesters of East Asian language courses; this may mean being required to take language classes beyond the intermediate level. Evaluation of an individual student's language competence will be undertaken by the relevant language coordinator, who will also determine how language courses not taken at Wesleyan count toward this requirement.

- Questions about Chinese should be addressed to the Chinese language coordinator, Professor Xiaomiao Zhu.
- Questions about Japanese should be addressed to the Japanese language coordinator, Professor Etsuko Takahashi.
- Please note that intermediate-level competence is not automatically satisfied by completion of second-year Korean because of the non-intensive nature of our courses. Please contact the chair if you have questions.

Study abroad. All East Asian studies majors are expected to study abroad to develop their language competency and acquire a more concrete grasp of a specific East Asian cultural context. This requirement may be fulfilled through a semester or, preferably, one year in an approved program. The study-abroad requirement may also be fulfilled through two summers abroad, spent in language study (in an approved program), or by carrying out a structured and preapproved research project supervised by a member of the East Asian studies faculty.

Course requirements. All East Asian studies majors are expected to complete three core courses and four additional courses in their specific concentrations. Students will be responsible for keeping up-to-date their Major Requirements Worksheets (in their electronic portfolios) in consultation with their advisors. At the end of the junior year, all majors will be expected to fill out a senior project planning form—to be signed by the project advisor, the student, and the department chair. These forms are due at the Freeman Center office by the end of April.

Core courses. Each East Asian studies major is expected to take **EAST201**, the sophomore colloquium, as well as one survey course on traditional Chinese culture or history and one survey course on traditional Japanese history and culture. In various years, different courses may be used to satisfy this core requirement. Students should consult with their advisor, the chair, and course instructors to be sure that a specific course satisfies this pre-modern requirement. The goal is to ensure that each East Asian studies major is firmly anchored in the classical texts and key events that shaped the development of East Asian cultures before the 19th century.

Concentrations. Each East Asian studies major will be expected to choose one of the six concentrations listed below and to take at least four courses aimed at creating a methodological coherence in a specific area of study. Course offerings for each concentration may vary in some years according to faculty on campus.

1. Art History and Art: One art history seminar dealing with theory and method, to be chosen from:

- **ARHA358** Style in the Visual Arts: Theories and Interpretations
- **ARHA360** Museum Studies
- Three additional courses dealing primarily with East Asian art

2. Language, Literature, and Film: One literature or film theory or methodology course (which may or may not be an EAST class), plus three additional courses in East Asian literature or film; this may include one class on Asian American literature or film. One semester of advanced language (beyond the four required semesters) may be counted as one of these three classes. It is also highly recommended that students additionally take at least one course in non-East Asian literature or film.

3. Music: A concentration in music emphasizes both the academic and performance approaches. Required academic courses on East Asian music, such as:

- **MUSC112/EAST112** Introduction to East Asian Music,
- **MUSC261/EAST268** Music and Modernity in China, Japan, and Korea.

- Two East Asian music performance courses, such as:
 - **MUSC421/EAST426** Korean Drumming Ensemble—Beginning,
 - **MUSC428/EAST428** Chinese Music Ensemble,
 - **MUSC424/EAST424** Introduction to Taiko (Japanese Drumming, or
 - **MUSC405/EAST405** Music lessons for koto or shamisen—with approval from faculty advisor.

With faculty advisor approval, one of these required four courses can be replaced by one course on East Asian art, film, history, literature, philosophy, or religion (beyond the core requirements).

4. History: Students are expected to take at least one course in historiography (such as **HIST362**), two additional courses on the histories of China or Japan, as well as a course on the history of an area outside of East Asia for comparison.

5. Philosophy and Religion: Students are expected to take one core East Asian philosophy or religion course:

- **PHIL205** Classical Chinese Philosophy, or
- **REL242** Buddhism: An Introduction; and
- Two courses in philosophy and religion that have a substantial component on East Asia, and one course in either the history of Western philosophy or the religious tradition of a non-East Asian culture.

6. Political Economy: Students are expected to take one methods course, from among:

- **ECON101** Introduction to Economics,
- **ECON110** Introduction to Economic Theory,
- **GOVT155** International Politics, or
- **GOVT157** Democracy and Dictatorship: Politics in the Contemporary World; and
- Three more courses in economics or government that have a substantial component on East Asia.

Senior project. All majors must complete a written or (with approval) creative project during their senior year. This should involve the use of East Asian language materials to the extent that the students' preparation permits. There are several ways in which this requirement can be fulfilled:

- Write a substantial essay, focusing on East Asia, as assigned in a regular class. The instructor must approve of this project and may suggest revisions as needed. Similarly, faculty approval is required also for a creative project done in the context of a class or as a tutorial. If the class instructor is not an East Asian studies faculty member, the essay or the creative arts project must be approved by the student's East Asian studies advisor. Please note that this class can simultaneously fulfill other requirements.
- Write a one-semester senior essay in a tutorial, preferably given by an East Asian studies faculty member. The tutorial may be for a full credit or for 0.5 credit.
- Write a senior thesis, typically in a two-semester tutorial with an East Asian studies faculty member.

Furthermore, each student will be expected to present his or her research at a poster presentation toward the end of the spring semester of the senior year. This presentation is in addition to and apart from the actual research project. Seniors are also strongly urged to take the half-credit Senior Seminar (**EAST398**), which offers a unique opportunity to develop and present research projects in consultation with the chair and fellow East Asian studies majors.

Criteria for departmental honors. To qualify for departmental honors, the student must complete a thesis, perform a concert, or mount an exhibition or related project under the supervision of a faculty member of the East Asian Studies Program. Responsibility for overseeing the senior project rests with the tutor.

The evaluation committee for each honors candidate is comprised of the tutor, a faculty member from the program, and a Wesleyan faculty member outside the program. The committee is to be selected by the tutor and program chair.

For high honors, all three readers must recommend the thesis for a grade of A- or higher.

Prizes

The Mansfield Freeman Prize was established in 1975 by Mansfield Freeman, Class of 1916. It is awarded annually to a senior who has demonstrated overall excellence in East Asian studies and has contributed to improving the quality of our program.

P. L. Kellam Prize, in memory of Priscilla L. Kellam, Class of 1983, is awarded to a senior woman who has been or is planning to go to China and who has distinguished herself in her studies at Wesleyan.

The Condil Award, in memory of Caroline Condil, Class of 1992, is awarded to a worthy East Asian studies major, preferably a sophomore or junior, for study in China.

Student fellowships. The East Asian Studies Program offers up to two student fellowships each year. To be eligible, applicants must be writing a senior thesis for honors in East Asian studies. The fellowship provides shared office space at the Mansfield Freeman Center for East Asian studies (FEAS), which is accessible at any time throughout the academic year, including weekends, evenings, and during academic breaks. Fellows also have after-hours access to the center's reference library, enjoy use of the center's printer for printing the final copy of their thesis, and have abundant opportunities for interaction with center faculty and staff.

Mansfield Freeman Center for East Asian Studies

East Asian Studies majors are urged to take full advantage of the unique learning opportunities provided through the FEAS. Each of the resources listed below can become a means to obtain a deeper appreciation of the cultures of China and Japan:

- Shōyōan, a room in the style of Japanese domestic architecture, and its adjoining Japanese-style garden, *Shōyōan Teien* (Shōyōan Garden), were planned as an educational resource. The ensemble provides a tangible means of experiencing Japanese aesthetics and exploring the cultural values that these spaces embody. The Shōyōan room and garden are actively used for a variety of purposes, ranging from meetings of small classes and Japanese tea ceremonies to contemplation and meditation.
- The Annual Mansfield Freeman Lecture brings to campus each year a particularly eminent speaker on East Asia.
- A series of programs augments the curriculum through lectures and performances reflecting all aspects of East Asian culture.

- Study collections of East Asian art and historical archives were established in 1987 with an initial gift of Chinese works of art and historical documents from Dr. Chih Meng (founding director of the China Institute in America) and his wife Huan-shou Meng. Items are available for study and research by Wesleyan students and outside scholars.
 - The art collection includes works of painting and calligraphy, prints and rubbings, rare books, textiles, ceramics, and other miscellaneous media from China, Japan, and Korea. The majority of the works date from the 19th and 20th centuries.
 - The archival collection includes papers, documents, and historical photographs, mostly relating to interaction between China and the West in the 19th and early 20th centuries. In addition to a number of miscellaneous individual items, the collection includes the papers of Courtenay H. Fenn (a Protestant missionary in Beijing before and during the Boxer Rebellion) and his son, Henry C. Fenn (China scholar and architect of Yale's Chinese language program); Harald Hans Lund (chief representative of the United Nations Relief and Rehabilitation Agency in North China, 1946–1947, during the Chinese Civil War); Dr. Chih Meng (founding director of the China Institute in America); and George B. Neumann (Wesleyan Class of 1905 and professor of sociology and economics at West China Union University, Chengdu, from 1908 to 1923).
- The FEAS's gallery presents three exhibitions each academic year developed by the center's curator and students working in the center's Curatorial Assistants Program. For information about recent exhibitions, please visit www.wesleyan.edu/mansfield/exhibitions/. The Curatorial Assistants Program involves students in exhibition development in a creative, collaborative environment.
- The FEAS's Outreach Program is coordinated by two students (typically East Asian studies majors) with the assistance of other majors and interested students. Through this program classes from local schools (preschool through high school) visit the FEAS on Friday afternoons to participate in hands-on workshops that explore East Asian culture through music, writing, and calligraphy; food and cooking; martial arts; tea ceremonies; and other activities.

EAST101 Elementary Chinese

IDENTICAL WITH: CHIN103

EAST102 Elementary Chinese

IDENTICAL WITH: CHIN104

EAST103 Elementary Japanese I

IDENTICAL WITH: JAPN103

EAST104 Elementary Japanese II

IDENTICAL WITH: JAPN104

EAST105 Chinese Character Writing

IDENTICAL WITH: CHIN101

EAST106 Chinese Calligraphy

IDENTICAL WITH: CHIN102

EAST153 Elementary Korean I

IDENTICAL WITH: LANG153

EAST154 Elementary Korean II

IDENTICAL WITH: LANG154

EAST165 Anthropology of Contemporary Chinese Art

IDENTICAL WITH: ANTH245

EAST180 Great Traditions of Asian Art

IDENTICAL WITH: ARHA180

EAST201 Pro-Seminar

This team-taught seminar, required of all East Asian studies majors, is primarily designed for sophomores who are seriously considering a major in East Asian studies. It is also open to junior and senior East Asian studies majors who were unable to take the course their sophomore year. The course aims to introduce prospective majors to a range of the fields and methodologies that comprise East Asian studies at Wesleyan. The material will be organized into several disciplinary and area modules, each contributing to a central theme.

GRADING: A-F CREDIT: 1 PREREQ: NONE

SPRING 2012 INSTRUCTOR: JOHNSTON, WILLIAM D. SECT: 01

EAST202 Japanese Horror Fiction and Film

IDENTICAL WITH: ALIT202

EAST203 Intermediate Chinese

IDENTICAL WITH: CHIN205

EAST204 Intermediate Chinese

IDENTICAL WITH: CHIN206

EAST205 Intermediate Japanese I

IDENTICAL WITH: JAPN205

EAST206 Intermediate Japanese II

IDENTICAL WITH: JAPN206

EAST207 Japanese Women Writers: Modern and Contemporary Periods

IDENTICAL WITH: ALIT207

EAST208 City in Modern Chinese Literature and Film

IDENTICAL WITH: ALIT208

EAST209 Japan's "Others": Cultural Production of Difference

IDENTICAL WITH: ALIT209

EAST211 The Chinese Canon and Its Afterlife

IDENTICAL WITH: ALIT211

EAST212 Gender Issues in Chinese Literature and Culture

IDENTICAL WITH: ALIT212

EAST213 Third-Year Chinese

IDENTICAL WITH: CHIN217

EAST214 Third-Year Chinese

IDENTICAL WITH: CHIN218

EAST215 Reexamining Japanese Modernity Through Literature: Edo to Meiji

IDENTICAL WITH: ALIT215

EAST216 Stereotyped Japan: A Critical Investigation of Geisha Girls and Samurai Spirit

IDENTICAL WITH: ALIT220

EAST217 Third-Year Japanese I

IDENTICAL WITH: JAPN217

EAST218 Third-Year Japanese II

IDENTICAL WITH: JAPN218

EAST219 Fourth-Year Japanese

IDENTICAL WITH: JAPN219

EAST220 Philosophy as a Way of Life

IDENTICAL WITH: PHIL221

EAST222 Fourth-Year Japanese

IDENTICAL WITH: JAPN220

EAST223 History of Traditional China

IDENTICAL WITH: HIST223

EAST224 Modern China: States, Transnations, Individuals, and Worlds

IDENTICAL WITH: HIST224

EAST225 Introduction to Chinese Poetry

IDENTICAL WITH: ALIT225

EAST226 Memory and Identity in Contemporary Chinese Fiction and Film

IDENTICAL WITH: ALIT226

EAST228 China's "Others": Hong Kong, Taiwan, and Other Literatures and Films

IDENTICAL WITH: ALIT228

EAST230 Japanese Detective Fiction and Narrative Theory

IDENTICAL WITH: ALIT230

EAST231 Romantic Love in China—From the Imperial Past to the Maoist Era

IDENTICAL WITH: ALIT231

EAST232 Women Writers of Traditional and Modern China

IDENTICAL WITH: ALIT232

EAST242 Buddhism: An Introduction

IDENTICAL WITH: RELI242

EAST244 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: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: DANC244

EAST245 Fourth-Year Chinese

IDENTICAL WITH: CHIN221

EAST246 Fourth-Year Chinese

IDENTICAL WITH: CHIN222

EAST250 Economy of Japan

IDENTICAL WITH: ECON262

EAST257 Nation, Class, and the Body in 20th-Century Chinese Literature and Film

IDENTICAL WITH: ALIT257

EAST260 From Archipelago to Nation State: An Introduction to Japanese History and Culture

IDENTICAL WITH: HIST260

EAST261 Classical Chinese Philosophy

IDENTICAL WITH: PHIL205

EAST264 Modern Chinese Philosophy

IDENTICAL WITH: PHIL263

EAST265 Growth and Conflict in Asia

IDENTICAL WITH: GOVT265

EAST267 Economies of East Asia

IDENTICAL WITH: ECON267

EAST268 Music and Modernity in China, Japan, and Korea

IDENTICAL WITH: MUSC261

EAST270 Japan and the Atomic Bomb in Historical Perspective

IDENTICAL WITH: HIST271

EAST271 Political Economy of Developing Countries

IDENTICAL WITH: GOVT271

EAST281 The Traditional Arts of China

IDENTICAL WITH: ARHA281

EAST283 The Traditional Arts of Japan

IDENTICAL WITH: ARHA283

EAST284 Modern Southeast Asia

IDENTICAL WITH: HIST287

EAST285 Art and Architecture of India to 1500

IDENTICAL WITH: ARHA285

EAST286 Buddhism in America

IDENTICAL WITH: RELI288

EAST287 Traditions of East Asian Painting

IDENTICAL WITH: ARHA287

EAST288 Temples and Shrines of Japan

IDENTICAL WITH: ARHA288

EAST289 Art and Culture in Premodern Korea

IDENTICAL WITH: ARHA289

EAST293 New Strategies in Political and Economic Development

IDENTICAL WITH: GOVT293

EAST295 Politics of East Asia

IDENTICAL WITH: GOVT295

EAST296 Politics in Japan

IDENTICAL WITH: GOVT296

EAST297 Politics and Political Development in the People's Republic of China

IDENTICAL WITH: GOVT297

EAST304 Environmental Politics and Democratization

IDENTICAL WITH: GOVT304

EAST308 The Jewish Experience in China: From Kaifeng in the Song Dynasty to Shanghai During the Holocaust

IDENTICAL WITH: HIST308

EAST311 Representing China

IDENTICAL WITH: ANTH311

EAST324 The Problem of Truth in Modern China

IDENTICAL WITH: HIST324

EAST340 Reading Theories

IDENTICAL WITH: ENGL295

EAST341 Confucianism and Virtue Ethics

IDENTICAL WITH: PHIL341

EAST343 Tibetan Buddhism

IDENTICAL WITH: RELI343

EAST373 Patterns of the Chinese Past: Culture, Politics, and Ecology

IDENTICAL WITH: HIST373

EAST381 Relic and Image: The Archaeology and Social History of Indian Buddhism

IDENTICAL WITH: ARHA381

EAST383 East Asian and Latin American Development

IDENTICAL WITH: GOVT383

EAST384 Japan and the Atomic Bomb

IDENTICAL WITH: HIST381

EAST398 East Asian Studies Senior Seminar

This seminar is designed around students' current interests, their research interests, and their experiences in East Asia. It will consist of biweekly sessions and will include guest speakers from the East Asian studies faculty. Discussion will be emphasized, and there will be a short writing requirement.

GRADING: CR/U CREDIT: .5 PREREQ: NONE

EAST423 Chinese Music Ensemble—Advanced

IDENTICAL WITH: MUSC429

EAST424 Beginning Taiko I—Japanese Drumming

IDENTICAL WITH: MUSC424

EAST425 Advanced Taiko—Japanese Drumming

IDENTICAL WITH: MUSC425

EAST426 Korean Drumming Ensemble—Beginning

IDENTICAL WITH: MUSC421

EAST427 Korean Drumming Ensemble—Advanced I

IDENTICAL WITH: MUSC422

EAST428 Chinese Music Ensemble

IDENTICAL WITH: MUSC428

EAST429 Korean Drumming Ensemble—Advanced II

IDENTICAL WITH: MUSC423

EAST430 Beginning Taiko II—Japanese Drumming

IDENTICAL WITH: MUSC426

EAST460 Introduction to Sumi-e Painting

IDENTICAL WITH: ARST460

EAST461 Alternative Printmaking: Beginning Japanese Woodblock Technique

IDENTICAL WITH: ARST461

EAST401/402 Individual Tutorial, Undergraduate

GRADING: OPT

EAST409/410 Senior Thesis Tutorial

GRADING: OPT

EAST411/412 Group Tutorial, Undergraduate

GRADING: OPT

EAST465/466 Education in the Field, Undergraduate

GRADING: OPT

EAST467/468 Independent Study, Undergraduate

GRADING: OPT

Economics

PROFESSORS:	Richard Adelstein; John Bonin; Richard Grossman; Joyce Jacobsen; Gilbert Skillman, <i>Chair</i> ; Gary Yohe
ASSOCIATE PROFESSORS:	Christiaan Hogendorn; Masami Imai; Wendy Rayack
ASSISTANT PROFESSORS:	Bill Craighead; Abigail Hornstein; Melanie Khamis; Damien Sheehan-Connor; Pao-Lin Tien
DEPARTMENTAL ADVISING EXPERT 2011–2012:	Gilbert Skillman

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

1. Curriculum. The economics curriculum consists of three types of courses:

- *Introductory courses.* The department offers two different one-semester courses at the introductory level. **ECON101** (Introduction to Economics) presents the basic concepts, methods, and concerns of economic analysis without using calculus. This course covers both micro- and macroeconomic issues and is well suited for students who do not plan to major in the discipline but who want a general introduction to economic analysis and institutions. It also serves as a prerequisite for many of the **200**-level electives in the department. **ECON110** (Introduction to Economic Theory) is intended for students who think that they may wish to major in economics and combine this interest with a strong mathematical background. The course covers the same topics as **ECON101** but requires a year of college-level calculus or its equivalent. **ECON110** develops the mathematical foundations that are essential to the further study of economics. Any one of the following—**MATH118** (Introductory Calculus Part II: Integration and Its Applications), **MATH122** (Calculus I, Part II), or placement out of **MATH122**—satisfies the mathematical prerequisite for **ECON110**. With the permission of the instructor, **MATH118** or **MATH122** may be taken concurrently with **ECON110**. First-year students contemplating an economics major should acquire the requisite mathematical background as soon as possible. Any first-year student who does not place out of **MATH122** must wait until the spring semester to take **ECON110**. Students may take **ECON110** after completing **ECON101**; this may be an attractive option for prospective majors who are in the process of acquiring the necessary mathematical background for **ECON110**. In any case, all students who wish to major in economics must complete **ECON110**.
- *Core courses.* Core courses develop the central tools of theoretical and empirical economic analysis and are required for all economics majors. The first core course, **ECON300** (Quantitative Methods in Economics), is the gateway course to the major. **ECON301** (Microeconomic Analysis) and **ECON302** (Macroeconomic Analysis) are designed to provide majors with the basic theoretical concepts and analytical techniques that economists use to study social issues. **ECON300** is a prerequisite for both **ECON301** and **ECON302**; students must have completed **ECON110** and its mathematical prerequisites before taking **ECON300**. **ECON300** should be taken as early as possible, preferably immediately after **ECON110**, but no later than the spring term of the sophomore year if a student wishes to be admitted to the economics major by the beginning of the junior year. All prospective economics majors are strongly encouraged to complete **ECON300** and one other core course by the end of the sophomore year; majors are expected to complete the entire core sequence by the end of the junior year.
- *Elective courses.* There are four levels of elective courses. First, as staffing allows, the department offers **100**-level First-Year Initiative (FYI) courses that are intended for first-year students and have no economics prerequisites. FYI courses cannot be counted toward completion of the economics major. Higher-level elective courses apply analytical tools acquired from the introductory and core courses to specific areas or fields of economics or develop these analytical tools to a more sophisticated level. The department offers two tiers of regular elective courses that may be counted toward completion of the major. The topics covered in these electives are predetermined and specified in WesMaps. Lower-tier electives, numbered **203** to **299**, have either **ECON101** or **ECON110** as a prerequisite. They are intended to introduce both majors and nonmajors to the application of economic theory and methods in a wide variety of topics and to the connections between economics and related fields such as psychology, law, government, history, and area studies.

Upper-tier electives, numbered **300** to **399**, require prior completion of **ECON300** and at least one other core course. These electives apply economic theory and methodology to the same broad range of topics and areas in economics as the lower-tier electives but at a more sophisticated level. Upper-tier electives enable students to read published research in economics and to begin to produce their own original research. Upper-tier electives require a substantial research paper or other project, and a student may choose to expand this research project into a senior honors thesis by working with a faculty advisor in a senior honors thesis tutorial. In some cases, for example International Economics and International Trade (**ECON270** and **ECON371**), electives may be taught at both the **200** and **300** levels. In such cases, students may not earn credit toward the major for both courses. Finally, in addition to regular electives, students may pursue independent research in an individual or group tutorial offered by a faculty member in the department (**ECON401**, **ECON402**, **ECON411**, or **ECON412**). Any student standing for honors in economics will take at least one Senior Thesis Tutorial (**ECON409** or **ECON410**). Students may also take teaching apprenticeship tutorials (**ECON491/492**).

2. Entry requirements and major program. Completion of **ECON110** with a grade of C+ or higher and completion of, or enrollment in, **ECON300** are required for entry into the economics major. A student who fails to obtain a grade of C+ or better in **ECON110** may be admitted to the major only after that student obtains a grade of C+ or better in **ECON300**. All students majoring in economics must complete a minimum of eight courses numbered **200** or above. Of these eight, three must be the core courses **ECON300**, **ECON301**, and **ECON302**. Of the five electives, three must be upper-tier courses, numbered **303** to **399**, or **ECON409**. No more than one senior thesis, individual, or group tutorial may be counted toward fulfillment of the major. The teaching apprenticeship tutorials, numbered **491** and **492**, may not be counted toward the major. **ECON110**, **300**, **301**, and **302** must be taken at Wesleyan; no more than two elective courses taken elsewhere may be counted toward the economics major. Courses taken elsewhere must be approved by the department chair prior to enrollment and will generally be designated as lower-tier electives if approved. If the course material warrants counting a course taken elsewhere (or a tutorial numbered **401**, **402**, **411**, or **412**) as an upper-tier elective, the student must submit materials from that course (or tutorial) to the department chair along with a petition requesting that it be treated as an upper-tier elective immediately upon return to campus (or upon completion of the tutorial). University requirements for graduation permit a student to count no more than 12 courses numbered **201** or higher and no more than 14 courses (except for senior thesis tutorials that do not count in either total) in any one department toward the 32 courses required for graduation. The teaching apprenticeship tutorials, numbered **491** and **492**, are included in these totals for the purpose of determining oversubscription in a department.

3. Advanced placement. No advanced placement credit will be given for **ECON110** under any circumstances. Subject to the University's regulations, students who have received a score of 4 or 5 on either the Microeconomics or Macroeconomics Advanced Placement Exam or a score of 5 to 7 on the International Baccalaureate Exam will be eligible for a prerequisite override for courses requiring **ECON101**. These students will receive one credit toward graduation, but not toward the major, for their exam score upon completion of **ECON301**, in the case of the microeconomics exam, or **ECON302**, in the case of the macroeconomics exam, with a grade of C+ or better. A student may receive at most one Advanced Placement credit in economics.

4. Departmental honors. Honors and high honors in economics are awarded on the basis of a completed honors thesis representing two semesters of independent research. The department offers two options. The traditional route for an honors candidate is the two-semester senior honors thesis tutorial sequence (**ECON409** and **410**), in which the student begins thesis research with a faculty advisor in the fall, continues in the spring term, and completes the thesis by the deadline set by Honors College (usually mid-April). The second path allows a student to expand a research paper that was completed in an upper-tier elective by taking either **ECON409** or **ECON410** with a suitable faculty advisor and completing the thesis by the deadline set by Honors College in the spring term. Honors candidates must present their work in progress to the faculty at the end of the fall semester. Other details of the honors program in economics are provided on the department's web page (www.wesleyan.edu/econ). These are evaluated by the department based on the recommendations of a committee of readers including the thesis advisor and two other members of the faculty. All work is judged by the same standards, regardless of whether the student has taken both **ECON409** and **ECON410** or taken only one of these. All candidates for honors should have at least a B+ average in their economics courses prior to their senior year and a three-year cumulative average of B or better for all courses. A student who does not meet these requirements may petition the department for an exception; the petition must be signed by the student and by the faculty member who has agreed to supervise the project. The petition should speak to the student's capability to undertake independent research and to the feasibility of the proposed project.

ECON101 Introduction to Economics

A general introduction to economic analysis and its applications for public policy, the course examines the forces of supply and demand in competitive markets. How and why do markets fail in certain contexts? How do firms really operate; is it profits for shareholders or CEO pay that they seek to maximize? What are the causes of and remedies for unemployment and inflation? This course serves as a general introduction to micro- and macroeconomics for students who are not considering majoring in economics, and it satisfies the prerequisite for economics courses at the **200** level.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: GROSSMAN, RICHARD S. SECT: 01
SPRING 2012 INSTRUCTOR: ADELSTEIN, RICHARD P. SECT: 01

ECON110 Introduction to Economic Theory

An introduction to the principles of micro- and macroeconomic theory, the course is intended for prospective majors and students wishing to prepare themselves for a broad range of upperclass elective courses in economics. Mathematical tools essential for further study in economics are introduced throughout the course.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS
PREREQ: MATH118 OR MATH122 OR MATH221 OR MATH222
FALL 2011 INSTRUCTOR: ADELSTEIN, RICHARD P. SECT: 01
INSTRUCTOR: YOHE, GARY W. SECT: 02
INSTRUCTOR: HOGENDORN, CHRISTIAAN SECT: 03
SPRING 2012 INSTRUCTOR: HOGENDORN, CHRISTIAAN SECT: 01
INSTRUCTOR: SKILLMAN, GILBERT L. 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
FALL 2011 INSTRUCTOR: RAYACK, WENDY SECT: 01

ECON127 Introduction to Financial Accounting

Accounting systems provide financial information critical to managing, valuing, and regulating businesses, government organizations, and households. This course will cover basic accounting concepts and procedures (double entry bookkeeping, the accounting cycle), summary statements (balance sheets, income statements, flow of funds), evaluation of financial results, and financial planning. Considerable attention will be placed on economic concepts, among them present value and discounting, internal rate of return, risk analysis, normal profit as an economic cost, cost curves of a firm, and the cost of financial capital. Examples of the uses of accounting will include the mortgage crisis, social security and other retirement plans, Ponzi schemes, capital budgeting, and mergers and acquisitions.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: CSPL127 PREREQ: ECON101 OR ECON110
FALL 2011 INSTRUCTOR: MILLER, RICHARD A. SECT: 01

ECON209 Economics of Race and Ethnicity in U.S. Labor Markets

In this course, we explore the economics of race and ethnicity with specific emphasis on U.S. labor markets. The course devotes particular attention to the experiences of African American, Latino, and Asian American women and men. We use economic concepts from conventional neoclassical analysis along with radical critiques of the neoclassical framework. The course begins with a discussion of socially constructed categories and their correlates in the labor market. Next, we take up several special topics including human capital theory, economic theories of discrimination, differences in labor market involvement, and the role of immigration and racial/ethnic enclaves. The course concludes by exploring the possible policy responses to differences in labor market opportunity and success. In this policy discussion, we pay particular attention to economic research designed to analyze the effects of equal employment law and affirmative action regulation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS
PREREQ: ECON101 OR ECON110 IDENTICAL WITH: [AFAM209 OR FGSS202]

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
PREREQ: ECON101 OR ECON110 IDENTICAL WITH: ENV5210

ECON212 The Economics of Sustainable Development, Vulnerability, and Resilience

IDENTICAL WITH: ENV5310

ECON213 Economics of Wealth and Poverty

Who are the very wealthy and how do they acquire their wealth? Why is poverty still with us after almost 50 years of antipoverty programs? What explains rising inequality in the distribution of income and wealth? These are just a few of the questions that we address in this course. The problem of scarcity and the question of production for whom are basic to the study of economics. Virtually all courses in economics give some attention to this topic, yet few study the distribution of income in-depth. This course takes a close look at evidence on the existing distribution of income and examines the market and nonmarket forces behind the allocation process. Our investigation makes use of U.S. economic history, cross-country comparisons, and fundamental tools of economic analysis. Topics include normative debates surrounding the notions of equality and inequality, analytic tools for measuring and explaining income inequality, determinants of wage income and property income, the importance of inheritance, the feminization of poverty, and the economic analysis of racial discrimination. A central subject throughout the course is the role of policy in altering the level of poverty and inequality.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS
PREREQ: ECON101 OR ECON110 IDENTICAL WITH: AMST274
SPRING 2012 INSTRUCTOR: RAYACK, WENDY SECT: 01

ECON215 Labor Economics

This course will survey the economics of labor markets with particular consideration given to the determinants of labor supply and labor demand. Other topics will include the economics of education, economic inequality, and the role of unions.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON101 OR ECON110
FALL 2011 INSTRUCTOR: SKILLMAN, GILBERT L. 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 antipoverty programs, comparable worth, provision of child care, parental leave, affirmative action, and antidiscrimination legislation. While this course primarily uses the economics perspective, it also draws upon political science, psychological, sociological, and anthropological analyses. One goal of this course is for you to understand current research and policy debates in the economic gender issues and to be able to formulate coherent positions on the topics covered. Another goal is to improve your writing skills. To achieve these ends, written analysis of current and proposed policies will be stressed.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS
PREREQ: ECON101 OR ECON110 IDENTICAL WITH: FG55235

ECON220 Alliances, Commons, and Shared Resources

Some forms of capital are only useful in large units and therefore need to be shared by multiple users. Examples include agricultural and forest land, fisheries, radio spectrum, highways, computer platforms, and irrigation systems. This course studies methods of sharing capital, including common property, formal and informal alliances, clubs, open source, and government regulation and ownership. Students interested in the environment, rural development, innovation, transportation, and communications networks should consider this course, as we will cover all of those topics and see their economic similarities.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON101 OR ECON110
FALL 2011 INSTRUCTOR: HOGENDORN, CHRISTIAAN SECT: 01

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 PREREQ: ECON101 OR ECON110

ECON224 Regulation and Antitrust: Government and the Market

Firms and the public sector interact via regulation and antitrust. Firms use (or fail to use) the regulatory process for competitive advantage, and agencies and legislators use (or misuse) regulation to accomplish their policy objectives. Topics covered in this course include the analysis of market power, predation and discrimination, mergers, regulation of infrastructure industries, and health and safety regulation. Case studies include railroads; telephone, cable, and broadband; the energy industry; EU/U.S. cooperation in merger reviews; and the food industry.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON101 OR ECON110

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 PREREQ: ECON101 OR ECON110
SPRING 2012 INSTRUCTOR: ADELSTEIN, RICHARD P. SECT: 01

ECON227 Introduction to Financial Analysis

The course introduces students to the primary sources of information and data used in equity and debt valuation, and portfolio management. Both

corporate finance and investment finance topics will be covered: financial statement analysis; micro- and macro-economic analyses of how industry trends and economic growth impact corporate performance; discounted cash flow analysis; asset pricing models (bonds, DDM, CAPM, APT); portfolio theory; and, time permitting, capital structure. This will be a very intense inquiry-based course with significant hands-on work analyzing data of publicly traded companies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON101 OR ECON110
FALL 2011 INSTRUCTOR: HORNSTEIN, ABIGAIL SECT: 01

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 PREREQ: ECON110 OR ECON101

ECON253 American Economic History

This course examines the development and changes in the U.S. economy from colonial times until World War II. Topics related to many economic fields are examined, including labor, agriculture, money and banking, trade, and public finance. Some historical events covered include the American Revolution, the Civil War, westward expansion, industrialization, slavery, and the Great Depression. Often, we will relate historical economic events to current economics issues.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON101 OR ECON110

ECON261 Latin American Economic Development

Why haven't at least some Latin American countries reached the status of developed country? Why are there such important differences in the degree of development of different Latin American countries? To what extent have foreign countries and institutions influenced the choice of economic policies? Why has Latin America abandoned import substitution industrialization? Are the current attempts at deeper integration into the global economy conducive to economic development, or are they detrimental to the region's poor (or both)? By exploring these and other questions, this course provides an introduction to Latin America's economic development. In our exploration, we draw on economic analysis, historical narratives, and case studies.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS
PREREQ: ECON101 OR ECON110 IDENTICAL WITH: LAST219
FALL 2011 INSTRUCTOR: KHAMIS, MELANIE SECT: 01

ECON262 Economy of Japan

This course covers Japan's economic history, structure, policy, and performance from the mid-19th century to the present. We will use economic tools to analyze topics such as the industrialization of Japan, prewar instability, Japan's industrial policy, and Heisei Recession, etc. It additionally covers the analysis of political institutions that affect the economic policy making.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS
PREREQ: ECON101 OR ECON110 IDENTICAL WITH: EAST250
SPRING 2012 INSTRUCTOR: IMAI, MASAMI 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 entrepreneurs do, their special capacities, and their personalities. 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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON110 OR ECON101

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
PREREQ: ECON101 OR ECON110 IDENTICAL WITH: REE5235

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
PREREQ: ECON110 OR ECON101 IDENTICAL WITH: EAST267

ECON269 Women in Globalization

This course is designed to look at globalization issues from the perspective of gender. Topics of this course will embrace the peculiar situation of women's work all over the world in the global economy while focusing on environmental, health, and violence issues that women face in this world.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON101 OR ECON110

ECON270 International Economics

How does international economic integration affect the economies of individuals and countries? Is globalization beneficial or detrimental to the world's poor? What countries are more likely to gain from trade? How are those gains distributed within countries? Why are some countries recurrently buffeted by currency and financial crises? Should economic policy be used to reduce a country's exposure to international instability? This course uses the tools of international trade theory and open-economy macroeconomics to understand the answers to these questions. The basics of international trade and finance are presented with a nontechnical orientation and an emphasis on understanding the recent experience of economies across the globe.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON101 OR ECON110
SPRING 2012 INSTRUCTOR: CRAIGHEAD, BILL SECT: 01

ECON300 Quantitative Methods in Economics

This course is an introduction to quantitative techniques widely used by economists. Topics include various methods of applied statistics that facilitate the understanding of economic literature and the pursuit of empirical research; elements of probability, correlation, multiple regression, and hypothesis testing.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON110
FALL 2011 INSTRUCTOR: IMAI, MASAMI SECT: 01, 03
INSTRUCTOR: TIEN, PAO-LIN SECT: 02
SPRING 2012 INSTRUCTOR: RAYACK, WENDY SECT: 01
INSTRUCTOR: TIEN, PAO-LIN 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 PREREQ: ECON300
FALL 2011 INSTRUCTOR: KHAMIS, MELANIE SECT: 01
INSTRUCTOR: SHEEHAN-CONNOR, DAMIEN FRANCIS SECT: 02
SPRING 2012 INSTRUCTOR: KHAMIS, MELANIE SECT: 01
INSTRUCTOR: BONIN, JOHN P. SECT: 02

ECON302 Macroeconomic Analysis

This course focuses on the study of economic aggregates such as employment and inflation and of the public policies (monetary and fiscal) aimed at controlling these aggregates. The first half of the course will concentrate on short-run issues; aggregate demand and supply in closed and open economies, business cycles, and stabilization policies. The second half of the course will focus on long-run issues; economic growth and micro-foundations of unemployment and consumption. Upon completion of this course, students should be capable of an informed analysis of recent macroeconomic debates. They should also be prepared for upper-level electives on a variety of macroeconomic subjects.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON300
FALL 2011 INSTRUCTOR: CRAIGHEAD, BILL SECT: 01
INSTRUCTOR: TIEN, PAO-LIN SECT: 02
SPRING 2012 INSTRUCTOR: GROSSMAN, RICHARD S. SECT: 01
INSTRUCTOR: CRAIGHEAD, BILL SECT: 02

ECON308 Healthcare Economics

In this course, we examine the U.S. healthcare system in some detail, with some attention to useful international comparisons. We will start with the questions: What makes healthcare provision different from that of other goods and services? And how are these differences reflected in the structure of the healthcare industry in the United States? We will use our new understanding of the U.S. health system to evaluate various reforms that have been proposed. Other questions that we will address include, What is health? How is it measured and valued? What do we get for the money

that we spend on health care? And how do we decide whether what we get is a "good value" or not?

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: (ECON300 AND ECON301)

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 PREREQ: ECON301
SPRING 2012 INSTRUCTOR: KESKIN, PINAR SECT: 01

ECON313 Economics of Child Policy in Advanced, Postindustrial Countries

This seminar can serve as either a senior-year capstone course or a junior-year course on research methods. Using measures of child well-being and applying economic analysis to policy options, we consider how child policy in the United States compares with policies in other advanced, postindustrial economies. Students will read from professional journals, explore child policies across a wide variety of economies, and discuss the research methods used in the various studies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON300 AND ECON301
FALL 2011 INSTRUCTOR: RAYACK, WENDY SECT: 01

ECON315 Economics of Work and Pay: Theory Institutions and Evidence

This course provides an in-depth exploration of modern labor economics. Using the tools of economic analysis, we investigate the determinants of work and pay. Topics include productivity and labor demand, employment contracts, unemployment, unions, inequality, human capital, and models of discrimination. Issues of race, gender, and class enter into the discussion. We will rely on a combination of economic theory, empirical evidence, and institutional detail to address labor market problems and related policy questions.

GRADING: A-F CREDIT: 1 PREREQ: ECON301

ECON318 Economics of Science and Technology

This course examines technology and technological change using the tools of microeconomics. It studies the historical evolution of technology and compares it with modern developments. It analyzes the interaction of technology with industrial market structure and public policy. Particular emphasis is given to communications technology and the Internet.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON301
SPRING 2012 INSTRUCTOR: HOGENDORN, CHRISTIAAN SECT: 01

ECON320 Commons, Alliances, and Shared Resources

Some forms of capital are only useful in large units and therefore need to be shared by multiple users. Examples include agricultural and forest land, fisheries, radio spectrum, highways, computer platforms, and irrigation systems. This course uses microeconomic theory—especially game theory—to study methods of sharing capital, including common property, formal and informal alliances, clubs, open source, and government regulation and ownership. Students interested in the environment, rural development, innovation, transportation, and communications networks should consider this course, as we will cover all of those topics and see their economic similarities.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON300 AND ECON301

ECON321 Industrial Organization

This seminar focuses on advanced theoretical treatment of few major topic areas: extensions to the model of perfect competition, investment and pre-emption, network effects, and vertical interaction.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON301

ECON328 Investment Finance

This course is an introduction to portfolio theory and explores both theoretical and empirical aspects of investment finance. Topics include mean variance portfolio theory, single- and multi-index portfolio models, capital asset pricing model, arbitrage pricing theory, the yield curve and term structure of interest rates, evaluation of portfolio performance, efficient market hypotheses, etc. Additional topics may include derivative markets and instruments, hedging arbitrage, and speculations, well as empirical issues in investment finance.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS
PREREQ: (ECON300 AND ECON301) OR (ECON300 AND ECON302)

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 PREREQ: ECON301
SPRING 2012 INSTRUCTOR: HORNSTEIN, ABIGAIL SECT: 01

ECON330 The Multinational Enterprise

An examination of the economic consequences of the globalization of markets and industries will be used as the foundation for discussion of firm-level responses, including foreign direct investment and foreign trade.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON301
FALL 2011 INSTRUCTOR: HORNSTEIN, ABIGAIL SECT: 01

ECON331 Open-Economy Macroeconomics

The course will explore current issues, models, and debates in the international finance and open-economy macroeconomics literature. Topics to be covered include international financial transactions and the determination of the current account balance, models of exchange-rate determination, monetary and fiscal policy in open economies, optimal currency areas, currency crises, and the international financial architecture. There may be scope for student input into the topics covered. Theoretical and empirical approaches will be explored.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON302
SPRING 2012 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 PREREQ: ECON301 OR ECON302

ECON343 Topics in Financial Institutions

This course covers selected topics in financial institutions, including the economies and politics of banking regulation, the anatomy of banking crises, and the long-run effects of financial intermediation on capital allocation and economic performance.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON302

ECON348 Equilibrium Macroeconomics

Since the 1970s, macroeconomics has witnessed a methodological shift away from models based on relationships among aggregate variables in favor of models based on optimizing individual behavior in multiperiod settings. This course will develop skills and introduce concepts and techniques necessary to understand these models. Likely topics include the Solow growth model, dynamic consumption theory, the equity-premium puzzle, and real business cycle theory.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON302
FALL 2011 INSTRUCTOR: CRAIGHEAD, BILL SECT: 01

ECON353 American Economic History

This course focuses on 19th- and 20th-century U.S. economic history. The course emphasizes the application of economic tools to the analysis of U.S. history. In addition, it aims to provide students with a sense of the historical dynamics that have shaped the contemporary economic system. Rather than providing a general survey of the economic history of the entire period, the course will focus on topics including cyclical fluctuations, the evolution of the monetary and financial systems, immigration, labor markets, and the role of government policy.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON301 OR ECON302
FALL 2011 INSTRUCTOR: GROSSMAN, RICHARD S. SECT: 01

ECON354 Institutions

Neoclassical economic theory has relatively little to say about the problem of economic organization, how the economic activity of individuals is structured and governed by a complex network of social institutions that includes the law of property and liability, informal codes of morality and fair dealing, and formal organizations. This course attempts to address this imbalance by examining the origins and historical development of two of the most important of these institutions, firms and states. Why do firms and states exist? What functions do they perform in economic systems? How do they arise, and how do they change over time? In considering these questions, students will be introduced to several contemporary alternatives to neoclassical analysis, including the institutional, Austrian, public-choice, and constitutional approaches to the problem of economic organization.

All of these traditions have both a rich history and an active research community, and readings will include both classic texts and modern scholarship in each of them.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON301

ECON355 Financial History

This course will focus on the evolution of financial institutions and markets from the ancient world until today. Topics covered will include the emergence of money and 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
PREREQ: (ECON300 AND ECON301) OR (ECON300 AND ECON302)

ECON357 Topics in European Economic History

This course emphasizes the application of economic tools to the analysis of European history since the Industrial Revolution. Much of the course will center on Britain, although the experiences of France, Germany, Scandinavia, and other countries will also be discussed. Rather than providing a survey of all of modern European economic history, the course will focus on topics such as industrialization, demography, the evolution of money and capital markets, cyclical fluctuations, etc.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON301 OR ECON302
SPRING 2012 INSTRUCTOR: GROSSMAN, RICHARD S. SECT: 01

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 PREREQ: ECON301

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 PREREQ: ECON301 OR ECON302
SPRING 2012 INSTRUCTOR: KHAMIS, MELANIE SECT: 01

ECON371 International Trade

This course analyzes theories of international trade and trade policy. Specific topics will include theories of comparative advantage, the Ricardian model, the Heckscher-Ohlin model, and the imperfect competition model. Other topics include tariffs, trade policy, import substitution, industrial policy, and the balance of trade. Current events concerned with international trade are also discussed.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON301

ECON380 Mathematical Economics

The uses of mathematical argument in extending the range, depth, and precision of economic analysis are explored. The central goal of the course is to promote sophistication in translating the logic of economic problems into tractable and fruitful mathematical models. Particular attention is paid to the analysis of optimization and strategic interaction.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS
PREREQ: (ECON301 AND MATH221) OR (ECON301 AND MATH222)

FALL 2011 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
PREREQ: (ECON301 AND MATH221) OR (ECON301 AND MATH223) OR (ECON302 AND MATH221) OR (ECON302 AND MATH223)

SPRING 2012 INSTRUCTOR: HORNSTEIN, ABIGAIL SECT: 01

ECON401/402 Individual Tutorial, Undergraduate

GRADING: OPT

ECON409/410 Senior Thesis Tutorial

GRADING: OPT

ECON411/412 Group Tutorial, Undergraduate

GRADING: OPT

ECON465/466 Education in the Field, Undergraduate

GRADING: OPT

ECON467/468 Independent Study, Undergraduate

GRADING: OPT

English

PROFESSORS:	Christina Crosby; Natasha Korda; Sean McCann; Joel Pfister, <i>Chair</i> ; Ashraf Rushdy, <i>African American Studies</i> ; William Stowe; Khachig Tölölyan, <i>College of Letters</i> ; Elizabeth Willis
ASSOCIATE PROFESSORS:	Harris Friedberg; Indira Karamcheti; Ruth Nisse; Stephanie Kuduk Weiner
ASSISTANT PROFESSORS:	Sally Bachner; Lisa Cohen; Matthew Garrett; Marguerite Nguyen; Courtney Weiss Smith; Amy Tang, <i>American Studies</i> ; Deb Olin Unferth
ADJUNCT PROFESSOR:	Anne Frank Greene
ADJUNCT INSTRUCTOR:	Alice Hadler, <i>Associate Dean for International Student Affairs</i>
RESIDENT WRITER:	Kit Reed
DEPARTMENTAL ADVISING EXPERTS 2011–2012:	Indira Karamcheti (transfer of credit)

The Department of English invites students to explore our impressive array of courses designed to equip critical minds, inspire creative imaginations, and hone reading, writing, speaking, and research skills. Our faculty is comprised of nationally distinguished scholars and creative writers. We are committed teachers who use the classroom to collaborate with students on the production of new knowledge and conceptualize creative projects. Our curriculum offers a wide range of innovative courses in American and British literatures as well as English language literatures from around the world. Students interested in creative writing will find a fascinating variety of classes and workshops in our curriculum. Literature is itself one of the most interdisciplinary cultural achievements and, with this in mind, English is one of the most ambitiously interdisciplinary departments at Wesleyan. Indeed, the English faculty maintains close ties to and in some cases shares faculty with the departments of American studies; African American studies; film studies; feminist, gender, and sexuality studies; East Asian studies; and the College of Letters. English majors have rich opportunities to grow as writers, readers, historical thinkers, theorists, creators, and researchers capable, like much of the literature they study, of questioning the “givens” they confront in the social world.

Advanced Placement. Students with AP scores of 4 or 5 in either English Literature or English Composition, or with scores of 5–7 on an English A1 or English A2 International Baccalaureate exam, will receive one course credit. No extra credit is given for taking more than one exam. This credit may not be used to fulfill major requirements.

First-year courses. The department offers several FYI courses especially designed for first-year students. First-year students may also be admitted to several other department courses; please check individual listings for details. **ENGL130** is a writing course intended for students whose native language is not English, but it is also open to others. Students interested in working on their writing should also consider the many writing-emphasis FYI courses offered by English and other departments.

Major program. Students considering majoring in English should read the pamphlet on that subject, available in the departmental office, titled “Handbook for Majors” that is also available online at www.wesleyan.edu/english/major.html. Potential majors must take **ENGL201** while they are sophomores. Students who have taken the course and received a grade of B- or better will be admitted as regular majors during the spring term of their sophomore year. Students who take the course during that term will be admitted provisionally, pending the receipt of a grade of B- or better.

Each student, in consultation with an advisor, will develop an individual program consisting of **ENGL201** and at least nine additional courses. These nine courses must include one required course from each of the four categories (adding up to four “required” courses): Literary History I (up to c. 1670s), Literary History II (c. 1670s to 1800), Literatures of Difference, and Theory. All but three of these nine courses must be taken at Wesleyan or in the department’s Sussex program. However, the four “required” courses must be taken at Wesleyan or in the department’s Sussex program. Details about fulfilling requirements are available in the pamphlet. Courses counting toward the major must be numbered **200** or above (students who have taken writing courses once numbered **140** to **179** may count up to two toward the major). One related upper-level course from outside the department may also be counted toward the minimum of 10, though prior approval from the student’s advisor is required. Appropriate credits transferred from other institutions may also be counted.

Honors. The bachelor’s degree with honors in English is awarded on the basis of an outstanding academic record and an honors thesis written during the senior year. Students are eligible to write a critical thesis if they have an average of 91.7 in the courses counting toward the major (at least six courses by the end of the junior year) and have completed a substantial research paper in a departmental course designated research or research option. Students wishing to write a creative thesis need not fulfill the research requirement, but they must have the same 91.7 average and have received As in at least two writing courses. A detailed description of the process for earning honors can be found in the English major pamphlet and online at www.wesleyan.edu/english/honors.html.

ENGL102 Outsiders in European Literature

IDENTICAL WITH: COL102

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

ENGL111 Shakespeare and Company

This First Year Initiative course will help students understand how Shakespeare influenced and was influenced by the major playwrights of his time. A representative sample of plays written in each of his major dramatic genres—comedy, history, tragedy, and romance—will

be paired with some of the most compelling plays written by his contemporaries and rivals.

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

ENGL112 The Environmental Imagination: Green Writing and Ecocriticism

This course explores different ways of thinking and writing about the natural world and our relations with it. What are the implications of biblical, Darwinian, and deep ecological worldviews for humans’ relations with the environment? How do science and religion, wonder and anger, art and advocacy contribute to effective environmental writing? Drawing on classic American texts from Ralph Waldo Emerson to the latest issue of the environmental magazine *Orion*, and practicing writing in different modes, we seek answers to these questions and more.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: AMST124

ENGL113 Reading the Third World

This course is an introduction to writing from the Third World, including works from Africa, Asia, South America, and the Caribbean.

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

ENGL115 Literature of London

This course examines the role of London in the literary imagination of Great Britain from 1800 to 1914. A vibrant multiclass and multiethnic jigsaw puzzle, London was a world city at the center of the empire, the seat of crown and Parliament, and a place of both danger and opportunity. In addition to being the economic and political center of Great Britain, some authors viewed London as the nation's narrative center as well. Others saw the ugliness of the city, its poverty and noisy, crowded streets, as inimical to literature. As this tension between visions of London as the core of British culture and as its anathema suggests, literature about London meditated upon the relations between art and society, progress and poverty, and literature and social fact.

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

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 2011 INSTRUCTOR: HADLER, ALICE BERLINER SECT: 01
SPRING 2012 INSTRUCTOR: HADLER, ALICE BERLINER SECT: 01

ENGL131 Writing About Places: Africa

This course with a focus on Africa is the latest in a series called "writing about places" that explores the long tradition of writing about travel and places and changing attitudes toward crossing cultural borders. We will examine historical and cultural interactions/confrontations as portrayed by both insiders and outsiders, residents and visitors, colonizers and colonized, and from a variety of perspectives: fiction, literary journalism, travel accounts, and histories. Writing assignments will include critical and analytical essays 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 2012 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, Anne Fadiman on cultural clashes).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: HADLER, ALICE BERLINER SECT: 01

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

ENGL180 Writing About Science

IDENTICAL WITH: CHEM180

ENGL201A Ways of Reading: Borrowing and Stealing: Authorship Originality

"Ways of Reading" introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the **ENGL201** series may be taken for credit.

"Ways of Reading" courses develop strategies for careful and close reading, and techniques for the analysis of literary forms such as poetry, drama, and prose narratives such as novels and short stories. They familiarize students with some of the protocols of the literary-critical essay, examine the idea of literature as a social institution, and explore ways of connecting textual details and the world beyond the text. The ways of reading learned in the course are powerful tools for critically assessing discourses that expand far beyond the realm of literature. So while students will become adept literary critics, they also will learn quickly that to be a literary critic is to read critically and carefully all the time: in poems, novels, and plays; but also in political speech, in popular culture, and in the discourses that shape everyday life.

This "Ways of Reading" course will explore the meaning of authorship and originality in literary study. What does it mean to be original within a literary tradition? How do genres retain their coherence while also enabling originality? When does inspiration become plagiarism? Where do we draw the line between borrowing and stealing in literature? What legal and ethical frameworks help us to distinguish between them? How do such norms vary across genres and media? This course will focus on the different ways that poetry, fiction, and drama foster the recirculation of particular plots, figures, and formal structure while still maintaining the value of originality. We will pay particular attention to the crises of authorship that mark what Walter Benjamin famously called the "Age of Mechanical Reproduction." But we will also look at the central role that borrowing and rewriting has played in the very constitution of the idea of a literary tradition.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: BACHNER, SALLY SECT: 01

ENGL201B Ways of Reading: Literature and/as Performance

"Ways of Reading" introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the **ENGL201** series may be taken for credit.

This "Ways of Reading" course will explore the relationship between literature and performance. Writers are performers; language is their instrument and their medium. Literary works are themselves performances that also often present and embody other performances. Writers perform versions of themselves; they also create characters who perform. This aspect of literature is most obvious in drama, but it is also an essential element of lyric poetry and an important aspect of other literary forms as well. In this section of **ENGL201** we will focus on the three traditional genres, reading poetry by Sir Thomas Wyatt, Walt Whitman, and Adrienne Rich, one play each by Shakespeare, David Henry Hwang, and Suzan-Lori Parks, as well as fictional works by writers still to be determined.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: STOWE, WILLIAM W. SECT: 01

ENGL201C Ways of Reading: The Work of Literature

"Ways of Reading" introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the **ENGL201** series may be taken for credit.

The main concern of this "Ways of Reading" course will be on the development of skills of literary analysis and of clear and effective writing, but we will focus our efforts by considering a number of ideas about the distinctive purposes and demands of literary expression.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: MCCANN, SEAN SECT: 01

ENGL201D Ways of Reading: Reading for Genre: Form, History, Theory

"Ways of Reading" introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the **ENGL201** series may be taken for credit.

This "Ways of Reading" course will explore the three major genres of literature: poetry, drama, and prose narrative. We will examine their building blocks or basic elements and seek to understand how individual works of literature exemplify, reveal, and experiment with them. We will attend to formal and theoretical matters ranging from the operation

of words to the patterns that structure poems, plays, and plots. We will ask how literary texts respond to, represent, and capture both literary history and their historical moments by depicting their time and place and by participating in debates about art and society. Throughout, our emphasis will be on the rigors and pleasures of close reading, sustained and detailed textual analysis. We will strive to cultivate the lively, generous, nourishing, and ennobling engagement that S. T. Coleridge had in mind when he said nearly 200 years ago that “the poet, described in ideal perfection, brings the whole soul of man into activity.”

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: WEINER, STEPHANIE KUDUK SECT: 01

ENGL201E Ways of Reading: Reading Encounters: Text, Travel, and Perception

“Ways of Reading” introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the **ENGL201** series may be taken for credit.

This “Ways of Reading” explores the premise that reading is a way of seeing, a way of knowing that emerges from our encounter with the text and the world it represents. What do we encounter when we enter the world of a literary text? How do literary texts represent encounters with the world? How do they shape our perception and experience of the world, of identity, of difference? In this class we will pay close attention to the language, genre, and literary form of poems, stories, and plays that dramatize the process of reading. We will read texts, such as *Benito Cereno* and *The Yellow Wallpaper*, that depict challenges to their protagonist’s ability to read and perceive the world, and we will read the historical source materials for these stories to consider the process of writing as itself a form of reading. We will also read poems and plays, Shakespeare’s *The Tempest* and Aimée Césaire’s *A Tempest* (and perhaps a contemporary novel) written in response to an encounter with an earlier text. Our final reading, the graphic memoir, *Fun Home*, will challenge us to find new ways of reading across genres and medias. Throughout the course questions of genre and form, genesis and context, and the on-going encounter between the world and the text will provide the focus for our reading.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: BARAW, CHARLES SECT: 01

ENGL201F Ways of Reading: Literature about Literature

“Ways of Reading” introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the **ENGL201** series may be taken for credit.

This “Ways of Reading” course will explore the methods, meanings, and very purposes of literature by reading literature about literature—literature written by authors in their most playfully self-aware and self-interrogating of moods. In one of her novels, Jane Austen celebrates the pleasures and dramatizes the perils of novel reading, and an array of 20th- and 21st-century fiction writers sound similarly self-referential—if slightly more self-defeating—notes. Poets from Edmund Spenser and Alexander Pope to W. H. Auden and Billy Collins have written poetry about poetry, and both Shakespeare’s *Hamlet* and Tom Stoppard’s reimagining of two of its minor characters raise questions about the nature of theatrical performance and the roles we play in the world. We will attend to the different ways that these authors imagine the purposes and possibilities of literature, developing a nuanced sense of literature as a culturally specific phenomenon that fulfills constantly changing needs and desires. Throughout, our emphasis will be on the practice of close reading, on careful attention to how texts construct meanings and make demands on readers. Students will gain experience reading and writing about literature; learn key terms and tools for literary analysis; and cultivate a sophisticated and nuanced understanding of what literature is and does.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: SMITH, COURTNEY WEISS SECT: 01

ENGL201G Ways of Reading: Contact Zones: Travel, Migration, and American Literature

“Ways of Reading” introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway

course into the English major, and only one of the **ENGL201** series may be taken for credit.

In this “Ways of Reading” course, our studies of 20th–21st century American literature will pay particular attention to various forms of “contact”—interethnic encounters, genre mixing, human/animal divides—in order to think about innovations in U.S. literature as expressions of various forms of border crossing, both within and beyond the nation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: NGUYEN, MARGUERITE BICH SECT: 01

ENGL201H Ways of Reading: auto/bio/graphy

“Ways of Reading” introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the **ENGL201** series may be taken for credit.

Attending closely to the transformative properties of figurative language and the structuring principles of narrative, in this “Ways of Reading” course we will consider how language creates a life. We will begin with the lyric poetry of 21st-century writers who have also published prose memoirs, and work our way towards the sonnets of Shakespeare.

GRADING: A-F CREDIT: 1 PREREQ: NONE
SPRING 2012 INSTRUCTOR: CROSBY, CHRISTINA SECT: 01

ENGL201J Ways of Reading: Early Modern Literature and the History of Selfhood

“Ways of Reading” introduces students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major, and only one of the **ENGL201** series may be taken for credit.

This “Ways of Reading” course will explore representations of existential interiority of Renaissance literary characters, with a particular focus on representations of gender. Much of the romantic poetry of this time expresses traditional constructions of gender behavior and discourse, often substituting a narrator’s desired responses for the actual words of a silenced beloved. Francis Barker argues that Hamlet’s interiority is anachronistic, predating the formation of a bourgeois subjectivity that does not come into its own until the late-17th century. Catherine Belsey asserts that the interiority identified in Shakespeare’s works is imagined by modern readers attempting to forge a connection with the text. Jonathan Goldberg’s position is that these gestures of interiority were essentially public. We will consider a range of Renaissance texts within the context of these thinkers as well as other modern theorists such as Foucault, Butler, Sedgwick, and Rich. Language and intention play such important roles that we will consider both Renaissance and modern theorists on language. This course will include sonnet cycles such as Sidney’s *Astrophil and Stella* and Mary Wroth’s *Pamphilia to Amphilanthis* as well as plays such as *The Roaring Girl* and *The Duchess of Malfi*. We will then trace the development of these themes into the 18th century, considering the growth of the novel.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: EGGERS, WILL SECT: 01

ENGL203 American Literature from the Colonial Period to the Civil War

In this survey of American literature from the first European contact to the U.S. Civil War, we will read celebrated novels, stories, and poems alongside historic letters, speeches, and memoirs that will help us grapple with a question raised in the 18th-century: “what, then, is an American, this new man.” We will expand the scope of this question (who gets to be considered an American and by whom?) and consider a range of contradictory representations that depict America and the United States as a land of promise and brutal conflict, as a “contact zone” that inspires collaboration as well as violent contention.

Throughout the course we will pay close attention to conversations between texts, to expressive form, and to the different ways that literary genres and conventions articulate the aspirations, conflicts, and contradictions that each text reveals. Close reading will help us discern the importance of how a text is written in determining what it means.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: AMST155
FALL 2011 INSTRUCTOR: BARAW, CHARLES SECT: 01

ENGL204 American Literature, 1865–1945

This course considers the way a large range of American writers responded to the industrial transformation of the United States. We will look at the way writers conceived and understood the rise of the corporation, the growth of the metropolis, the surge of migration, and the expansion of American power through war and settlement, and we will consider the way such visions related to the writers' understanding of the nature of American culture and the significance of literary expression. Among the authors discussed will be Mark Twain, Stephen Crane, Henry James, Charlotte Perkins Gilman, Charles Chesnutt, T. S. Eliot, F. Scott Fitzgerald, Langston Hughes, Ernest Hemingway, Eugene O'Neill, Richard Wright, and Zora Neale Hurston.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: AMST156
 SPRING 2012 INSTRUCTOR: MCCANN, SEAN SECT: 01

ENGL205 Shakespeare

Shakespeare's plays continue to play an important role in our collective psyche, in part due to the ways they present the formation of modern subjectivity. Anxieties about nationhood, religion, economic shifts, colonial enterprise, and gender permeate his works, establishing a set of concerns that still inform our worldview. Because of the continued circulation of these works, it is possible to neglect the conditions that produced them. The heart of this course will be the rich range of Shakespeare's drama and poetry, including *King Lear*, *Twelfth Night*, *The Tempest*, *Othello*, *Taming of the Shrew*, *Henry V*, and *Hamlet*. We will consider the historical backdrop of his plays, keeping in mind previous traditions and genres, and then explore how these works continue to be re-imagined in order to re-establish their relevance for subsequent ages. In addition to a range of interpretive lenses, we will use film clips to explore a variety of performance issues.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: EGGERS, WILL 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

ENGL207 Chaucer and the Critical Power of Medieval Literature

Chaucer's work includes dream-visions, romances, epic, satire, and comedies that continue to astonish readers with virtuosic verse and deft character portraits. Chaucer tests the boundaries of chivalry and medieval romance, reinvents the Classical world, and raises questions about gender and sexuality that do not lose their force even today. Other writers of the time, including William Langland and the poet of *Sir Gavain and the Green Knight*, offer similar probing explorations of Ricardian society, morality, and notions of reality. We will read a range of works from the period, considering carefully the social conditions that produced them and the generic conventions that informed their composition. Most readings will be in Middle English, so we will read slowly and carefully, with attention to the language.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: MDST207
 FALL 2011 INSTRUCTOR: EGGERS, WILL SECT: 01

ENGL208 Enlightenment to Modernism: British Literature, 1780–1914

This course offers an introduction to modern British literature and culture, with an emphasis on the ways in which literary form responds to and shapes the movements of history. We begin with the emergence in the late 18th century of two new literary forms with substantial debts to the Enlightenment—the novel and Romantic poetry—and trace the development of these genres in the hands of later writers, from George Eliot's panoramic depiction of a small city at a moment of profound historical, social, and economic transformation to E. M. Forster's portrait of two sisters who exemplify a country caught between its ideals and the reality it has made for itself; from Robert Browning's repudiation of Romantic confession to Oscar Wilde's definition of art as artifice, or "lying." Central themes include changing concepts of personhood; the relation among science, nature, and faith; the politics of class and gender; the tension between the language of everyday life and the language of literature; and the role of art in a rapidly changing, chaotic, and often exhilarating modern world.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 SPRING 2012 INSTRUCTOR: WEINER, STEPHANIE KUDUK SECT: 01

ENGL209 From Seduction to Civil War: The Early U.S. Novel

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: AMST298

ENGL210 The Rise of the Novel

The novel as we know it was first written in 18th-century England. The real questions are, How and why? Were novels first written by white men, expressing the attitudes and capitalizing on the reading practices of an emergent middle class? Or did they evolve from a somewhat less respectable tradition of romance writing by and for women? Did novelistic prose draw on scientific and economic discourses as it naively sought to present a realistic picture of the world? Or was the genre playfully self-aware, from its very origins, of the difficult relationship between reality and language? This course will explore some of the complexities of the "rise of the novel," one of the most important and oft-told tales of literary history. As we read fictions full of criminals, love-letters, scandals, and satirical self-referentiality, we will think about the differences between early novels and the not-quite novels that preceded them. We will focus on how novels work through plot, character, and realistic prose, but we will also consider how critical narratives like the "rise of the novel" work. How do these narratives help us, as novel readers today, understand our relationship to the period and to the novel as a form?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: SMITH, COURTNEY VWEISS SECT: 01

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 Contemporary British and American Fiction

This course will introduce students to some of the most influential British and American novels written after 1945. In addition to close readings of these challenging and rewarding texts, this course will introduce students to key terms in postwar literary history such as modernism, postmodernism, romance, postcolonialism, realism, and magical realism. Central to our investigation of Anglo-American fiction will be the divergent political and economic fortunes of the United States on the one hand and the United Kingdom on the other.

GRADING: A-F CREDIT: 1 PREREQ: NONE

ENGL214 Introduction to Social, Cultural, and Critical Theory

IDENTICAL WITH: CHUM227

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 PREREQ: NONE

ENGL216 Techniques of Poetry

This course introduces students to the fundamentals of writing poetry and to some of the major issues in contemporary poetics. Emphasis will fall on reading and discussing contemporary poetry, writing in both open and closed forms, working with structural elements beyond traditional poetic forms, and developing a methodology for critical discussion.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: WILLIS, ELIZABETH SECT: 01, 02

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: FG55213

ENGL218 Into the Wild

From Thoreau's assault on Mount Katahdin to Alexander Supertramp's fatal adventures; from Catherine Maria Sedgwick's 1827 tale of Native Americans and Puritans to Chickasaw novelist Linda Hogan's fictional account of the dislocation of Canadian First People, American writers have explored the borders between culture and nature, "civilization" and "wilderness." After an introduction to contemporary border theory as well as critical discussions of the ways in which North Americans have defined such crucial terms as "nature," "wilderness," and "environment," we will examine works of fiction, nonfiction, and poetry from the last 200 years to discover how some of our greatest writers have imagined the relations between human beings and "the wild." Throughout the semester we will also ask what these writers have to tell us about our place on a threatened planet and what role imaginative literature has to play in the wider environmental conversation.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: ENV5218 PREREQ: NONE

ENGL219 From Blackface to Black Power: The Art of Politics in 20th-Century African American History and Culture

IDENTICAL WITH: AFAM218

ENGL220 Medieval Works in Performance

Long before the plays of Shakespeare and Marlowe 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 African American Anticolonial Literature

IDENTICAL WITH: AFAM222

ENGL222 Zora Neale Hurston and the Rise of Feminist Fiction

Once out of print and out of favor, Zora Neale Hurston has become a feminist icon as well as a canonical figure in American and African American literary studies. This course examines Hurston's literary production, paying particular attention to its varying reception at different historical moments. In addition to reading most of her novels, short stories, plays, essays, and articles, we will consider, among other questions, how texts are produced by their times and their interpretive communities.

Just how did Hurston go from outcast to icon, and how does her work compare with that of her female contemporaries?

GRADING: A-F CREDIT: 1 PREREQ: NONE

IDENTICAL WITH: [AFAM225 OR AMST234 OR FG55247]

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 Medieval Drama

This course will examine early English drama in its many forms, from the civic mystery cycles of the 15th century to the morality play *Everyman* to Tudor plays famously indebted to the conventions of medieval theater, such as Marlowe's *Doctor Faustus* (1592). We will cover topics including the role of drama in defining communal identities, dramatic interpretations of gender, and the responses of drama to contemporary social and religious controversies.

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: [MDST242 OR THEA224]

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 PREREQ: NONE

ENGL227 The Victorian Novel

Students will study the narrative conventions and figurative tropes that are now wholly naturalized as the form of "the novel." We will study theories of the novel. We will study the Victorian publishing industry to consider how it shaped the novel form, and, conversely, how novelists actively created new forms. How did these novels get to be so long? What kind of worlds do they create? How does characterization work? How is it that we still read them avidly, and consume them as television costume dramas and Hollywood movies? What do these novels do in the world?

GRADING: A-F CREDIT: 1 PREREQ: NONE

ENGL228 Love in the Time of Slavery

IDENTICAL WITH: AFAM219

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 United States—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

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 Mystics and Militants: Medieval Women Writers

In this class we will read a wide range of works written by European women between c. 1100–1500, including courtly, religious, and polemical texts. The course will explore ideologies of gender in the Middle Ages and early modern period and examine the ways in which our authors confronted the misogynist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, “courtly love,” mystical experience, heresy, humanism, utopian realms. In short, we’ll read works by women who created their own forms of authority, and in doing so both influenced and defied the authorities of their time.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [MDST238 OR FGS5224]

ENGL233 History of Musical Theater

IDENTICAL WITH: THEA208

ENGL234 Scripts and Shows: Modern Drama as Literature and Performance

Why read plays? What is the place of drama in literary studies? In modern culture and society? What answers to these questions are suggested by the works of classic modern writers like Ibsen, Strindberg, Chekhov, Brecht, and Beckett, and contemporaries like Tony Kushner and Suzan-Lori Parks? These are some of the questions we will try to answer as we examine a selection of plays from the modernist canon and the contemporary stage. This is a literature course, and no experience of theater is necessary, but we will pay some attention to imagining how scripts might be realized in performance, and there will be a chance for students to participate in rehearsed readings.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: THEA234
SPRING 2012 INSTRUCTOR: STOWE, WILLIAM W. SECT: 01

ENGL235 Children's Literature

Probably the first literature we fall in love with, children’s literature shapes individuals and cultures in profound ways, investing us with important mythologies and guiding our identities and behaviors. This course will examine fairy tales, some works from the “golden age” of children’s stories, and some contemporary works. We will enrich our reading of the fiction with some of the central theorists of this genre, including Bruno Bettelheim, Jack Zipes, and Maria Tatar.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: KARAMCHETI, INDIRA SECT: 01

ENGL236 The British Modernist Novel, 1900–1945

This course will introduce students to British novels from the modernist period of 1900–1945, a time of massive formal innovation. We will explore the formal, thematic, and philosophical features of British modernist fiction through close readings of novels and through occasional readings in essays of the period and more recent criticism. This course will provide a broad, if necessarily selective, picture of modernist fiction in all its considerable variety. In addition to some iconic examples of high modernism, we will read some arguably minor novels as well. Much of our attention will be on modernism’s recurrent concern with the meaning of modernity itself. Are modernism and modernity identi-

cal, 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 PREREQ: NONE
SPRING 2012 INSTRUCTOR: BACHNER, SALLY SECT: 01

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 counterculture. 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]

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

ENGL240 Introduction to African American Literature

IDENTICAL WITH: AFAM202

ENGL241 Special Topics in Creative Writing: Merging Forms

Students will explore, both in the readings and their own work, forms of writing that don’t fit neatly into traditional genres such as fiction, essay, or criticism. Readings will include Maxine Hong Kingston’s *The Woman Warrior* (which combines fiction and personal essay), Eduardo Galeano’s *Memory of Fire: Genesis* (historical writing combined with fiction), and selected short works by Donald Barthelme, Rebecca Brown, Wayne Koestenbaum, and others (all playing with genre in various ways).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: TBD

ENGL242 Literary Theory I: Plato to Pope

This course will examine some of the foundational texts of literary theory, beginning with Greek and Roman writers and ending early in the 18th century. These foundational texts ask such questions as: What is the work of art? What is its relationship to the state? Is the poet divinely inspired or a peddler of illusion? What makes a work of art “great”? Is it “originality” or a mastery of the classical themes and genres? We will discuss these questions and more in the works of such writers as Plato, Horace, Longinus, Dante, Sidney, and Pope.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: KARAMCHETI, INDIRA SECT: 01

ENGL243 Caribbean Literature

The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the “antidote to civilization,” Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine selected literary texts as part of an ongoing dialogue between the region’s history, mythology, and aesthetics.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [AFAM243 OR AMST247 OR LAST247]
SPRING 2012 INSTRUCTOR: KARAMCHETI, INDIRA SECT: 01

ENGL245 American Modernisms: Time, Space, and Race

This course examines American modernist writings with special attention to ways in which representations of time and space relate to notions of race during the 20th century. In addition to studying modernist manifestos calling upon artists to “make it new,” we will examine how writers engage with this proposition by pushing the boundaries of genre to represent the diversity of America and Americans in formally innovative ways. We will also investigate works that query the contradictions inherent in American conceptions of modernity and progress without necessarily engaging American modernist impulses as such. The central question guiding the

course will be how literary forms enable and limit writers' attempts to capture unequal, racialized experiences of American time and space. Toward the end of the semester we will take a brief look at how contemporary writers revisit modernist forms in ways that show the enduring influence of American modernism on contemporary culture and society.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: AMST254
FALL 2011 INSTRUCTOR: NGUYEN, MARGUERITE BICH SECT. 01

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 ultrarealist or “naturalist” fiction, short stories by “new women” writers, protomodernist 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

ENGL247 Narrative and Ideology

IDENTICAL WITH: COL249

ENGL248 Imagining the American South

The American South has long been set aside in the national imagination as a particular—and, in many ways, peculiar—segment of the country. But why is this so? What makes the South necessarily different—if we assent to this difference at all? This course will examine a diverse series of representations of the American South, and will chart its development (and the concurrent development of its literature) over the past century. In the first section of the course, we will explore a set of competing, and often conflicting, images of what the South is and what it means; we will consider how widely the experience of the South varies with sex, race, and socioeconomic class. The second section of the course will take up the complex and colorful tradition of the Southern family, in all its (sometimes dysfunctional) glory. In the third and final section, we will examine images of Southern “expatriates” — characters who have abandoned their sub-Mason-Dixon roots and relocated elsewhere.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [AFAM248 OR AMST240]

FALL 2011 INSTRUCTOR: MAHURIN, SARAH JOANNA SECT. 01

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 Contemporary U.S. Poetry

This course focuses on the study of postmodern American poetry. Over the course of the semester, the work of eight contemporary poets will be discussed in the context of their relation to literary tradition, innovation, and American culture. At least two of these writers will visit campus to read and discuss their work.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: WILLIS, ELIZABETH SECT. 01

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 PREREQ: NONE

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

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

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

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 sometimes secret connections between history and poetic form, and we will listen to what these links can tell us about poetry and politics, life and literature, in our own time. Our poets ignored false divisions between art and society, and so will we.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: AMST269

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

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 “Modern” 18th Century: Science, Consumer Culture, Individuality, and Enlightenment

Eighteenth-century England was changing rapidly: Isaac Newton discovered gravity; Adam Smith explained the *Wealth of Nations*; John Locke endorsed democratic governments, and Voltaire and David Hume celebrated the power of the human mind. Indeed, it is often said that 18th-century England was a crucial birthplace for science, consumer culture, the liberal individual, and enlightenment—for the modern world itself. This class will read key texts of this process of modernization (by the likes of Newton and Locke) as literature, but we will also attend to the literary reaction—texts celebrating, condemning, satirizing, or simply trying to make sense of these changes. Throughout, we will seek both the presence and the limits of the “modern” in the period. Sometimes weirdly backwards-looking ideas unpredictably jostle up against the seemingly progressive: exuberantly pious devotions punctuate serious science and economics, and strikingly unfamiliar assumptions about the individual influence political, philosophical, and literary thought. What was—and wasn’t—“modern” about the 18th century, and how can this key modernizing moment help us better understand our world today?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: SMITH, COURTNEY WEISS SECT: 01

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

ENGL267 Harlem Renaissance

The blues poetry of Langston Hughes, Josephine Baker’s provocative banana skirt, Zora Neale Hurston’s *Their Eyes Were Watching God*, flappers, jazz, and rent parties—all are associated with the Harlem Renaissance. This course will center on the literature created during or concerning this era; writers to be considered include Hughes, Hurston, Nella Larsen, Jean Toomer, James Weldon Johnson, and Toni Morrison. We will also explore the visual art, film, and music of the period while discussing the politics of representation uplift, sexuality, and the body that were a part of the Harlem, or New Negro, Renaissance.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: AFAM233
SPRING 2012 INSTRUCTOR: WOODARD, LAURIE AVANT SECT: 01

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 IDENTICAL WITH: AMST279

ENGL270 Writing Creative Nonfiction

Practice in writing several forms of literary or journalistic nonfiction—critical pieces, nonfiction narrative, profile, review, commentary, travel essay, family sketch, or personal essay, for example. The readings serve as models for these exercises.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 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 2012 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: [FGS5272 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 novels, poems, short stories, and film, this course will focus upon the question of identity. Can such a widespread population, diverse in class, cultural practices, and local histories, claim a singular identity? What does it mean to be Indian, Pakistani, Bangladeshi, Sri Lankan, in these conditions? When is South Asian identity claimed and for what purposes? How is such an identity constructed, and what roles do race, ethnicity, gender, religion, or nationality play in it? The literary readings will be supplemented with historical and sociological materials.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: FGS5289

ENGL274 Oral Histories and the Portland Brownstone Quarry

This course will investigate the form of the oral narrative. Students will work with Portland, Connecticut, residents who have been involved with the brownstone quarry there and know the history of this cultural, economic, and aesthetic feature of our community. Brownstone from Portland was important from the 1700s through the 1800s; it was the material that built many of the famous brownstones of New York and Boston and was even used in San Francisco and London. The quarry remained productive until the 1930s, when flooding made the stone unavailable. The 1990s saw a renewed interest in it; there is now a limited amount of quarrying and the site is developed as a recreational area, with hiking, canoeing, and camping facilities. In 2000, the quarry was listed as a National Historic Landmark and placed on the National Register of Historic Places.

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

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 United Kingdom, and the United States.

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

ENGL276 Space and Place in Fiction

This seminar will consider the way writers make use of real and imagined geographies, and also the way they work with the space on the page, or, in the case of new media, off it. Some questions to be considered include, How have American writers conceived of the wilderness and where, if anywhere, do we situate the wilderness now? Has our relation to space itself changed over the last 200 years? How is space connected to ideas of social organization? What’s the value of getting lost?

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

ENGL279 Introduction to Latino/a Literatures and Cultures

This course serves as an introduction to the many discourses that structure and challenge *Latinidad*—the feeling of being Latino/a. Through historically situated critical analysis of Latino/a cultural production, including theoretical essays, literature, and film, we will meditate on the major issues that shape the Latino/a U.S. experience. Taking an interdisciplinary approach, while primarily focusing on literary analysis, we will study how *Latinidad* is constructed as an identity and how that identity varies across origin, place, and time. We will engage in close readings to ascertain how the formal aesthetic choices of Latino/a cultural producers theorizes on the Latino/a experience, as well as broaden our historical understanding. Major themes we will explore include the legacy of U.S. colonialism; the legacy of civil rights movements; nationalism; citizenship, immigration and exile; labor and class; race and ethnicity; and gender and sexuality.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [AMST278 OR LAST279]
FALL 2011 INSTRUCTOR: TBD

ENGL280 Staging Race in Early Modern England

This course aims to historicize the representation and staging of race in early modern England. We will examine the emergence of race as a cultural construct in relation to related conceptions of complexion, the humoral body, gender, sexuality, and religious, ethnic, and cultural identity. Readings will focus in particular on three racialized groups: Moors, Jews, and native American “Indians.” We will first read the play-texts in relation to the historical contexts in which they were first produced (using both primary and secondary sources), and then consider their post-Renaissance performance history (including literary, theatrical, and film adaptations).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: FG55320

ENGL281 Auerbach’s Mimesis and the Novel in Recent History

IDENTICAL WITH: COL271

ENGL285 British Modernist Literature

This course is an introduction to the often radical and formally innovative literature produced during the years 1900–1945. We will read major and minor works from this period including novels, poetry, manifestos, and essays to gain an understanding of the prevailing aesthetics, philosophy, political concerns, and cultural preoccupations of the time. Major themes to be discussed include modernity and degeneration, class, primitivism and empire, gender and feminism, and tradition and history.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: BACHNER, SALLY SECT: 01

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

ENGL288 Poets, Radicals, and Reactionaries: Romantic Poetry in Conversation

This course is an introduction to major poets and themes: nature; memory, imagination, and creativity; the poetic I; form and prosody; responses to the French Revolution; and social and economic change. Focusing on issues of nation, gender, politics, and form, it places poets in conversation with one another and with broader dialogues about poetics, politics, and society taking place during the late 18th and early 19th centuries.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: WEINER, STEPHANIE KUDUK SECT: 01

ENGL290 Place, Character, and Design: Techniques in Writing Nonfiction and Fiction

We begin this writing course with questions central to your work in both nonfiction and fiction: how to establish a narrator’s voice and characters’ presence and how to frame the spatial and emotional world of the piece. The course encourages you to explore questions of design and structure while focusing also on style and technique at the sentence level.

Readings include works by writers interested in these questions, including, in fiction, Andre Aciman, Vladimir Nabokov, Henry James, Robert Stone, Deborah Eisenberg, and Edward P. Jones; and, in nonfiction, Brian Doyle, Junichiro Tanizaki, Joan Didion, Charles Bowden, Mark Doty, Linh Dinh, Dubravka Ugresic, and George Orwell.

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

ENGL292 Techniques of Nonfiction

This course is an introduction to contemporary creative nonfiction writing. We will analyze works of memoir, travel literature, profiles, and other essays that exemplify a range of formal approaches to the genre. The course is also an introduction to workshop procedures: Students will work on their own nonfiction in exercises, experiments, and longer essays, and they will develop a critical vocabulary for analyzing each others’ writing.

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

FALL 2011 INSTRUCTOR: COHEN, LISA SECT: 01

ENGL293 Introduction to Medieval Literature

This course covers a selection of French, Italian, and English literature from around 1200 to 1400, with an emphasis on the popular genre of romance and the works of Dante and Chaucer. We will consider various elements of medieval writing—including allegory and satire—within their social and cultural contexts. Some of the topics that we will examine are the politics of chivalry and crusading, medieval views of gender and sexuality, theology and religious controversies, and exploration of the world beyond Europe.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: MDST295 PREREQ: NONE

ENGL294 Diasporas, Transnationalism, and Globalization

IDENTICAL WITH: COL294

ENGL295 Reading Theories

In this survey of modern literary, critical, and cultural theories, emphasis is on key concepts—language, identity, subjectivity, gender, power, knowledge, and cultural institutions—and key figures such as Marx, Freud, Nietzsche, Saussure, Barthes, Gramsci, Benjamin, Althusser, Foucault, Lacan, Deleuze, Jameson, postmodernism, and U.S. feminism.

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: [COL339 OR CCIV393 OR EAST340 OR FIST290 OR GRST231 OR RUSS340]

SPRING 2012 INSTRUCTOR: TÖLÖLYAN, KHACHIG SECT: 01

ENGL296 Techniques of Fiction

This introduction to the elements of fiction and a range of authors is for people who want to write and through writing increase their understanding and appreciation of a variety of short stories.

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

FALL 2011 INSTRUCTOR: UNFERTH, DEB OLIN SECT: 01

ENGL299 A Playwright’s Workshop: Intermediate

IDENTICAL WITH: THEA299

ENGL300 Sonnets

An investigation of the Mona Lisa of literature, Shakespeare’s Sonnets, that will undertake a close reading of the texts considered both as formal models and as a narrative of both homoerotic and heteronormative sexualities.

GRADING: A-F CREDIT: 1 PREREQ: NONE

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 PREREQ: NONE IDENTICAL WITH: AMST346

ENGL303 Narrative Theory

Narrative, one great critic suggests, may be the central function of the human mind. It is, as another once wrote, “simply there, like life itself.” As these claims indicate, the study of narrative is the study of some of the most fundamental aspects of our collective life. This course provides an introduction to the tradition of narrative theory through a sustained engagement with three core narrative-theoretical concepts: structure, unit, and time. A single book will anchor and orient each of the course’s units: for structure, Vladimir Propp’s *Morphology of the Folktale*; for text, Roland Barthes’ *S/Z*; for time, Gérard Genette’s *Narrative Discourse*. Herman Melville’s novella *Benito Cereno* will supply our “control text”: a narrative to which we will return as we study the theory, and through which we will test the powers and the limits, both analytical and historical, of our theorists. In each of our units, we will begin with a careful reading of our main theorist, move on to consider work that elaborates on the theory, and then turn to robust approaches—Marxist, historicist, queer, sociological—that challenge or modify the theoretical terms with which we started.

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

ENGL304 Theorizing the Black Girl in the Long 19th Century

IDENTICAL WITH: AFAM305

ENGL305 Shakespeare’s Macbeth: From Saga to Screen

A close reading of Shakespeare’s play that will position the play in terms of its historical and political contexts and its relation to early modern discourses on the feminine, witchcraft, and the divinity of kings.

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

ENGL306 Special Topics: The Beats and Their Discontents

Without a doubt, three important, foundational works of the Beat movement threaten to stand in for all others. In this class we will do time with the better known *Howl* and *On the Road* and *Naked Lunch*, but we will also invest in more contemporary memories and the continuing practices of those days of post-World War II America, when “a group of friends worked together on poetry, prose, and cultural consciousness” (Ginsberg). We will work likewise, in a variety of forms, assessing their moment and writing out our own.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: MARTIN, DOUGLAS ARTHUR SECT: 01

ENGL307 African American Autobiography

IDENTICAL WITH: AFAM312

ENGL308 Stein and Woolf

This course is an intensive consideration of the work of two avatars of literary modernism. Virginia Woolf referred to “my so-called novels” and talked about finding another name for what she did; Gertrude Stein called “novels” and “plays” works we would not necessarily recognize as such. Both wrote works of biography and autobiography that were at the same time investigations of these forms. We will consider these writers’ formal experimentation and attempts to delineate modern consciousness and space; examine representations of gender, sexuality, and national identity in their work; and read their own critical writing on language and literature.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [FGS5310 OR AMST313]

ENGL309 American Culture in the Great Depression

A seminar considering the ways that American artists and intellectuals responded to the Depression, our primary focus will be on fiction, drama, and poetry, but we will examine literature in the context of political developments and in relation to new work in painting, photography, dance, film, and music.

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

ENGL310 Reading Latinidad: Ethnicity and Strategies of Representation

How might we read Latinidad? More fundamentally, how is ethnicity constructed? Our close readings of Latino/a literature and critical essays on ethnicity will help us reflect on what’s at stake in such questions. Too often the cultural production of the ethnic subject is read as a transpar-

ent document that exhibits some truth or essence about the community in question. The theoretical component of our seminar explores the logic and ideological machinations behind this kind of reading practice through examinations of ethnicity as a historical category and an analytic paradigm in literary studies. By investigating the repertoire of narrative strategies through which Latino/a authors have represented ethnicity and identity, we will develop a more nuanced and tactical understanding of how the literary and the political intersect. In every set of texts, we will scrutinize a particular component of representation (the body, language, sexuality, affect, or space) to focus, but not constrict, our readings. The ultimate goal of our seminar exchanges is to read literature that troubles, expands, and destabilizes latinidad as a fixed conceptual category.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: AMST355

ENGL311 Modernist Writers: Virginia Woolf and Jean Rhys

This course will allow readers to explore and engage with the oeuvres of two important but very different female modernist writers. We will read both major and minor works of both novelists, but we will also dip into their short stories, essays, diaries, and/or memoirs. In addition, we will also read some of the most significant criticism on both authors to understand how their critical status has been established and modified in the decades since their works were first published.

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

ENGL312 The Comic Novel from Fielding to Fiedling

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 Circulating Bodies: Commodities, Prostitutes, and Slaves in 18th-Century England

In the newly booming consumer culture of 18th-century England, people were constantly buying and selling things—bespoke suits and manufactured trinkets as well as prostitutes and slaves. This course will explore the period’s circulating bodies as they were passed from hand to hand, valued and revalued, used, abused, and discarded. We will trace processes of circulation in 18th-century novels and poetry and listen as the “things” themselves tell stories: in the period, commodities, prostitutes, and slaves all wrote memoirs (or had ones imagined for them). We will read these texts alongside contemporary debates about economics, abolition, and women’s rights, and we will return again and again to fundamental questions about personal identity, individual agency and passivity, commodification, objectification, and the very limits of the human.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: SMITH, COURTNEY WEISS SECT: 01

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 works that position themselves as documentary texts or objective records of their sociopolitical, economic, and/or eco-historical world.

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

ENGL317 African American Literary Theory

What do we understand African American literature to be? What are its structuring and defining principles? In what ways is it American and yet a distinct body of literature? Phillis Wheatley, the Harlem Renaissance, and the black arts movement are key moments in examining the problematic relationship between African American verbal expression and the intellectual analysis of literature. We will examine such topics as the idea of the author, authority, and authenticity; the social responsibility of the artist; the connection between race, culture, and art; and the central questions of language, narrative form, and tropes.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: AFAM297

ENGL318 James Baldwin: In Black and White

Since James Baldwin's death in 1986, his novels, essays, film scripts, short stories, plays, speeches, and so on have not been given the critical attention they deserve. That Baldwin was able to work in so many different forms generally has confused his critics. Was he a jack-of-all-trades or a master of some? In this course, we'll cover a wide range of the author's work. As we do so, we'll explore a variety of forms ourselves, producing, over the course of the semester, an essay, a piece of short fiction, a short play or screenplay, and a memoir. While Baldwin's work is the inspiration or jumping-off point for the work we'll do in class, it is not to be imitated. As this resolutely queer black artist showed us time and again, the effort involved in making art is ultimately about becoming a self: the artist as individual.

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

ENGL319 Crossing the Color Line: Racial Passing in American Literature

IDENTICAL WITH: AMST322

ENGL320 Writing Black Radicalism: W. E. B. Du Bois, C. L. R. James, and Richard Wright

IDENTICAL WITH: AFAM325

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

ENGL322 Poetics of the Short-Short

This course investigates the genre of the modern short-short story, stories less than 1,200 words, a playful, provocative form that exploded during the 20th century and continues to be a vehicle for unique approaches to form, style, and narrative. 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 PREREQ: NONE

ENGL323 Trauma in Asian American Literature

IDENTICAL WITH: AMST323

ENGL324 Black Power and the Modern Narrative of Slavery

The historical moment immediately after the civil rights and black power movements saw an explosion of African American writing about slavery. In the past half-century, black writers wrote award-winning novels that

gave unprecedented attention to the intricacies of the life of people who are enslaved and to slavery as a system that they suggested could help us better understand late-20th century American culture. We will read some of the most important works written by contemporary African American writers to see how and why they transformed the first autobiographical form for black writers—the slave narrative—into a fictional form that has served them as they dissect their own cultural moment.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
IDENTICAL WITH: [AFAM324 OR AMST334] PREREQ: NONE

ENGL325 Intermediate Nonfiction Workshop

This seminar-style course offers students who have prior experience with the genre a chance to develop new work and to discuss a range of longer form nonfiction writing. Class meetings focus on the analysis of this published work and on constructive critique of essays submitted by members of the workshop.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: COHEN, LISA SECT: 01

ENGL326 Advanced Nonfiction Workshop

This workshop offers students with prior experience writing creative nonfiction a chance to develop new work and to analyze a range of longer form nonfiction. Class meetings will focus on the analysis of these published texts, many of which focus on space and place, and on constructive critique of essays submitted by members of the workshop.

GRADING: A-F CREDIT: 1 PREREQ: NONE
SPRING 2012 INSTRUCTOR: COHEN, LISA SECT: 01

ENGL327 The Prose Poem and the Politics of Genre

The prose poem challenges the very notion of genre—but what are the implications of this challenge and how does it reframe the perceived disciplinary limits of literature itself? With its Western beginnings in 19th-century France, its development in modernist Europe, and its resurgence in 1960s–1970s America, the prose poem's history is intertwined with discourses of social and aesthetic change. While our focus in this course will be literary analysis, we will also discuss the politics—esthetic and otherwise—surrounding the prose poem's emergence as a genre. Discussion will extend into interdisciplinary hybrid works such as Theresa Cha's *Dictee*.

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

ENGL328 Word Up! African American Literature, Theory, and Action

Focusing upon the intersection between the written and spoken word, Word Up! invites students to think critically about the ways in which narratives of the African-American experience reflect and provoke social, cultural, and political activism and transformation. We will delve deeply into a variety of 19th- and 20th-century primary texts through the multifaceted lenses of cultural and literary theory. We will also explore the respective power of oral, written, and performed texts and the ways in which these forms “speak” to one another. This interdisciplinary research seminar is designed to introduce students to certain methodologies, themes, critical perspectives and questions of African-American, literary, historical, and cultural studies to produce an original research paper. We will consider not only the ways in which these theoretical frameworks enhance our understanding of African-American narratives and their articulation, but also the ways in which black words and stories expand applications of those frameworks. Themes will include race, gender, sexuality, identity formation and representation, resistance to oppression, agency, memory, narrative authority, orality, performativity, objectivity, and subjectivity.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [AFAM328 OR AMST329]
FALL 2011 INSTRUCTOR: WOODARD, LAURIE AVANT SECT: 01

ENGL329 Postwar American Writers: Philip Roth and Don DeLillo

This course centers on two prolific and influential authors of the late 20th and the early 21st centuries. We will read widely in their bodies of work, including early, middle, and late fiction.

GRADING: A-F CREDIT: 1 PREREQ: NONE
SPRING 2012 INSTRUCTOR: BACHNER, SALLY SECT: 01

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 OR AMST332]

ENGL332 Romanticism, Criticism, Theory

This course offers an introduction to major trends and approaches in literary theory and criticism since World War II by way of an examination of the cultural historiography of the Romantic period. Many important theorists and critics, from new criticism to new historicism, from structuralism to poststructuralism, have also been 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 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

SPRING 2012 INSTRUCTOR: WEINER, STEPHANIE KUDUK SECT: 01

ENGL333 Color and the Canon: Rethinking American Literary Criticism

IDENTICAL WITH: AFAM311

ENGL334 Naipaul, Rushdie, and Césaire

This course will examine the work of these three major authors from the postcolonial/Third World. Each has produced a major corpus of writing and achieved recognition and status. Césaire is the 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

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 2011 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.

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

SPRING 2012 INSTRUCTOR: WILLIS, ELIZABETH SECT: 01

ENGL338 New York City in the '40s

IDENTICAL WITH: CHUM338

ENGL339 Intermediate Fiction Workshop

This workshop is for students who already have a basic understanding of how to write literary fiction, either by having taken an introductory course (e.g., ENGL296 Techniques of Fiction) or by other means.

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

FALL 2011 INSTRUCTOR: UNFERTH, DEB OLIN SECT: 01

ENGL340 Enlightenment's Ghosts

IDENTICAL WITH: CHUM340

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.

GRADING: A-F CREDIT: 1 PREREQ: NONE

SPRING 2012 INSTRUCTOR: UNFERTH, DEB OLIN SECT: 01

ENGL343 Contesting American History: Fiction After 1967

The American novel of the late 1960s onward is preoccupied with history and the American past. Indeed, this obsession with history is central to what critics mean when they talk about postmodernism. This course will explore the theories of history fostered by novelists over the past four decades. What visions of American history do these novels

construct and contest? How, if at all, do they change our notion of what counts as history? This course will try to understand what is at stake in the turn to history, how it shapes our understanding of the past, and what claims for and against fiction it makes.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: AMST343

ENGL344 Violence: Spoken and Unspeakable

Two powerful but conflicting accounts have animated contemporary discussions about violence. On the one side have been those, from Walter Benjamin to Michel Foucault, who have insisted that violence is intimately related to and even primarily disseminated through discourse. Increasingly powerful in recent years has been a very different view that—paradoxically—may have emerged from the former. In this account, violence is essentially unspeakable, resistant to the organizing mechanisms of cognition and representation. What theories of language, violence, cognition, and history underwrite these views? In what kinds of political arguments are they enmeshed? What is at stake in claiming that violence is either all we speak or always unspeakable? This course will trace out these views as they are articulated by both theorists and novelists, paying particular attention to role literature has played in shaping and playing out these competing conceptions of violence.

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

ENGL345 American Literature as American Studies

IDENTICAL WITH: AMST331

ENGL346 Special Topics: Poetry of Place

How is location experienced in a poem? Is each age marked by the presences that possess it? The poets whose work we consider, in their varied writing practice, explore the guarded borders between image and word, poetry and prose, music and the visual arts, individual and community, American history and the present, by way of their attention to the particularities of space, place, and the storied landscape of America. Hopefully we will also be able to pay particular attention to the immediate fact of our residence (temporary or otherwise) beside the Connecticut River.

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

ENGL347 Poetry and Politics in New York City, 1930–1975

This course is a study of the relation between oppositional 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 PREREQ: NONE IDENTICAL WITH: AMST293

ENGL348 Latina/o Literary Cultures and Countercultures

In this course we will examine instances of countercultural expression in Latina/o literature, performance, and popular media. Counterculture in this context refers to a variable set of subject positions and aesthetic forms that include feminist and queer art and criticism, socialist political movements, punk, the avant-garde, sexual cultures, and the paralyterary (comic books, zines, speculative fiction). We will approach Latinidad—the feeling of being Latina/o—as a having a fluctuating sense of value from text to text, appearing and disappearing according to the exigencies of the artist situated at a particular historical, political, and cultural juncture. We will encounter moments in major Latina/o texts where to be Latina/o is a concrete experience, placed at the center of the subject's encounters with the world and built up strategically to enable protest, recognition, and inclusion. In other, minor moments in Latina/o writing, Latinidad will seem deconstructed down to subtle transmissions of linguistic style, poetics, humor, and feeling. We will also consider Latina/o literature's relationship to major American literary movements, such as realism, the Beat generation, and postmodernism. Texts will include novels, plays, poems, graphic novels, scholarly monographs, art, film, and performance footage. We will draw insights from the fields of queer studies, performance studies, and literary theory and history. We will also maintain a blog on which you will post your own critical ventures into Latina/o counterculture.

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

IDENTICAL WITH: [FGSS348 OR THEA347]

ENGL349 Historicizing Early Modern Sexualities

This course will examine recent historical and theoretical approaches to the history of sexuality in early modern English literature. Our focus will be the historical construction of sexuality in relation to categories

of gender, race, nationality, ethnicity, religion, and social status in poetry and dramatic literature, and other cultural texts, such as medical treatises, travel narratives, and visual media. Some of the topics we will cover include sexed/gendered/racialized constructions of the body, forms of sexuality prior to the homo/hetero divide, and the history of pornography and masturbation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: [FGSS210 OR ENGL211 OR AMST281] OR [FGSS269 OR HIST179] OR [FGSS207 OR ANTH207]
IDENTICAL WITH: FGSS530

ENGL351 Jews and Christians in Medieval England: Debate, Dialogue, Destruction

This course will consider relations between the Jewish minority and their Christian neighbors in England before the Jews' expulsion in 1290 and also the effect of the expulsion on subsequent Christian writing. We will read texts originally written in Hebrew, French, and Latin, as well as English (in translation) to get a sense of the conversations that took place between two groups that were both inextricably bound together and set apart by centuries of conflict and persecution. Among the issues we will explore are the Christian study of Hebrew biblical commentary; the popularity of the Jewish-Christian debate as a literary form; the Crusades; competing Jewish and Christian apocalyptic programs; and the curious afterlife of Insular Jews in Middle English literature.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: MDST351

ENGL352 Love and Marriage in Modern Black Fiction

IDENTICAL WITH: AFAM318

ENGL353 Ideas of Ethnicity in Medieval Literature

This course concerns works that speak to premodern ideas of ethnicity. Our focus will be on a selection of medieval texts dealing with the encounters of Western European Christians with Jews, Muslims, and other cultures—real or imaginary. The readings will begin historically with the Crusades and the chronicles written by Christian, Muslim, and Jewish authors. Other genres will include religious polemics, autobiographical narratives of religious conversion, and travel accounts by missionaries and spies. We will also read some early “ethnographic” writings like Gerald of Wales' *History and Topography of Ireland* and Mandeville's *Travels*. The greater part of the course will deal with literary texts—romances, plays, lyrics, etc.—but we will take a truly “cultural studies” approach to this material.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: MDST353

ENGL354 Translation: Theory and Practice

IDENTICAL WITH: WRCT255

ENGL355 African American Literary Movements: Harlem Renaissance to Cave Canem

IDENTICAL WITH: AFAM228

ENGL356 The Globe and the World: Representations and Theorizations of New Transnational Formations

IDENTICAL WITH: CHUM356

ENGL357 Toni Morrison

IDENTICAL WITH: AFAM357

ENGL358 Special Topics: The Representation of Work in Fiction

Among the most common pieces of advice established fiction writers give to new ones is to “write what you know.” One thing that people tend to know a great deal about is their jobs, and yet the detailed treatment of work—other than police work—in fiction is unusual. In this course, we study the way that European and American novelists of the 19th and 20th centuries depict work and write about work ourselves.

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

ENGL359 African American Literature as Migration Studies

There is no shortage of critical discourse on the historical experience, and the continuing impact, of African American migration—despite the fact that, as Houston Baker has pertly commented, “No matter where you travel, you still be black.” This course will examine literary representations of acts of migration both voluntary and involuntary—including the Middle Passage, flights from slavery, and the Great Migration—and will use historical and theoretical texts to rehistoricize and retheorize migration. Is it the case that, as Farah Jasmine Griffin has argued, “almost all African American literature is migration literature?” How does the African American experience contribute to (or help create) our understanding of migration, and of migration studies; and

how can literature deepen this understanding? What do migration and relocation mean for a people who have been, in Toni Morrison's words, continually “moved around like checkers”?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: AFAM358
SPRING 2012 INSTRUCTOR: MAHURIN, SARAH JOANNA SECT: 01

ENGL360 Special Topics: Writing Lives

In this course you will read profiles, biographies, and theories of biography; you will develop an understanding of the modern history of the genre and its relationship to the novel; and you will begin to write in this genre yourself. Throughout the semester, we will ask, Where might such a portrait begin and how does it evolve? What constitutes evidence of a life? What are the details that make someone come alive on the page? What kinds of research are necessary? What gets left out? How does a writer's relationship to his or her subject inform such a portrait?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: COHEN, LISA SECT: 01

ENGL361 Novel Forms

In this course students examine the modern and contemporary novel, that chameleon of form and style, with particular focus on structure, time sequence, arc, and revelation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: UNFERTH, DEB OLIN SECT: 01

ENGL362 The Body as Text in Latina/o Theater and Performance

How does one read a body, a body of work? This course will take as its basic premise that all bodies ask to be read, whether these bodies are socially, culturally, racially, sexually coded or bodies of work. In this course, students will be exposed to the historical underpinnings of Latina/o theater movements and performances, from the 1960s to the present, in order to underscore the contingent relationship between exercises of everyday life and acts on stage. The Latina/o body is not only marked by modalities of difference, but is an essential instrument of the subject—oftentimes unheard, unsayable, and unnoticed. Therefore, in this course, a double gesture in bodily reading will occur: one that brings to the fore a particular type of theater and performance as an intellectual corpus; and the other that highlights specific enduring bodies in time. In order to accomplish such ends, students will be exposed to plays, performance scripts, media works of performances, theoretical companion pieces focused on Latinidad, and theorizations of the body.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: TBD

ENGL364 Vietnam and the American Imagination

This course looks at comparative representations of Vietnam by considering literary works written by American and Vietnamese American authors. To guide our studies, we will examine diverse primary texts in conjunction with scholarship drawn from literary criticism and Asian American studies. Our cross-cultural approach will be aimed at understanding how representing Vietnam continues to shape changing ideas about American culture, nationhood, and power in Southeast Asia.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: AMST363
FALL 2011 INSTRUCTOR: NGUYEN, MARGUERITE BICH SECT: 01

ENGL365 Querying the Nation: American Literature and Ethnic Studies

This course examines American literature in relation to the field of ethnic studies. We'll examine how the Third World Liberation Front strikes at San Francisco State and UC Berkeley led to the emergence of ethnic studies as an interdisciplinary field of study, in turn transforming the landscape of American literature and literary history. In addition to analyzing the themes and forms of Native American, Asian American, and Chicano/Latino texts, we will study the recent controversies concerning the place of ethnic studies in education today.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: AMST365
SPRING 2012 INSTRUCTOR: NGUYEN, MARGUERITE BICH SECT: 01

ENGL401/402 Individual Tutorial, Undergraduate

GRADING: OPT

ENGL409/410 Senior Thesis Tutorial

GRADING: OPT

ENGL411/412 Group Tutorial, Undergraduate

GRADING: OPT

ENGL465/466 Education in the Field, Undergraduate

GRADING: OPT

ENGL467/468 Independent Study, Undergraduate

GRADING: OPT

Environmental Studies Program

PROFESSORS: Barry Chernoff, *Biology, Earth and Environmental Studies, Director*; Fred Cohan, *Biology*; Marc Eisner, *Government*; Lori Gruen, *Philosophy*; Donald Moon, *Government*; Peter Patton, *Earth and Environmental Sciences*; Joseph T. Rouse Jr., *Philosophy*; William Stowe, *English*; Sonia Sultan, *Biology*; Johan Varekamp, *Earth and Environmental Sciences*; Krishna Winston, *German Studies*; Gary Yohe, *Economics*

ASSOCIATE PROFESSORS: Mary Alice Haddad, *Government*; Katja Kolcio, *Dance*; Suzanne O'Connell, *Earth and Environmental Sciences*; Dana Royer, *Earth and Environmental Sciences*; Michael Singer, *Biology*

ASSISTANT PROFESSORS: Erika Taylor, *Chemistry*

DEPARTMENTAL ADVISING EXPERTS 2011–2012: Barry Chernoff; Fred Cohan; Marc Eisner; Lori Gruen; Mary Alice Haddad; Katja Kolcio; Donald Moon; Dana Royer; Michael Singer; William Stowe; Johan Varekamp; Gary Yohe

College of the Environment. Wesleyan created the College of the Environment in 2009 with a belief in the resilience of the human spirit and a desire to develop a long-term vision of human and ecosystem health. We believe that the high productivity and interdisciplinary nature of Wesleyan's faculty; the intellectual, questioning, activist nature of its students; and the intimate relationship of the faculty-student teaching experience create opportunities for Wesleyan to make significant contributions to reorienting our nation's and the world's trajectory. The College of the Environment has three main components: 1. Academic Programs (**ENVS** linked major and the **ENVS** Certificate); 2. a think tank; and 3. public outreach. All students who are either **ENVS** linked majors or are pursuing the **ENVS** Certificate are automatically members of the College of the Environment.

Linked Major. The linked major program in environmental studies (**ENVS**) is the second major to a primary major. Students cannot obtain the BA degree with **ENVS** as their only major. Students must complete all the requirements for graduation from their primary major in addition to those of **ENVS** as their second major. Each student will work closely with an **ENVS** advisor to develop an individual course of study. **ENVS** requires an introductory course, seven elective courses, a senior colloquium, and a senior capstone project (thesis, essay, performance, etc.) on an environmental topic that is researched, mentored, and credited in the primary major program. In addition, students must take one course in any subject that fulfills the writing essential capability.

Introductory course. One of the following introductory courses serves as the gateway to the **ENVS**-linked-major program:

BIOL/E&ES197 Introduction to Environmental Studies

E&ES199 Introduction to Environmental Science

Core Electives Area 1

AFAM213 The Science and Politics of Environmental Realism

PHIL212 Introduction to Ethics

PHIL215 Humans, Animals, and Nature

SISP205 Sciences as Social and Cultural Practices

SISP207 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

BIOL216 Ecology

BIOL220 Conservation Biology

E&ES290 Oceans and Climate

E&ES233 Geobiology

E&ES280 Environmental Geochemistry

Students will choose an additional four electives with their **ENVS** advisor. The electives may be selected from the entire list, in addition to those courses listed in core elective areas 1–3 above. Four of the elective courses must constitute a disciplinary or thematic concentration including at least one upper-level course (usually at the **300** level). Thematic concentrations are encouraged to be interdisciplinary. Courses selected from the three core areas above may be used as part of the concentration. Students are encouraged to develop their own thematic concentrations that require approval by their **ENVS** advisor.

Senior capstone experience. The **ENVS**-linked-major program provides a capstone experience that includes a senior project and a senior colloquium. The purpose of the **ENVS** capstone experience is to challenge students to think creatively, deeply, and originally about an environmental issue and to produce a significant work that uses their expertise from their primary major. The students will then have the opportunity to present and discuss their research in the **ENVS** Senior Colloquium with seniors and faculty.

Senior capstone project. The creative exploration of a critical environmental issue through independent research is an essential part of **ENVS**. All **ENVS** majors must complete a senior capstone project in one of three categories discussed below, though students are encouraged strongly to pursue a project in either of the first two categories. The topic must concern an environmental issue and must be approved in advance by the **ENVS** advisor.

- *Category 1.* The capstone project may take any of the forms accepted by the primary department as a senior project (e.g., senior thesis, senior essay, senior performance, senior exhibition, senior film thesis). The senior project is submitted only to the primary department and is not evaluated by **ENVS**. Students may select an interdisciplinary thesis topic such that they solicit the help of more than one mentor if permitted by the primary department.
- *Category 2.* The capstone project may be a thesis submitted in general scholarship. The student must have a mentor for the thesis, and the topic must be approved by the **ENVS** advisor.
- *Category 3.* In the event that the student cannot find a mentor, the student may complete a special written research project to meet the research requirement. The topic must be approved by the **ENVS** advisor, and progress must be reported to both the **ENVS** advisor and the **ENVS** program director during the fall semester. The written project is similar in its purpose to a senior essay, using primary sources, and must concern an environmental topic from the perspective of the student's primary major. The senior project is due at the senior thesis deadline. It will be the responsibility of the **ENVS** program director to find a suitable reader or to evaluate the written work.

Senior colloquium. The **ENVS** Senior Colloquium provides students and faculty the opportunity to discuss, but not evaluate, the senior projects. Students will make a half-hour presentation on their projects followed by 30 minutes of discussion. Two students will present per colloquium session. Any interested faculty may attend, but the project mentors and **ENVS** advisors will be especially invited. Two weeks prior to their presentation, students will distribute several critical published works (articles, essays, etc.) to enhance the level of discussion for their topic. The colloquium may also invite several presentations by faculty or outside speakers.

As a prelude to the Senior Colloquium, there will be three dinners for **ENVS** seniors and faculty during the fall semester. At the dinners, the students will speak for up to five minutes about the topic and strategies for their senior project. Faculty and the seniors can provide insights, references, or research resources or some advice. The mentors from the primary departments or programs will also be invited.

Additionally, all declared **ENVS** majors will be invited to the dinners and to the colloquium to enrich their early experience and encourage them to begin thinking about their future projects; their attendance is encouraged only and they do not enroll in the colloquium until their senior year.

Additional considerations. With the exceptions of **ENGL112** (The Environmental Imagination: Green Writing and Ecocriticism), **ECON148** (The Economics of Climate Change), and the introductory courses, **100-level** courses do not count toward the major.

Up to three courses from the primary major may be counted toward the **ENVS**-linked major.

Students may substitute two reading or research tutorials, or one tutorial and one student forum, for two electives with approval of the **ENVS** advisor.

Only one tutorial may count within a concentration; the student-run forum cannot count toward the concentration.

- Up to three credits from study-abroad programs may be used for elective courses, including for the concentration, with prior approval of the **ENVS** advisor and as long as the credits from abroad are accepted by Wesleyan.
- One course in the student's entire curriculum must satisfy the essential capabilities for writing.
- With the approval of the advisor and a written petition by the student, certain internships (e.g., Sierra Club, state agency, EPA, NOAA) may be substituted for one noncore elective.

ENVS135 American Food

IDENTICAL WITH: HIST135

ENVS200 Social and Cultural Practices of Science

IDENTICAL WITH: FG55200

ENVS201 Research Methods in Environmental Studies

This course is designed to introduce students to critical methods for conducting research on environmental issues. Students will gain in-depth experience with methods and paradigms of inquiry from multiple lenses including arts, humanities, and social and natural sciences. In each offering the course will center on one critical environmental issue, such as global warming, invasive species, or food insecurity. Using the central topic as a teaching tool, students will learn and apply the four stages of scholarly research: (1) question formulation, (2) research design, (3) analysis, and (4) synthesis. Work in the course will include discussions, lectures, problem sets, essays, and group and individual projects. Students will leave the course prepared to undertake independent environmental research.

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

PREREQ: [E&E5197 OR BIOL197] OR E&E5199

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

ENVS218 Into the Wild

IDENTICAL WITH: ENGL218

ENVS220 Conservation Biology

IDENTICAL WITH: BIOL220

ENVS221 Environmental Policy

IDENTICAL WITH: GOVT221

ENVS222 Regulation and Governance

IDENTICAL WITH: GOVT222

ENVS233 Geobiology

IDENTICAL WITH: E&E5233

ENVS240 Making the Science Documentary

IDENTICAL WITH: FILM140

ENVS252 Industrializations

IDENTICAL WITH: HIST252

ENVS260 Global Change and Infectious Disease

IDENTICAL WITH: BIOL173

ENVS266 Primate Encounters

IDENTICAL WITH: PHIL266

ENVS270 Environmental Philosophy: Metaphysical and Ethical Issues in Ecological Restoration

This course examines the metaphysical and ethical issues surrounding the practice of ecological restoration through the questions of (1) What is natural? Where is the distinction between nature and culture? (2) What is the role of ecology in guarding our practice? Is there a place

for nonscientific values/narratives? (3) How do places embody natural and cultural elements? What role do they play in human development?

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

IDENTICAL WITH: PHIL270

ENVS280 Environmental Geochemistry

IDENTICAL WITH: E&E5280

ENVS281 Environmental Geochemistry Laboratory

IDENTICAL WITH: E&E5281

ENVS290 Oceans and Climate

IDENTICAL WITH: E&E5290

ENVS304 Environmental Politics and Democratization

IDENTICAL WITH: GOVT304

ENVS310 The Economics of Sustainable Development, Vulnerability, and Resilience

This course will build on the first principles of economics as they are applied to sustainable development and decision making under uncertainty. One of its major objectives will be to explore how efficiency-based risk analysis can inform assessments of vulnerability and resilience from uncertain sources of external stress in ways that accommodate not only attitudes toward risk, but also perspectives about discounting and attitudes toward inequality aversion. Early sessions will present these principles, but two-thirds of the class meetings will be devoted to reviewing the applicability of insights drawn from first principles to published material that focuses on resilience, vulnerability, and development (in circumstances where risk can be quantified and other circumstances where it is impossible to specify likelihood, consequence, or both). Students will complete a small battery of early problem sets that will be designed to illustrate how these principles work in well-specified contexts. Students will be increasingly responsible, as the course progresses, for presenting and evaluating published work on vulnerability and resilience—offering critiques and proposing next steps. Initial readings will be provided by the instructor and collaborators in the College of the Environment, but students will be expected to contribute by bringing relevant readings to the class from sources germane to their individual research projects. Collaboration across these projects will thereby be fostered and encouraged by joint presentations and/or presenter-discussant interchanges.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: ECON110

IDENTICAL WITH: ECON212

FALL 2011 INSTRUCTOR: YOHE, GARY W. SECT: 01

ENVS337 The Origins of Bacterial Diversity

IDENTICAL WITH: BIOL337

ENVS340 The Forest Ecosystem

IDENTICAL WITH: BIOL346

ENVS346 Ecology of Eating: Reporting from the Fields of Science and Art

Working across the fields of art and science, this course aims to create a physical and intellectual context in which to explore and connect the many food issues that are shaping our times. We will examine food-related stories that are finding their way to the front page: water shortages, soil depletion, the obesity epidemic, factory farming, and alternatives to the industrial food system. We will design creative research projects that draw on a host of connections between the American food system and

its impact on our natural environments, health, and economy. You will learn new tools for translating your research through a series of creative activities leading to concrete outcomes. We will read essays in ecology, environmental history, and food issues; each of you will design a project that reports from the fields of science and art as you find new ways to make your research evident. Project designs may range from, but are not limited to, an interactive discussion, live performance, a video, or a workshop module for a particular community.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: DANC346

ENVS350 Contextualizing Inequity: An Interdisciplinary Approach

The aim of this course is to use an interdisciplinary approach to deconstruct the concept of inequity. We begin with the premise that explications of politico-economic and sociocultural conditions are central to questions of global inequity and injustice, which are paramount in contextualizing environmental concerns. We place great emphasis on history to equally consider the broader material and symbolic field within which both theories and narratives of inequity stem. We question how inequity has been conceptualized and represented in the social sciences, the humanities, as well as the arts. To that end, we will explore works in political science, sociology, anthropology, ethnic and gender studies, literature, performance, and other disciplines with pre- and postquake Haiti as a site of investigation. In so doing, our ultimate aim is to make a case for the significance of both material and symbolic analyses in environmental studies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [AFAM350 OR ANTH351]

ENVS361 Living in a Polluted World

The modern natural world has become polluted with uncountable numbers of organic and inorganic compounds, some with unspeakable names, others simple toxic elements. This worldwide contamination is the result of our extensive use of natural resources, large-scale fossil fuel burning, and the creation of many synthetic compounds. Many of the polluting substances endanger human health and may impact ecosystems as well. Most pollutants will travel along aqueous pathways, be they rivers, groundwater, or oceans. In this course we will track the sources and pathways of pollutants such as As, Hg, Pb, Cu, Cr; nutrient pollution such as nitrate and phosphate; and a suite of organic pollutants. We will discuss both the main industrial and natural sources of these pollutants, their chemical pathways in the environment, and how they ultimately may become bioavailable and then enter the food chain. We will look at full global pollutant cycles and highlight recent shifts in industrial emitters, e.g., from the United States to China over the last few years. We will discuss the toxic nature of each pollutant for humans, ways of monitoring environmental exposure to these toxins, and possible ways of protection and remediation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
IDENTICAL WITH: E&ES361

FALL 2011 INSTRUCTOR: VAREKAMP, JOHAN C. SECT: 01

ENVS370 Marine/Maritime World History

The purpose of this seminar is to explore the intersections of maritime history, world history, and marine environmental history. At the center of our investigations is how humans and the groups that they coalesce into have shaped and have been shaped by their marine environments. While much of our focus will be on the last 5,000 years, we will also be concerned with change and structure over the very long term, penetrating to the beginnings of the Holocene and perhaps even to the emergence of anatomically modern humans. A central aim of the seminar is to chart a course for a “marine/maritime world history.”

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: HIST370

FALL 2011 INSTRUCTOR: PINCH, WILLIAM R. SECT: 01

ENVS374 Topics in Cultural Landscapes: The Art of Frederick Law Olmsted

IDENTICAL WITH: ARHA374

ENVS391 Senior Colloquium: Environmental Studies

The ENVS Senior Colloquium will take place in the fall and spring semesters over dinner. The colloquium will provide students and faculty the opportunity to discuss the senior projects. In the fall semester students will

speak for up to 10 minutes about the topic and strategies for their senior project. Faculty and the seniors can provide insights, references, or research resources or some advice. The mentors from the primary department or programs will also be invited.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR:

ENVS392 Senior Colloquium: Environmental Studies

The colloquium will provide students and faculty the opportunity to discuss the senior projects. In the spring semester, students will make a half-hour presentation on their projects followed by 30 minutes of discussion. Two students will present per colloquium session. Any interested faculty may attend, but the project mentors and ENVS advisors will be especially invited, as well as all ENVS majors. Two weeks prior to their presentation, students will distribute several critical published works (articles, essays, etc.) to enhance the level of discussion for their topic. The colloquium may also invite several presentations by faculty or outside speakers.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
SPRING 2012 INSTRUCTOR:

ENVS446 Dance and the Environment: Engagement and Action

IDENTICAL WITH: DANC446

ENVS401/402 Individual Tutorial, Undergraduate

GRADING: OPT

ENVS411/412 Group Tutorial, Undergraduate

GRADING: OPT

ENVS465/466 Education in the Field, Undergraduate

GRADING: OPT

ENVS467/468 Independent Study, Undergraduate

GRADING: OPT

Feminist, Gender, and Sexuality Studies Program

PROFESSORS:	Mary Ann Clawson, <i>Sociology</i> ; Christina Crosby, <i>English</i> ; Lori Gruen, <i>Philosophy</i> ; Natasha Korda, <i>English</i> ; Jill G. Morawski, <i>Psychology</i> ; Ellen Nerenberg, <i>Romance Languages and Literatures</i>
ASSOCIATE PROFESSORS:	Mary-Jane Rubenstein, <i>Religion</i> ; Aradhana Sharma, <i>Anthropology</i> ; Jennifer Tucker, <i>History</i> , <i>Chair</i>
ASSISTANT PROFESSORS:	Attiya Ahmad, <i>Religion</i> ; Sarah Croucher, <i>Anthropology</i>
DEPARTMENT ADVISING EXPERT 2011–2012:	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/AMST281** (Ethics of Embodiment), **FGSS221/PHIL274** (Sex, Morality, and the Law), **FGSS237/ANTH226** (Feminist and Gender Archaeology), **FGSS244/ANTH243** (Gendered Movements), **FGSS254/SOC223** (Gender and Social Movements), **FGSS269/HIST179** (Sophomore Seminar: Gender and History), **FGSS271/HIST273/AFAM272** (Engendering the African Diaspora), **FGSS277/PHIL277** (Feminist Philosophy and Moral Theory), **FGSS102/COL102** (Outsiders in European Literature), and **FGSS217/AFAM205** (Key Issues in Black Feminism). Students ordinarily take a gateway course during either semester of the sophomore year and declare the major in the spring semester. At this point the student is assigned to a faculty advisor. At this point, too, students are wise to familiarize themselves with requirements for writing a senior honors thesis, since these may affect curricular choices for the junior year. In the fall semester of the junior year, the student ordinarily takes Feminist Theories (**FGSS209**). During this semester the student, in consultation with the advisor, develops a major proposal that lists the courses that will compose the student's major course of study, including a written rationale of the student's chosen concentration within the major. The Major Proposal Form, approved by the advisor and with the concentration rationale attached, is submitted to the Feminist, Gender, and Sexuality Studies Program office by the end of the fall semester of the junior year.

The concentration rationale is a brief explanation (one or two pages) of the student's chosen concentration within the major, describing the courses the student has chosen to constitute it. The major as a whole consists of 10 courses as follows: three core courses, (a gateway course, **FGSS209** and **FGSS405**), two distribution courses (one each from an area outside the concentration), the four courses comprising the concentration, and senior research in the form of the senior essay or senior honors thesis. The senior year is devoted to completion of the course work for the concentration, work on a senior essay or thesis, and participation in the senior seminar. Only two credits transferred from another institution may be applied to the major.

CORE COURSES

Every major must take the following courses:

- *One gateway course.* These are designated annually and serve as introductions to the interdisciplinary field of feminist, gender, and sexuality studies. Gateway courses examine gender as a factor in the politics and practices of the production of knowledge and of social and cultural life, with particular attention to the intersection of gender with other identity categories and modes of power, including race, class, sexuality, and ethnicity.
- *Feminist Theories (FGSS209).* This course traces contemporary developments in feminist theory and considers how feminism has been articulated in relation to theories of representation, subjectivity, history, sexuality, technology, and globalization, among others, paying particular attention to the unstable nexus of gender, sexual, racial, and class differences.
- *Senior Seminar (FGSS405).* Set up as a workshop, the goal of this course is to develop an enabling and challenging intellectual environment for majors to work through intensively the theoretical, methodological, and practical concerns connected with their senior research projects.

REQUIREMENTS

CORE COURSES:

- *Gateway courses.* In 2011–2012, these include **FGSS102/COL102** (Outsiders in European Literature), **FGSS269/HIST179** (Sophomore Seminar: Gender and History), and **FGSS244/ANTH243** (Gender Movement).
- **FGSS209** (Feminist Theories) and **FGSS405** (Seminar Seminar)

Distribution requirement. A distribution requirement consists of two courses, which must be from two different disciplines and should not overlap in their content with courses that make up the student's concentration in the major.

Concentration. Four courses forming the area of concentration should represent a coherent inquiry into some issue, period, area, discipline, or intellectual approach. 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 all courses that count toward the major including the gateway course, **FGSS209** (Feminist Theories), and three of the four courses from the student's area of concentration. Prospective thesis writers must submit to the Feminist, Gender, and Sexuality Studies Program chair by the last Friday in April in the second semester of the junior year a statement indicating the topic of the thesis and name of the thesis tutor, together with a transcript reflecting that they have met this requirement (or will meet it by the end of the semester). Beginning with the class of 2012, students wishing to write an honors thesis must also have taken an **FGSS** research or research option course (consult Wesmaps for a listing of these courses), in which they write a semester-long research paper (research and research option courses may also be taken to satisfy distribution or concentration requirements.)

FGSS102 Outsiders in European Literature

IDENTICAL WITH: COL102

FGSS118 Reproduction in the 21st Century

IDENTICAL WITH: BIOL118

FGSS119 Social Norms and Social Power

IDENTICAL WITH: AMST118

FGSS130 Thinking Animals: An Introduction to Animal Studies

IDENTICAL WITH: COL130

FGSS148 Biology of Women

IDENTICAL WITH: BIOL148

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]

FGSS202 Economics of Race and Ethnicity in U.S. Labor Markets
IDENTICAL WITH: ECON209

FGSS203 Qualitative Research Methods in Psychology
IDENTICAL WITH: PSYC202

FGSS206 Gender and Labor: Ideology and “Women’s Work”
IDENTICAL WITH: AFAM208

FGSS207 Gender in a Transnational Perspective (FGSS Gateway)

The purpose of this course is to introduce students to the interdisciplinary field of feminist studies and to provide them with the basic analytical tools with which to approach gender and feminist issues. We will look at a variety of transnational feminist theories and examine examples of feminist struggles from across the globe. We will explore how gendered inequalities and identities are shaped in particular contexts, through race, class, sexuality, and religion, for example, and what implications this has for the study of gender and for feminist praxis. Throughout the course we will pay careful attention to the interconnections between feminist production of knowledge and feminist activism.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: ANTH207

FGSS208 Japanese Women Writers: Modern and Contemporary Periods

IDENTICAL WITH: ALIT207

FGSS209 Feminist Theories

What are feminist theories, and what does the study of gender and sexuality entail? How have these realms of critical inquiry and intervention emerged in relation to processes of colonial modernity and contemporary power relations that comprise our increasingly globalized world? This course explores these questions, and what are often conflicting responses to them, by tracing developments in feminist theory, and gender and sexuality studies, and how these have been articulated in relation to theories of representation, subjectivity, history, sexuality, technology, and globalization.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: SHARMA, ARADHANA (ANU) 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]

FGSS212 Gender and Technology

What is gender? What is technology? What is the relationship between them? This course examines the ways in which science and technology are shaped by and in turn help constitute various notions of gender. Through classroom readings, discussions, films, case studies, and writing assignments, we will explore what gender and technology are as well as how they work in society. We will address how technical knowledge systems have intersected historically with identity and social order; varieties of concepts of gender; the relationship between gender and technological development, transfer, adoption and adaptation; the rise and reception of technical knowledge as a social system for the establishment of consensus about the nature of reliable truth; how different kinds of technical work and technical knowledge historically have been understood to belong to different social groups; proposals for change; future of gender/future of technology systems; how concepts of gender and technology are reproduced in popular mass culture and everyday life.

The materials emphasize gender, but our discussions and readings will also engage with disability, race, class, and other social categories that have shaped participation in technical endeavors. Students will study a variety of technologies and technology systems (e.g., telecom-

munications, medical/public health, transport, military, computer, and capital investment, environmental engineering).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [SISP208 OR HIST262]

FGSS213 Harlots, Rakes, and Libertines

IDENTICAL WITH: ENGL217

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

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

FGSS222 20th-Century Franco-Caribbean Literature and the Search for Identity

IDENTICAL WITH: FREN225

FGSS223 Sex, Money, and Power: Anthropology of Intimacy and Exchange

IDENTICAL WITH: ANTH203

FGSS224 Mystics and Militants: Medieval Women Writers

IDENTICAL WITH: ENGL232

FGSS226 Japanese Horror Fiction and Film

IDENTICAL WITH: ALIT202

FGSS227 Fictions of Consumption

IDENTICAL WITH: ENGL229

FGSS231 The Family

IDENTICAL WITH: SOC228

FGSS233 Women Writers of Traditional and Modern China

IDENTICAL WITH: ALIT232

FGSS234 Gender and Development

IDENTICAL WITH: SOC235

FGSS235 The Economics of Gender

IDENTICAL WITH: ECON217

FGSS236 Gender, Work, and the Family

IDENTICAL WITH: SOC236

FGSS237 Feminist and Gender Archaeology (FGSS Gateway)

IDENTICAL WITH: ANTH226

FGSS238 Thinking, Writing, and Speaking Feminism (FGSS Gateway Course)

This course offers feminist theory from a broad variety of disciplines, prominently including the approaches to women’s roles and lives and feminist politics in anthropology and sociology; psychoanalysis; economics; women, gender, and sexuality studies; feminist literary criticism; and philosophy. We will examine inequality from a broad range of perspectives and focus on gender politics, power relations, and sexuality. The course also analyzes issues of social relations, women’s rights, and empowerment. Themes explored in the course include aesthetics, the media, discrimination, stereotyping, objectification, oppression, patriarchy, and misogyny. We will take up the interconnectedness of race, class, gender, and sexuality and the ways in which feminism is represented and understood in women’s everyday lives.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: AFAM238

FGSS239 Animal Subjects

IDENTICAL WITH: COL238

FGSS240 The Gendering of Music in Cross-Cultural Perspective

IDENTICAL WITH: MUSC291

FGSS241 Transnational Sexualities

IDENTICAL WITH: ANTH228

FGSS242 African Diaspora Feminisms (FGSS Gateway)

What is feminist theory? This course problematizes the notion of Feminism that stands in for all feminisms. We will explore the develop-

ment of feminisms in the African diaspora. This course does not assume a monolithic definition of feminism in the African diaspora. We will take an interdisciplinary approach with themes that include women's liberation, complicating black feminism, sexual identities, raced black women in the academy, cultural studies, and queering African diaspora feminisms. The sources for this course are wide-ranging and include documentary films and the work of scholars and activists.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: AFAM242

FGSS243 Television: The Domestic Medium

IDENTICAL WITH: ANTH244

FGSS244 Gendered Movements: Migration, Diaspora, and Organizing in a Transnational Perspective (FGSS Gateway)

This course examines the following conundrum: Why are women's contributions to contemporary transnational and global processes not recognized despite the fact women comprise a significant and sizeable proportion of transnational migrants, actively knit together and produce diasporas and global organizations, and their labouring undergirds contemporary neoliberal economic processes? In analyzing these issues, we will explore the works of feminists seeking to account for the gendered contributions of women to these processes.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: ANTH243

SPRING 2012 INSTRUCTOR: AHMAD, ATIYA SECT: 01

FGSS247 Zora Neale Hurston and the Rise of Feminist Fiction

IDENTICAL WITH: ENGL222

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

FGSS254 Gender and Social Movements (FGSS Gateway)

IDENTICAL WITH: SOC223

FGSS256 Social Movements

IDENTICAL WITH: SOC246

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

FGSS263 Introduction to Trans Studies: Interdisciplinary Approaches

IDENTICAL WITH: AMST265

FGSS265 Work and Leisure: The Sociology of Everyday Life

IDENTICAL WITH: SOC265

FGSS268 Image, Music, Text, and the Politics of Representation

IDENTICAL WITH: AFAM267

FGSS269 Sophomore Seminar: Gender and History (FGSS Gateway)

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

SPRING 2012 INSTRUCTOR: TUCKER, JENNIFER SECT: 01

FGSS271 Engendering the African Diaspora (FGSS Gateway)

IDENTICAL WITH: HIST273

FGSS272 Postcolonial Theory

IDENTICAL WITH: ENGL272

FGSS277 Feminist Philosophy and Moral Theory

IDENTICAL WITH: PHIL277

FGSS279 French Feminisms: Texts, Pretexts, and Contexts

IDENTICAL WITH: COL269

FGSS281 Gender and Sexuality in Ancient Greek Culture

IDENTICAL WITH: CCIV281

FGSS288 Feminism After 1968: France, the United States, and in Between

IDENTICAL WITH: HIST288

FGSS289 South Asian Writing in Diaspora

IDENTICAL WITH: ENGL273

FGSS290 The Psychology of Gender

IDENTICAL WITH: PSYC290

FGSS293 Desire and Power: The Sociology of Sexuality

IDENTICAL WITH: SOC293

FGSS301 The Rationality of the Flesh: Genealogies of Embodiment and the Materiality of the Self

IDENTICAL WITH: CHUM301

FGSS302 Critical Perspectives on the State

IDENTICAL WITH: ANTH302

FGSS304 Gender in South Asian Contexts

This course will use interdisciplinary and transnational lenses to chart a critical feminist history of gender identities, relations, and struggles 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 imaginations of gender and will then consider how these histories shape postcolonial gender relations and feminist activism in various locations. We will work with the assumption that gender is always already shaped by class, sexuality, religion, ethnicity, ability, etc., and take a close look at South Asian/diasporic women's struggles over laws, sexuality, violence, governance, development, reproduction, migration, and representation, among other things. We will draw upon a variety of feminists texts, including ethnographies, film, and fiction.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: ANTH304

FGSS305 Gender and Islam: Beyond Burkas, Fatawas, and the Shariah

How have gender, sexuality, and feminism been understood and elaborated by Muslims from the 19th century to the present day? Focusing on the Middle East and South Asia, this course will examine how these understandings and elaborations have not only emerged in relation to Islamic precepts and practices, but also through ongoing historical interrelations between what have come to be designated and differentiated as the West and the Muslim world.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: RELI305

FALL 2011 INSTRUCTOR: AHMAD, ATIYA SECT: 01

FGSS307 Feminist and Gender Archaeology

IDENTICAL WITH: ANTH305

FGSS307 American Media and the Politics of Representation

IDENTICAL WITH: AFAM306

FGSS309 Christianity and Sexuality

IDENTICAL WITH: RELI379

FGSS310 Stein and Woolf

IDENTICAL WITH: ENGL308

FGSS312 Bodies of Science, Bodies of Knowledge

IDENTICAL WITH: ANTH312

FGSS318 Seminar in Eating Disorders

IDENTICAL WITH: PSYC350

FGSS320 Staging Race in Early Modern England

IDENTICAL WITH: ENGL280

FGSS323 Survey of African American Theater

IDENTICAL WITH: THEA323

FGSS327 19th-Century Fictions of Desire

IDENTICAL WITH: FREN326

FGSS328 The Immigrant City in the United States, 1880–1924

IDENTICAL WITH: HIST328

FGSS333 American Literature as American Studies

IDENTICAL WITH: AMST331

FGSS338 Masculinity

IDENTICAL WITH: PSYC338

FGSS348 Latina/o Literary Cultures and Countercultures

IDENTICAL WITH: ENGL348

FGSS349 Intimate Histories: Topics in the History of Sex, Gender, and the Body

IDENTICAL WITH: HIST349

FGSS350 Historicizing Early Modern Sexualities

IDENTICAL WITH: ENGL349

FGSS360 The Black '60s: Civil Rights to Black Power

IDENTICAL WITH: AFAM360

FGSS372 Women and Gender in Renaissance Italy

IDENTICAL WITH: HIST372

FGSS385 Gender and the Welfare State

IDENTICAL WITH: GOVT384

FGSS386 Women and Politics

IDENTICAL WITH: GOVT385

FGSS398 Queer/Anthropology: Ethnographic Approaches to Queer Studies

IDENTICAL WITH: ANTH398

FGSS405 Senior Seminar

This course is a required seminar for senior **FGSS** majors. Structured as a workshop, the goal of this course is to develop a collaborative intellectual environment for majors to intensively work through the theoretical, methodological, and practical concerns connected with their individual projects. Seminar topics to be examined will be based on students' research projects, and participants are expected to critically, yet generously, engage with the projects of their peers. We begin by addressing feminist methodologies, including questions of praxis, representation, and theory. Participants are expected to lead discussions related to their own projects, submit parts of their senior research, and do class presentations.

GRADING: CR/U CREDIT: 1 PREREQ: NONE

FALL 2011 INSTRUCTOR: CROSBY, CHRISTINA SECT: 01

FGSS401/402 Individual Tutorial, Undergraduate

GRADING: OPT

FGSS409/410 Senior Thesis Tutorial

GRADING: OPT

FGSS411/412 Group Tutorial, Undergraduate

GRADING: OPT

FGSS465/466 Education in the Field, Undergraduate

GRADING: OPT

FGSS467/468 Independent Study, Undergraduate

GRADING: OPT

Film Studies

PROFESSOR: Jeanine Basinger, *Chair*

ASSOCIATE PROFESSORS: Lisa Dombrowski; Scott Higgins

ASSISTANT PROFESSOR: Stephen Collins

ADJUNCT ASSISTANT PROFESSOR: Jacob Bricca

DEPARTMENTAL ADVISING EXPERT 2011–2012: Jeanine Basinger; Stephen Collins; Lisa Dombrowski (*Sabbatical Spring 2012*); 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 both of these courses and entry to the major by an application process. Please see the department chair to place your name on the list to receive an application form. 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/

Please be aware that cross-listed courses must be counted in all departments in which they are listed.

Course offerings vary from year to year and not all courses are available in every year. With prior approval by the department chair, one film history/theory course from other institutions may be transferred to the Wesleyan major. The department does not offer group or individual tutorials other than senior thesis projects, but uncredited opportunities to work on individual senior films are available. Consult the chairman of film studies for further details.

Students may become involved in the Film Studies Department in ways other than class enrollment. Film studies runs the Wesleyan Cinema Archives, and its majors run the Wesleyan Film Series.

Gateway Classes (Minimum grade of B+ must be earned in each class for admission to the major.)

***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 **FILM451** Introduction to Digital Filmmaking

Group II Electives

FILM308 The Musical Film

FILM309 Film Noir

FILM312 The Western: History and Definition

FILM313 Early Cinema and the Silent Feature

FILM314 Directorial Style: Classic American Film Comedy

FILM319 Television Storytelling: The Conditions of Narrative Complexity

FILM320 The New German Cinema

FILM322 Alfred Hitchcock

FILM341 The Cinema of Horror

FILM342 Cinema of Adventure and Action

FILM343 History of the American Film Industry in the Studio Era

FILM344 Color and Light in the Cinema

FILM346 Contemporary East Asian Cinema

FILM347 Melodrama and the Woman's Picture

FILM348 Postwar American Independent Cinema

FILM349 Television: The Domestic Medium

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

FILM385 The Documentary Film

Group III

FILM386 The Documentary Film for Majors

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

This course is designed to introduce students to topics in environmental science and the basics of documentary filmmaking to teach the art of communicating science-related issues through visual media. No prior filmmaking experience is required.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [E&E5140 OR ENV5240]

FILM150 Documentary Advocacy

This is a film production course aimed at serving nonfilm studies majors who wish to make a documentary in support of a cause or an organization. Students will learn the fundamentals of documentary film production while studying examples in which documentary films have been used to advocate on behalf of groups and individuals seeking to make social change. Production lessons include shooting verité footage, lighting interviews, the use of wireless lavalier microphones, and documentary editing techniques. This course is especially designed for seniors with specific interests in social issues that can be addressed by

shooting in the immediate Middletown area and is also open to seniors with a more general interest in advocacy filmmaking. Film production experience is not required.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: BRICCA, JACOB PAUL SECT: 01

FILM160 The Past on Film

This course examines how films represent the past and how they can help us understand crucial questions in the philosophy of history. We begin with three weeks on documentary cinema. How do documentary films achieve "the reality effect"? How has contemporary documentary's use of reenactment changed our expectations of nonfiction film? Much of the course is devoted to classic narrative films that help us critically engage questions about the depiction of the past. We think about those films in relation to texts in this history of philosophy and contemporary film theory.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [PHIL160 OR HIST129]
SPRING 2012 INSTRUCTOR: ROTH, MICHAEL S. SECT: 01

FILM304 History of World Cinema to the 1960s

This class will cover prehistory, early cinema, and the classic cinemas of Russia, Germany, France, Japan, and Hollywood, as well as the documentary and experimental traditions. This course is designed for those wishing to declare the film major as well as a general education class. It is one of several that may be used to gain entry into further work in film studies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 SPRING 2012 INSTRUCTOR: HIGGINS, SCOTT SECT: 01

FILM308 The Musical Film

The opening lectures will present a brief background of Hollywood history (studio system, technological developments, etc.), as well as a specific history of the musical genre (Busby Berkeley, Astaire/Rogers, Freed Unit). The remainder of the course will examine various approaches to the musical (genre, auteur, etc.); the contributions of individual stars, producers, directors, composers, and art directors, with the emphasis on directorial style and the creation of an unreal musical universe and how audience perception is manipulated to receive such a world.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: (FILM304 AND FILM310)
 SPRING 2012 INSTRUCTOR: BASINGER, JEANINE D. SECT: 01

FILM309 Film Noir

This course is an in-depth examination of the period in Hollywood's history in which the American commercial film presented a world where "the streets were dark with something more than night." Course will study predominant noir themes and visual patterns, as well as the visual style of individual directors such as Fuller, Ray, Mann, Lang, Ulmer, DeToth, Aldrich, Welles, Tourneur, Preminger, Lewis, et al., using their work to address how films make meaning through the manipulation of cinematic form and narrative structure.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
 IDENTICAL WITH: (FILM304 AND FILM310)

FILM310 Introduction to Film Analysis

This course introduces students to the analysis of film form and aesthetics using sample films from throughout the history of world cinema. Students will learn how to identify and describe the key formal elements of a film including cinematography, sound, mise-en-scene, editing, narrative structure, and narration. Emphasis will be placed on discerning the function of formal elements and their effects on the viewing experience.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: DOMBROWSKI, LISA A. SECT: 01 05

FILM312 The Western: History and Definition

An in-depth examination of American westerns, this course will present an overall historical perspective on film styles as well as significant directors, trends, and attitudes, working toward a definition of the genre's characteristics. The westerns will be discussed in terms of both form and content.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: (FILM304 AND FILM310)

FILM313 Early Cinema and the Silent Feature

This course explores the development of cinema before 1928. We will consider international trends in film production with special emphasis on the formation of the American industry. Silent film presents us with the opportunity to consider alternative uses of the medium; it can broaden the way we think about cinema and its possibilities. Our goals will be to understand how cinema was conceived of during its first years and to examine the forces that led to the development of the narrative feature. Films will include works by the Lumiere and Edison companies, Porter, Melies, Sjostrom, Griffith, DeMille, and Hollywood studios during the 1920s.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
 IDENTICAL WITH: FILM304 OR FILM310
 FALL 2011 INSTRUCTOR: HIGGINS, SCOTT SECT: 01

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

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 IDENTICAL WITH: (FILM304 AND FILM310)
 FALL 2011 INSTRUCTOR: TBD

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

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 IDENTICAL WITH: FILM304 OR FILM310
 SPRING 2012 INSTRUCTOR: HIGGINS, SCOTT SECT: 01

FILM343 The History of the American Film Industry in the Studio Era

This course explores the history of the Hollywood studio system, from the beginnings of cinema through the end of the studio era in the 1950s and 1960s. We will trace the evolution of the production, distribution, and exhibition of films within the changing structure of the industry, paying particular attention to how economic, industrial, and technological changes impacted the form and content of the films themselves. In class discussions, we will explore special topics in film history and historiography, including early exhibition, the star system, labor unions, censorship and ratings, production control, film criticism, audience reception, and independent production.

GRADING: A-F CREDIT: 1 PREREQ: NONE

FILM344 Color and Light in the Cinema

The goals of this course are to help students come to terms with color as an element of film style and to develop tools to analyze and understand color in the cinema. The class will include an introduction to color theory and to attempts by art historians to characterize and understand color. We will also attend to the writings of filmmakers and film scholars who have tried to define and describe color's contribution to the moving image. Most of our energy, however, will be devoted to intensive viewing and reviewing of films. We will consider tinting and toning, two-color processes, three-color Technicolor, and photochemical processes. At least half of the class will be devoted to studying norms and techniques of color design in the classical Hollywood cinema. The final portion of the seminar will be devoted to case studies of films that take up color in particularly interesting ways. Filmmakers

might include Ray, Minnelli, 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 PREREQ: (FILM304 AND FILM310)
FALL 2011 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: FILM304 AND FILM310

FILM348 Postwar American Independent Cinema

What exactly defines an "independent" film or filmmaker? How do independent filmmakers situate themselves in opposition to mainstream filmmaking and/or work in tandem with major studios? How have notions of independence changed over time? This course addresses these and other questions as it examines different models of American independent feature filmmaking in use from the studio era to the present day. We will explore the various methods of production, distribution, and exhibition utilized by independent filmmakers and their range of reliance on the major studios. In addition, we will consider the aesthetic relationship between independent films and mainstream filmmaking, focusing in particular on how independents have used film form and narrative to differentiate their product. Screenings include films directed by Ida Lupino, Sam Fuller, Herbert Biberman, Dwane Esper, Roger Corman, Russ Meyer, Melvin Van Peebles, John Waters, Robert Frank, Morris Engel, John Cassavetes, Shirley Clarke, Andy Warhol, Monte Hellman, Robert Altman, Barbara Kopple, Charles Burnett, Steven Soderbergh, Jim Jarmusch, John Sayles, Gus Van Sant, Marlon Riggs, Todd Haynes, Julie Dash, among others.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: FILM310 AND FILM304

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, Moshe 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 PREREQ: FILM304 OR FILM310

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: FILM304 AND FILM310

FILM352 From Caligari to Hitler: Weimar Cinema in Context

IDENTICAL WITH: GRST252

FILM353 Visual Effects: History and Aesthetics

This course examines the history and techniques of visual effects in popular narrative cinema from the silent era to the present. We will consider the eras of in-camera effects, optical printing, motion control, and digital imaging. For each era and set of technologies, we will ask how visual effects are related to the tasks of storytelling and creating compelling, plausible cinematic worlds. The relationships between spectacle and narrative and between the showcasing and integration of technologies will drive our discussion. We will focus on effects-oriented genres including the epic, science fiction, horror, and action adventure, but we will also consider less overt uses of the technology in dramas and period films.

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

FILM365 Kino: Russia at the Movies

IDENTICAL WITH: RUSS265

FILM366 Celebrating Elia Kazan

Elia Kazan was one of the most successful and influential cross-platform artists of the 20th century, and his films are most sophisticated, personal, and fully-developed projects of his body of work. This course serves as an exploration of Kazan's directorial style in the medium of cinema—how he discovers, defines, and experiments with the form as he goes—and his lasting impact on American filmmaking. Screenings will encompass selections from Kazan's perennially celebrated films to his underrated masterpieces, including many of his lesser-known movies that are seldom screened.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: FILM304 AND FILM310

FILM385 The Documentary Film

This course explores the history, theory, and aesthetics of nonfiction filmmaking from the origins of cinema to the present day. We will trace the emergence and development of documentary conventions and genres, paying particular attention to how structural and stylistic choices represent reality and shape viewer response. In class discussion, we will explore topics central to nonfiction filmmaking, including how documentary has been defined and redefined; how filmmakers and theorists have perceived the relationship between documentaries and the realities they represent; what conceptions of truth have guided the work of documentary filmmakers and theorists; the role of the documentary filmmaker as witness, mediator, instigator, promoter, and/or participant; documentary as social advocacy; the autobiographical impulse; the use of reflexivity; and the ethics of documentary filmmaking. Screenings will include films directed by Robert Flaherty, Pare Lorentz, Basil Wright, John Grierson, Luis Buñuel, Leni Riefenstahl, Jean Rouch, Alain Resnais, Frederick Wiseman, the Maysles brothers, Ross McElwee, Marlon Riggs, Trinh T. Minh-ha, Errol Morris, James Longley, Laura Poitras, and Michael Moore, among others.

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

FALL 2011 INSTRUCTOR: BRICCA, JACOB PAUL SECT: 01

SPRING 2012 INSTRUCTOR: BRICCA, JACOB PAUL SECT: 01

FILM386 The Documentary Film for Majors

This course explores the history, theory, and practice of nonfiction filmmaking from the origins of cinema to the present day. We will trace the emergence and development of documentary conventions and genres, paying particular attention to how structural and stylistic choices represent reality and shape viewer response. In class discussion, we will explore topics central to nonfiction filmmaking, including how documentary has been defined and redefined; how filmmakers and theorists have perceived the relationship between documentaries and the realities they represent; what conceptions of truth have guided the work of documentary filmmakers and theorists; the role of the documentary filmmaker as witness, mediator, instigator, promoter, and/or participant; documentary as social advocacy; the autobiographical impulse; the use of reflexivity; and the ethics of documentary filmmaking. Students will

engage with the issues discussed in class through documentary film-making exercises and projects. Screenings will include films directed by Robert Flaherty, Dziga Vertov, Pare Lorentz, Basil Wright, John Grierson, Luis Buñuel, Leni Riefenstahl, Jean Rouch, Alain Resnais, Frederick Weisman, the Maysles brothers, Emile DeAntonio, Ross McElwee, Marlon Riggs, Trinh T. Minh-ha, Errol Morris, and Michael Moore, among others.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: FILM450 OR FILM451

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: (FILM304 AND FILM310)

SPRING 2012 INSTRUCTOR: BASINGER, JEANINE D. SECT: 01 03

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 2011 INSTRUCTOR: COLLINS, STEPHEN EDWARD SECT: 01

SPRING 2012 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 2011 INSTRUCTOR: STRAUB, KATJA SECT: 01

SPRING 2012 INSTRUCTOR: BRICCA, JACOB PAUL SECT: 01

FILM452 Writing About Film for Modern Media

In this course students will practice writing about movies for various modes of new journalism: newsprint, books, anthologies, magazines, journals, and all forms of electronic media. Suitable topics will include examining movies for purposes of film criticism, history, cultural issues, and nonfiction modes, with the goal of publishing. Regular writing assignments on specific films (as well as films of students' choice) will be accompanied by readings and screenings.

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

IDENTICAL WITH: WRCT259

FALL 2011 INSTRUCTOR: BASINGER, JEANINE D. SECT: 01

FILM453 Animation in the Digital Age

This course begins with an overview of the history of visual effects. It continues with discussions of vfx within the fields of animation, broadcast, and postproduction. This class seeks to develop technical and conceptual abilities needed in a postproduction environment. Professional work habits, techniques, and results are stressed. Students will explore the following areas of visual effect production: previsualization strategies, 3D modeling and texturing, 3D animation and effects, matchmoving and 3D camera principles, rendering and lighting, and compositing basics.

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

FILM454 Screenwriting

Writing for the screen, with emphasis on how the camera tells stories, this course is an examination of format, narrative, and dialog from treatment through completed script. This is a writing class; the grade will be based on writing completed during the semester.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: FILM304 OR FILM310

SPRING 2012 INSTRUCTOR: TBD

FILM455 Writing for Television

This demanding, writing-intensive course focuses on (1) the creative development of a script, individually and collaboratively; (2) scene structure, character development, plot, form and formula, dialogue, the role of narrative and narrator; (3) understanding the working and busi-

ness of television. Each student will conceive of, synopsise, and pitch a story idea with their "producing partners" to "network executives." Each student will also serve as producer and as an executive for others. After absorbing the feedback, students will construct a detailed beat outline and will turn in an original script at the end of the semester.

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

IDENTICAL WITH: WRCT256

SPRING 2012 INSTRUCTOR: BLOOM, AMY B. 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: FILM450 OR FILM451

FALL 2011 INSTRUCTOR: COLLINS, STEPHEN EDWARD SECT: 01

INSTRUCTOR: STRAUB, KATJA SECT: 02, 03

FILM457 Advanced Filmmaking

This workshop is designed for senior film majors who, having successfully completed **FILM450** or **FILM451**, are prepared to undertake an individual or small team project. Because of space and equipment, the number of projects that can be approved is limited. Students must petition for enrollment by proposal at the end of their junior year. Production costs are borne largely by the student.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: FILM450 OR FILM451

SPRING 2012 INSTRUCTOR: COLLINS, STEPHEN EDWARD SECT: 01

INSTRUCTOR: STRAUB, KATJA SECT: 02, 03

FILM401/402 Individual Tutorial, Undergraduate

GRADING: OPT

FILM409/410 Senior Thesis Tutorial

GRADING: OPT

FILM411/412 Group Tutorial, Undergraduate

GRADING: OPT

FILM465/466 Education in the Field, Undergraduate

GRADING: OPT

FILM467/468 Independent Study, Undergraduate

GRADING: OPT

German Studies

PROFESSORS: Leo A. Lensing, *Chair*; Krishna R. Winston

ASSOCIATE PROFESSOR: Ulrich Plass

ADJUNCT ASSOCIATE PROFESSOR: Iris Bork-Goldfield

**DEPARTMENTAL ADVISING
EXPERT 2011–2012:** 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. The department recognizes the diversity of students' interests and goals by allowing majors great flexibility in designing their programs of study, which are arranged in close consultation with a faculty advisor in the department. While a specific concentration is not required, coherence should be a guiding principle. It is strongly recommended that majors fulfill the General Education Expectations.

Requirements and procedures. The department requires nine credits' worth of courses. At least five credits must be earned in courses taught in German above the level of **GRST211**. Courses in which class discussion is conducted in English may be taken in the German Studies Department and, with the major advisor's approval, in other departments. A maximum of three courses from other departments may be counted. Majors have the option of concentrating in three related but separate areas of German studies: literature, film and visual culture, and critical thought. All majors should take at least three 300-level advanced seminars. Majors are expected but not required to spend at least a semester in Germany, preferably with the Wesleyan Program in Regensburg. Credits for courses taken in Regensburg, including one credit from the two-credit intensive language program, count toward the major, provided the subject matter is relevant to German studies and the course is taught in German. Students should consult their major advisor about whether a given course will count. Note that students who participate in the Regensburg program in their junior instead of their sophomore year can get one major credit for either **GRST214** or the Regensburg Intensive Language Course, but not for both.

Criteria and procedures for departmental honors.

- Eligibility.** To become a candidate for honors in German studies, a student must have earned a B+ or better in all German studies courses above **GRST211**, must have taken at least one course in each of the three areas of concentration, and must have taken at least three advanced seminars.
- Candidacy.** A prospectus must be handed in and approved by the tutor or department chair by the end of Reading Period in the spring of the junior year. The senior must sign up for **GRST409/410** (Senior Thesis Tutorial), unless he or she is a candidate for honors in German studies and another department or program; in this case, the thesis tutorials may be divided between the departments. Alternatively, both **409** and **410** may be taken in the German Studies Department or the other department or program. The two departments must agree in advance on what constitutes adequate supervision of the candidate, must approve the topic, and must agree to cooperate in the evaluation of the thesis. By the deadline set by the Committee on Honors, the department will formally nominate the candidate if it appears reasonably certain that the project will be completed on time and in the approved form.
- Honors projects.** The following are examples of two-semester senior-year projects: a scholarly investigation of a topic in German studies; a translation from German to English, accompanied by a critical essay or introduction; a production of a play, accompanied by a written analysis; a creative project written in German, accompanied by a brief introduction or afterword.
- Deadline.** All theses and written projects must be submitted by the spring deadline established by the Committee on Honors. Suitable dates for theatrical productions will be arranged by the department.
- Evaluation and award of honors.** The student's project will be evaluated by the tutor(s) and a designated reader or readers. If honors are awarded, they may be either honors or high honors. The award will be reported to the Honors Committee and the faculty. A student receiving high honors may, at the department's discretion, be nominated to take the qualifying examination for University honors.

Typical German Studies Curriculum (will vary in each individual case)

	COURSES TAKEN	CREDIT	CREDIT TOWARD MAJOR
1st semester	101	1	0
2nd semester	102	1	0
3rd semester	211 + 2xx	2	1
4th semester	214 + 2xx	2	2
or 4th semester in Regensburg (plus German summer term)	Intensive Language Course* + three or four courses in German	2+3 or 4 = 5 or 6	1+3 = 4
5th semester	217	1	1
6th semester	3xx	1	1
7th semester	3xx + 409 or 2xx	2	2
8th semester	3xx + 410 or 2xx	2	2

Total possible major credit in German studies: 9 (minimum) to 16 (maximum)

*** Please note that GRST214 is equivalent to the Intensive Language Course. Students can only count one or the other toward their major.**

Areas of concentration.

1. *Literature.* The study of literature and language is at the center of German studies, for in works of literature we engage with language in its most complex, aesthetically rewarding, intellectually stimulating, and culturally relevant forms. Almost no discipline of knowledge can do without the study of literature. For example, students of psychology, sociology, and philosophy can draw important insights from the analysis of literary narratives. Storytelling is at the heart of all forms of human self-understanding, and literature is therefore not reducible to what we call “fiction.” For example, both Hegel’s philosophy of mind and Darwin’s theory of evolution are constructed according to literary patterns; and the study of literature, therefore, also prepares students to evaluate the narrative structures of seemingly nonliterary cultural products. Our courses introduce students to the history and aesthetics of literary texts (prose, lyric, drama) in the German language. We offer a range of seminars in German and, for students who do not read German, we teach German literature in English translation. The department’s strengths in literary studies lie in the following areas: literature in the age of Goethe, poetic realism, Viennese modernism, Weimar modernism, theory of the novel, exile literature, postwar and contemporary literature, multicultural literature, translation, poetry, literary biography, Heinrich von Kleist, Heinrich Heine, Franz Kafka, Karl Kraus, Peter Altenberg, Arthur Schnitzler, Robert Musil, Thomas Mann, Else Lasker-Schüler, Thomas Bernhard, Christa Wolf, Paul Celan, Peter Handke, Rainald Goetz, and Günter Grass.
2. *Film and Visual Culture.* In the wake of the “visual turn” in the humanities, film, photography, video, and visual culture in general have become increasingly important in German studies. In addition to a course (**GRST273** Sex and Text in Freud’s Vienna) that partially focuses on the visual culture of fin-de-siècle Vienna, the department offers courses on Weimar cinema and the new German cinema and is developing courses on contemporary German film and on cinematic adaptations of literature. The department’s research and teaching strengths are in the history and aesthetics of German cinema from silent film to the present; the interaction between film and literature; in exile cinema; and, more specifically, in the major directors Fritz Lang, Rainer Werner Fassbinder, and Werner Herzog.
3. *Critical Thought.* Teaching the German intellectual tradition—which begins, arguably, with Martin Luther and includes brilliant and controversial figures such as Leibniz, Kant, Hegel, Marx, Nietzsche, Freud, Carl Schmitt, Heidegger, and Hannah Arendt—is integral to fostering a critical understanding of culture, society, and the arts. Our courses in the area of critical thought are of special interest to—but by no means limited to—students in philosophy, intellectual history, sociology, the College of Letters, the College of Social Studies, government, religion, and the certificate program in Social, Cultural, and Critical Theory. Our strengths in this area include aesthetics, cultural and literary theory, history of science, German-Jewish thought, Nietzsche, Walter Benjamin, Sigmund Freud, and Theodor Adorno.

German Haus. This small house at 135 High Street, with seven single rooms, sponsors many cultural and social activities. To apply for a place, a student should get in touch with the residents of the house by the end of the first semester.

Department prizes. Students who demonstrate excellence in the study of German may be candidates for prizes given from the Scott, Prentice, and Blankenagel funds. For information, see the department chair.

Wesleyan-Vanderbilt-Wheaton Program in Germany offers an extended second semester under the auspices of a partnership agreement with the University of Regensburg.

Since the program is an integral part of Wesleyan’s undergraduate curriculum and an organic component of the German Studies Department’s offerings, majors in German studies are urged to participate, either as sophomores or, at the latest, as second-semester juniors. Up to 30 students from Wesleyan, Vanderbilt, Wheaton, and other colleges and universities are admitted to the program annually. Open to students who have had at least three semesters of college German or the equivalent, the extended semester is divided into intensive language preparation (January–March) and regular matriculation at the University of Regensburg for the German summer semester (April–July).

Students choose from a broad selection of university courses, supplemented by group tutorials organized and monitored by the resident director. An informal series of cultural events includes visits to theaters and concerts, excursions to historical sites and museums, and guest lectures.

Students earn credit for four, or, in special cases, five, courses. The preparatory language course is taught by the staff of the university’s Institute for German as a Foreign Language. A faculty member from one of the sponsoring institutions administers all aspects of the program and advises students during their six-month stay in Germany. Under the terms of the agreement with the University of Regensburg, all Wesleyan participants are guaranteed rooms in dormitories and other housing facilities that ensure maximum contact with German students. Brochures and application forms are available from the German Studies Department, 401 Fisk Hall, or from the Office of International Studies, 105 Fisk Hall. The application deadline is November 1.

GERMAN LITERATURE IN TRANSLATION**GELT239 Wagner and Modernism**

IDENTICAL WITH: ARHA339

GELT253 The New German Cinema

IDENTICAL WITH: GRST253

GELT263 The Goethe and the Kafka Effect

IDENTICAL WITH: GRST263

GELT268 Understanding Modernity: Marx, Nietzsche, and Freud

IDENTICAL WITH: GRST268

GELT273 Sex and Text in Freud’s Vienna

IDENTICAL WITH: GRST273

GELT299 Going Too Far: Transgressive Texts (Seminar in German Studies)

IDENTICAL WITH: GRST299

GELT401/402 Individual Tutorial, Undergraduate

GRADING: OPT

GELT409/410 Senior Thesis Tutorial

GRADING: OPT

GELT411/412 Group Tutorial, Undergraduate

GRADING: OPT

GELT465/466 Education in the Field, Undergraduate

GRADING: OPT

GELT467/468 Independent Study, Undergraduate

GRADING: OPT

GERMAN STUDIES**GRST101 Elementary German**

This course is an introduction to German and leads to communicative competency in German by building on the four primary skills—speaking, listening, reading, and writing—while developing participants’ awareness of life and culture of German-speaking countries. Learning German and its structure will also enhance students’ awareness of commonalities between the English and the German languages.

The **GRST101-102-211** course sequence will help students appreciate that contemporary Germany is economically and politically the leading country in the European Union and has a dynamic multicultural society. The German language opens vistas into a world of ideas that is as complex as it is elemental. It provides access to many fields, from philosophy to the natural sciences and many disciplines between them: history, musicology, art history, and environmental studies. These three courses prepare students to study abroad in Regensburg, Germany, on the Wesleyan-Vanderbilt-Wheaton Program or for **GRST214** here at Wesleyan.

GRADING: A-F CREDIT: 1 PREREQ: NONE

FALL 2011 INSTRUCTOR: BORK-GOLDFIELD, IRIS SECT: 01, 02

GRST102 Elementary German

This is the second part of the two-part sequence in Elementary German (see **GRST101**). Students will continue their study of the four primary skills—speaking, listening, reading, writing—plus German grammar and culture. They will read a variety of authentic texts, listen to na-

tive speakers, handle everyday conversational situations, and write short compositions. At the end of the semester, students will write, perform, and videotape a skit based on the material learned this semester. **GRST211** is the course following **GRST102**. Students who take **GRST211** can apply to study abroad in Regensburg, Germany, on the Wesleyan-Vanderbilt-Wheaton Program, or they can continue with **GRST214** here at Wesleyan.

GRADING: A-F CREDIT: 1 PREREQ: GRST101

SPRING 2012 INSTRUCTOR: BORK-GOLDFIELD, IRIS SECT: 01, 02

GRST211 Intermediate German

This course typically follows **GRST101** and **102** and increases students' proficiency in the German language while they learn about different cities and regions in the German-speaking world. Working interactively, students engage in cultural activities with authentic readings and contextualized grammar in a unifying context. Through exposure to a variety of texts and text types, students develop oral and written proficiency in description and narration as well as discourse strategies for culturally authentic interaction with native speakers. Classes focus on an active use of the language. Film, music, and other audio clips are regularly integrated into the course to increase students' listening comprehension. Through regular essay assignments, students expand their vocabulary and apply increasingly diverse writing techniques. Among our goals are improved communication and reading skills, an expanded vocabulary, more accurate and diverse written expression, and greater insight into historical and cultural features of the German-speaking world.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: GRST102

FALL 2011 INSTRUCTOR: LENSING, LEO A. SECT: 01

GRST214 Practice in Speaking and Writing German

This course is designed to build and strengthen skills in oral and written German. It functions as a bridge between the basic language series (**GRST101/102/211**) and the more advanced literature/culture courses. This course extends the focus on language and culture through reading, interpreting, and discussing longer German texts (including poems and short stories) begun in **GRST211**. Moreover, students will research various aspects of the history and culture of Germany and gain practice writing about and presenting the results of their research. Grammar instruction and review as well as vocabulary building are integral parts of this course, since mastery of the structures of German will facilitate students' ability to express more complex ideas. We will supplement the textbook with additional readings, music, and films. Class meetings will be conducted in German.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: GRST211

SPRING 2012 INSTRUCTOR: TBD

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, and German pop and German contemporary culture. The course will provide extensive practice in speaking, reading, listening, and writing in German, using literary and nonliterary texts, and audio and visual materials. Structured conversation, debates, and analysis of different types of texts as well as writing assignments in different genres will strengthen proficiency of German and prepare students for 300-level courses.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: GRST214

FALL 2011 INSTRUCTOR: BORK-GOLDFIELD, IRIS SECT: 01

GRST227 Introduction to Social, Cultural, and Critical Theory

IDENTICAL WITH: CHUM227

GRST231 Reading Theories

IDENTICAL WITH: ENGL295

GRST239 Wagner and Modernism

IDENTICAL WITH: ARHA339

GRST250 Cultural Criticism and Aesthetic Theory: Walter Benjamin and Theodor Adorno

This lecture course is designed to provide an introduction to the cultural criticisms and aesthetic theories of Walter Benjamin and Theodor Adorno, two of the 20th century's most path-breaking, influential left-wing thinkers and critics. Our aim will be to illuminate the intimate interconnections between cultural criticism and aesthetic theory in the 20th century. We will study the objectives, intellectual origins, cultural contexts, and methods of Benjamin's and Adorno's uniquely individual yet also closely related practices of cultural criticism. Further, we will examine the assumptions underlying their aesthetic writings and seek to reconstruct their respective contributions to aesthetics. The discourse of cultural criticism relies on political and sociological analytical no-

tions such as revolution and reaction, estrangement and reification, or social antagonism and ideology; the discourse of aesthetic theory relies on canonical concepts of the philosophy of art, such as semblance and imitation or beauty and the sublime, as well as the more properly modernist aesthetic phenomena like distraction, dissonance, and shock. Benjamin and Adorno combine both discourses in a new way, augment them with the vocabularies of psychoanalysis and theology, examine the increasing role of advanced technologies of producing, distributing, and receiving culture, and thus offer an astonishingly comprehensive investigation of modernity's most pressing intellectual questions, artistic practices, social contradictions, and cultural phenomena.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: COL253

GRST251 Kafka: Literature, Law, and Power

Elias Canetti claimed that among all writers Kafka was "the greatest expert on power." In this course we will focus on Kafka's narratives of power relations. We will read and discuss Kafka's sometimes painfully precise descriptions of how power is exerted in the family and in personal relationships, and how discipline is exercised over the body. We will also consider Kafka's depictions of physical violence and of apparatuses and institutions of power, and the ethical and political implications of these depictions. The working hypothesis of this course is that Kafka not only tells stories about power, but that his stories also contain an implicit theory of how power works in modern society.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: COL251

SPRING 2012 INSTRUCTOR: PLASS, ULRICH SECT: 01

GRST252 From Caligari to Hitler: Weimar Cinema in Context

This course offers a critical introduction to German silent and sound films from 1919 to 1932. It will test the thesis of Siegfried Kracauer's classic study that expressionist films in particular prepared the way for Hitler's rise to power. The focus will be on canonical films of the era including *The Cabinet of Dr. Caligari*, *Nosferatu*, and *The Last 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: *Kuhle Wampe* (with a screenplay by Brecht), Leni Riefenstahl's *The Blue Light*, and Pabst's *Threepenny Opera*. Readings will include screenplays, essays, and reviews from the period as well as selected literary works such as Brecht's *Threepenny Opera*.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: FILM352

FALL 2011 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 2012 INSTRUCTOR: LENSING, LEO A. SECT: 01

GRST254 Frankfurt School Critical Theory

In the humanities and social sciences, the term "critical theory" remains closely associated with its origins in the Institute of Social Research, better known as the Frankfurt School. Beginning in 1930, scholars affiliated with the Frankfurt School (e.g., Adorno, Benjamin, Horkheimer, Marcuse) sought to replace "traditional" with what they called "critical" theory. By this they meant a theory that would uncover the hidden cultural and psychological mechanisms of capitalist society, a theory that would negate society in its existent form, thus opening up possibilities for imagining a different social order.

This course provides a survey of critical theory, beginning with its roots in the 19th century (e.g., Kant, Hegel, Marx, and Nietzsche), and will then focus on some of the Frankfurt School's major works that address a diverse array of intellectual and political concerns, from the critique of state capitalism, industrial society, and instrumental reason to commentaries on mass culture, high art, fascism, and psychoanalysis. A truly interdisciplinary institution, the Frankfurt School studied economics, sociology, philosophy, literature, art, psychology, politics, and history. This introduction to the programmatic statements and eclectic reflections of various scholars will highlight the diverse historical influences, col-

laborative efforts, and internecine debates that shaped the intellectual tradition across continents and generations.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: COL264 FALL 2011 INSTRUCTOR: PLASS, ULRICH SECT: 01

GRST261 Reading Nietzsche

Friedrich Nietzsche, trained philologist and self-proclaimed “free spirit,” remains one of the most controversial figures in modern thought, a source of fascination and outrage alike. Best known as the philosopher of the “Dionysian,” the “will to power,” the “eternal return of the same,” the “transvaluation of all values,” and the “over-man,” Nietzsche also proudly considered himself the most accomplished prose stylist in the German language. In this course, we will examine two closely interrelated issues: (1) the genesis of Nietzsche’s major philosophical thoughts in the areas of epistemology, aesthetics, ethics, and the critique of religion, from his earliest to his latest writings; (2) the cultivation of a philosophical style that, in its mobilization of highly artistic modes of aphoristic reduction, metaphorization, personification, and storytelling, aspires to turn critical thinking into a life-affirming artform.

The course will combine philosophical interpretation with textual analysis. No prior knowledge of Nietzsche’s works is expected; however, a willingness to set aside significant chunks of time to dwell in Nietzsche’s texts is required. Students with reading knowledge in German are encouraged to read at least some of the assignments in the original. Guidance in doing so will be provided based on individual need.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: COL297 SPRING 2012 INSTRUCTOR: PLASS, ULRICH SECT: 01

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

GRST268 Understanding Modernity: Marx, Nietzsche, and Freud

The names of the writers and thinkers Karl Marx, Friedrich Nietzsche, and Sigmund Freud signal a revolution of thought in the 19th and early 20th centuries. This course is designed to make critical theory and contemporary discourses in the humanities and social sciences more accessible by providing the modern historical and philosophical foundations for key concepts such as interpretation, subject, history, politics/society, religion/morality, and art/aesthetics. We will explore some of the most influential writings of the respective authors in a comparative manner and, thus, come to a better understanding of the genesis of much modern thinking.

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

IDENTICAL WITH: [GELT268 OR COL268]

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 2011 INSTRUCTOR: LENSING, LEO A. SECT: 01

GRST276 Inventing the Criminal: Literature and Criminality

In this course we will examine the figure of the criminal as it was constituted by jurisprudence, medicine, and literature as the object of social control, medical intervention, and, not least of all, narration in the course of the 19th century. We will study literary representations of crime and criminals from Romanticism to realism and naturalism, looking at questions of form, genre, and narrativity. In addition, we will confront these literary representations with judicial and psychological definitions of criminality and study their interrelation at the level of the narrative strategies invoked in the portrayal of the criminal. This course will introduce students to the literature of the long 19th century and will draw on the methods of a critical theory of culture. Readings and discussions in English

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: COL293

GRST278 Fear and Pity: German Tragedies from the 18th to the 20th Century

Tragedies aim to stimulate the spectator’s passion and sympathy. How precisely do they achieve that goal? Through close readings, the course contextualizes the tragedies of authors such as Lessing, Goethe, Schiller, Kleist, Büchner, Hebbel, Wedekind, and Hofmannsthal within major literary movements and the theoretical reflections of Friedrich Nietzsche and Walter Benjamin.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: COL217

GRST281 Auerbach’s *Mimesis* and the Novel in Recent History

IDENTICAL WITH: COL271

GRST285 Translation: Theory and Practice

IDENTICAL WITH: WRCT255

GRST287 German Aesthetic Theory

This course offers a comprehensive introduction to the field of aesthetics, beginning with its simultaneous inception as both theory of art and theory of sensuous perception in Baumgarten’s *Aesthetica*, and concluding with Adorno’s last great synthesis of aesthetic thought in his *Aesthetic Theory*. Perhaps more than in any other tradition, the philosophical study of art has been an essential concern in German intellectual history. Rather than treating the arts as a pleasant diversion, German philosophers sought to find socially and philosophically relevant meaning and even truth in works of art. The course will proceed chronologically, exploring the ways in which German thinkers from the 18th to the 20th century have conceptualized art in general, as well as different art forms. At the end of the semester, we will consider what remains of this legacy in contemporary American and European debates on art and aesthetics.

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

IDENTICAL WITH: [COL280 OR ARHA262]

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

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. 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; and 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 literature within a chronological context.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: GRST217 OR GRST2515 OR GRST2525

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 Stifft.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA
PREREQ: GRST214 OR GRST217 OR (GRST2515 AND GRST2525)
SPRING 2012 INSTRUCTOR: LENSING, LEO A. SECT: 01

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 PREREQ: GRST214 OR GRST217 IDENTICAL WITH: COL382

GRST384 Lust and Disgust in Austrian Literature Since 1945

This course will examine both major and minor figures of Austrian literature since 1945. Special attention will be given to these writers’ tendency to disassociate themselves from a specifically German tradition and to pursue characteristic themes and concerns. These include the myth of Austria as the first victim of Hitler, the musicality of Austrian prose, and the fetishization of literary language. Representative authors will include prose writers such as Ingeborg Bachmann, Thomas Bernhard, and Peter Handke, as well as experimental poets such as Ernst Jandl and Norbert Kaser.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: GRST214 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

GRST386 German Romanticism in Art and Literature

Beginning in 1795, Romanticism in art and literature was the name for a proto-modernist urban artistic and intellectual movement centered in Jena, Berlin, and Heidelberg, and inspired by Goethe’s novels, Fichte’s philosophy, and the French Revolution, that sought to re-enchant the world through the self-effacing powers of communal poetry and philosophy (“sympoetry” and “symphilosophy”). Because of their innovative and sometimes scandalous celebration of deviant forms of living and their fascination with the dark side of civilization, the Romantics were dismissed by authorities like Hegel and Goethe; the latter drew the line between his work and theirs by declaring: “The ‘classical’ I call healthy, and the ‘romantic’ I call sick.”

This course will offer a carefully selected introduction to the Romantic movement in the areas of literature and the visual arts, taking into account also the movement’s underlying aesthetic ideas and the special role of musical expression. Topics covered include the poetic-philosophical fragments of Novalis and Friedrich Schlegel; the artistic exchange between poetry and music (e.g., poems by Eichendorff and Brentano, *Lieder* by Schumann and Schubert); the literary salon and the beginnings of female authorship (e.g., in letters by Rahel Varnhagen, Dorothea Schlegel, Caroline Schlegel-Schelling); the reception of folk traditions and the collection and production of fairy-tales (the Brothers Grimm); the creation of the fantastic out of a confrontation with modern science and technology (E. T. A. Hoffmann); Romantic inwardness, melancholy, madness, and its artistic articulation (e.g., in paintings by Friedrich and Carus, stories by Tieck and Hoffmann, compositions by Beethoven and Schubert); and Romanticism’s decline and its critique (Heine).

All readings, papers, and class discussions will be in German.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: GRST217 IDENTICAL WITH: COL386
FALL 2011 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 PREREQ: GRST214 IDENTICAL WITH: COL390

GRST401/402 Individual Tutorial, Undergraduate

GRADING: OPT

GRST409/410 Senior Thesis Tutorial

GRADING: OPT

GRST411/412 Group Tutorial, Undergraduate

GRADING: OPT

GRST465/466 Education in the Field, Undergraduate

GRADING: OPT

GRST467/468 Independent Study, Undergraduate

GRADING: OPT

Government

PROFESSORS:	Marc Eisner; John E. Finn; Giulio Gallarotti; James McGuire, <i>Chair</i> ; J. Donald Moon; Peter Rutland; Nancy Schwartz
ASSOCIATE PROFESSOR:	Douglas C. Foyle; Mary Alice Haddad; Elvin Lim; Sarah Wiliarty
ASSISTANT PROFESSORS:	Sonali Chakravarti; Erica Chenoweth; Erika Franklin Fowler; Michael Nelson; Anne Peters; Kathy Rim
ADJUNCT LECTURER:	Louise Brown, <i>Dean for Academic Advancement</i>
DEPARTMENTAL ADVISING EXPERTS 2011–2012:	Sonali Chakravarti; Marc Eisner; John Finn; Erika Franklin Fowler; Douglas Foyle; Giulio Gallarotti (<i>Spring</i>); Mary Alice Haddad; Elvin Lim (<i>Spring</i>); James McGuire; J. Donald Moon (<i>Spring</i>); Michael B. Nelson; Anne Peters; Peter Rutland; Nancy L. Schwartz (<i>Fall</i>); Sarah Wiliarty

The Department of Government offers courses in four different concentrations of study within political science: American politics and public policy, comparative politics, international politics, and political theory. We offer a comprehensive Introduction to Political Science (**GOVT101**), introductory courses to each concentration (numbered **151–159**), a range of upper-division courses (**200–368**), and research seminars (**369–399**). In addition, we offer courses in research methods in political science, tutorials, and education in the field. Courses numbered **200–368** are ordered according to field of study, not level of difficulty.

If a statement on the major in this catalog is inconsistent with a regulation on the Government Department web site, the web site is authoritative.

Major requirements. To complete the major requirements, a student must take a minimum of nine approved government credits, of which at least eight must be upper-division (courses numbered **201** or higher). At least five of the eight upper-level credits for the major must be earned in courses numbered between **201** and **399** and taken in the Government Department at Wesleyan. The remaining three credits can consist of a combination of: (a) tutorials in the Department of Government—nonthesis tutorials (a limit of two) or a thesis tutorial (a limit of one); (b) course in a cognate discipline at Wesleyan (a limit of one, with advisor's approval); (c) nonintroductory courses taken at other institutions (a limit of two); or (d) additional Wesleyan government courses in the range **201–399**. Teaching apprenticeships and student forum courses are not counted toward the fulfillment of major requirements. Under certain circumstances and with advisor's approval, all three of the non-Wesleyan upper-division courses can be from a program abroad. See the Government Department regulation on Approvals of Credits from Study Abroad Programs on the department web site: www.wesleyan.edu/gov.

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**, Empirical Methods for Political Science, may be credited toward the concentration. Ideally, prospective majors in American politics and public policy should take **GOVT151** in their first year. One or more of the survey courses, **GOVT201–209**, should be taken next. The survey courses require either **GOVT151** or sophomore standing. It is strongly recommended that concentrators take at least one course each in American history and in economics.

Comparative politics. **GOVT157, 260–305, 381–385.** The comparative politics concentration consists of an introductory course (**GOVT157**), survey and intermediate courses (**260–305**), and seminars (**381–385**). A concentration in comparative politics requires **GOVT157**. Students are encouraged to design a program that will provide depth in a particular subfield: modern liberal democracies, one-party socialist regimes with developed economies, or Third World developing societies. Courses for the concentration should include one or two survey courses and two or more intermediate courses and seminars.

International politics. **GOVT155, 306–336, and 386–390.** A concentration in international politics requires **GOVT155**. Students are encouraged to distribute other department courses required for the major among the other concentrations. They should also consider the Certificate in International Relations awarded by the Public Affairs Center.

Political theory. **GOVT159, 337–360, and 391–399.** A concentration in political theory requires four upper-division political-theory courses; two of these should be drawn from the **GOVT337, 338, 339** sequence, which provides a survey of major political theorists in the Western tradition. **GOVT159** is strongly recommended.

Honors program. 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 web site.

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 in their junior years 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 Honors Track

Students approved for the thesis honors track will be required to enroll in the Capstone Thesis Seminar (**GOVT358**) 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 (**GOVT359**), 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

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

GOVT110 The American Constitutional Order: An Introduction

This course introduces students to the American constitutional order and to key concepts associated with constitutional design and governance.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 SPRING 2012 INSTRUCTOR: FINN, JOHN E. SECT: 01

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 2011 INSTRUCTOR: RIM, KATHY SECT: 01

INSTRUCTOR: GLENN, BRIAN J. SECT: 02

INSTRUCTOR: NELSON, MICHAEL B. SECT: 03

SPRING 2012 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 2011 INSTRUCTOR: FOYLE, DOUGLAS C. SECT: 01, 02

SPRING 2012 INSTRUCTOR: GALLAROTTI, GIULIO SECT: 01, 02

GOVT157 Democracy and Dictatorship: Politics in the Contemporary World

In this introduction to politics, we compare the capitalist and socialist development trajectories and explore the interplay between economic interests, social movements, and political institutions. Key concepts such as law and democracy are debated, as is the utility of competing grand theories of political evolution. The course includes many case studies of particular countries, both well-known and obscure.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 FALL 2011 INSTRUCTOR: RUTLAND, PETER SECT: 01

SPRING 2012 INSTRUCTOR: WILIARTY, SARAH E. SECT: 01

INSTRUCTOR: HADDAD, MARY ALICE SECT: 02

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
 SPRING 2012 INSTRUCTOR: MOON, J. DONALD SECT: 01

GOVT201 Applied Data Analysis

IDENTICAL WITH: QAC201

GOVT203 American Constitutional Law

This course is an examination of the historical development and constitutional principles of American government including inquiries into federalism, national and state powers, separation of powers, checks and balances, and due process. The primary focus will be on case law of the Supreme Court from the Marshall Court to the present.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 FALL 2011 INSTRUCTOR: FINN, JOHN E. SECT: 01

GOVT204 Quantitative Methods for Political and Policy Analysis

This course introduces students to the logic of social scientific analysis and various quantitative research techniques used in the study of politics and public policy. Students will develop a competence in the use of analytical skills essential for conducting original research. The coverage of quantitative methods includes descriptive statistics, probability and sampling theory, and the deductive logic of hypothesis testing and statistical inference, with a special emphasis on measurement, cross-tabulation, and regression. Research problems and data sources are drawn primarily from the fields of American politics and public policy. Instruction in a statistical package, STATA, is an integral feature of the course. Knowledge of calculus is not assumed or required.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: GOVT151

GOVT206 Public Policy

This course will provide a survey of several public policies. It will begin with a discussion of the logic of public choice within the context of political institutions, competing interests, and the implications for institutional design and policy design. The remainder of the course will be devoted to the examination of several public policy areas including criminal justice, education, welfare, and regulation. By integrating theoretical literature with case studies of different policies written from a variety of perspectives, the course aims to develop analytical skills as well as an appreciation for the technical and political complexities of policy making.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: GOVT151
 IDENTICAL WITH: ENV5206

FALL 2011 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
 SPRING 2012 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 IDENTICAL WITH: GOVT151
 SPRING 2012 INSTRUCTOR: LIM, ELVIN SECT: 01

GOVT220 American Political Economy

Political economy addresses a wide range of issues, including the ways in which public policies and institutions shape economic performance and the distribution of economic power; the impact of public policies on the evolution of economic institutions and relationships over time; and the ways in which economic performance impinges upon governmental decision making and political stability. This course examines the American political economy. We are thus concerned with examining the above-mentioned issues to better understand how patterns of state-economy relations have changed over the course of the past century and the ways in which this evolutionary process has affected and reflected the development and expansion of the American state. The course will begin with an examination of competing perspectives on property rights, markets, the state, labor, and corporations. It will turn to an exploration of the political economy as it evolved in the past century and end with a discussion of contemporary challenges.

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

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: ENV521
 SPRING 2012 INSTRUCTOR: EISNER, MARC A. SECT: 01

GOVT222 Regulation and Governance

Regulation describes an array of public policies explicitly designed to govern economic activity and its consequences at the level of the industry or firm. This course will begin with an examination of the history of economic regulation and deregulation. It will turn to explore the rise of the new social regulation in environmental policy and occupational safety and health policy. The course will conclude with an examination of regulation as governance. Understanding the limits of traditional regulation and the need to address a host of emerging problems, analysts have focused on various means of integrating regulatory and nonregulatory policies, corporate practices, and the activities of nongovernmental organizations (e.g., trade associations, standard-setting organizations, and environmental groups). To what extent can changes in governance create a context for social learning and the generation of solutions to problems that fall outside of standard political jurisdictions (e.g., global climate change, occupational safety, and health in international markets)?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 IDENTICAL WITH: ENV522

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

GOVT232 Campaigns and Elections

This course introduces students to the style and structure of American campaigns and how they have changed over time. We also consider academic theories and controversies surrounding campaign “effects” and whether or not parties, media, campaigns, and elections function as they are supposed to according to democratic theory. Students will read, discuss, and debate classic and new scholarship in the field of political and electoral behavior.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 FALL 2011 INSTRUCTOR: GLENN, BRIAN J. SECT: 01

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 IDENTICAL WITH: GOVT203
 SPRING 2012 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 Michael Parenti, “viewed from the bottom.”

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 IDENTICAL WITH: AFAM289

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 PREREQ: GOVT151 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

GOVT265 Growth and Conflict in Asia

Rapid economic growth in East and South Asia is rearranging power structures in the region and in the world. This course will explore the causes of economic growth and political evolution in East Asian and South Asian countries and assess the consequences of such economic and political change for regional and global security. The course will address such questions as: Why has China achieved such rapid economic growth, and with what implications for regional and global security? What are the roots of the conflict between India and Pakistan, and what are the prospects for reconciliation? Why is poverty so widespread in South Asia, and what might be done to alleviate it?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 IDENTICAL WITH: EAST265

GOVT270 Comparative Politics of the Middle East

This course will provide an overview of Middle Eastern politics since the fall of the Ottoman Empire, analyzing the political, economic, and social roots of significant contemporary events. The primary focus of the course will be to employ theoretical and historical accounts to explain domestic political phenomena, such as state power, regime type, social movements,

and economic development. The course does not substantially address the international relations of the Middle East or the Israeli-Arab conflict.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 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]

FALL 2011 INSTRUCTOR: MCGUIRE, JAMES W. SECT: 01

GOVT272 International Relations of the Middle East

This course will consider the international relations of the Middle East, including U.S. foreign policy in the region, inter-Arab relations, the Arab-Israeli conflict, and foreign economic policy. Course readings will include general international relations theory, region-specific/mid-range theories, and primary source/descriptive accounts specific to the region.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: PETERS, ANNE MARIEL SECT: 01

GOVT274 Russian Politics

The course begins with a brief review of the dynamics of the Soviet system and the reasons for its collapse in 1991. The traumatic transition of the 1990s raised profound questions about what conditions are necessary for the evolution of effective political and economic institutions. The chaos of the Yeltsin years was followed by a return to authoritarian rule under President Putin, although the long-run stability of the Putin system is also open to question. While the focus of the course is Russia, students will also study the transition process in the other 14 states that came out of the Soviet Union. Topics include political institutions, social movements, economic reforms, and foreign policy strategies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE IDENTICAL WITH: REES280
FALL 2011 INSTRUCTOR: RUTLAND, PETER SECT: 01

GOVT278 Nationalism

Nationalism is the desire of an ethnic group, a nation, to have a state of its own. It emerged as a powerful organizing principle for states and social movements in the 19th century and was integral to the wars and revolutions of the 20th century. This course examines rival theories about the character of nationalism and tries to explain its staying power as a political principle into the 21st century. It looks at the role of nationalism in countries like the United States, France, India, China, and Japan, and nationalist conflicts in Northern Ireland, Quebec, Yugoslavia, the former U.S.S.R, and Rwanda. The course is reading- and writing-intensive.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 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 2011 INSTRUCTOR: WILIARTY, SARAH E. SECT: 01

GOVT293 New Strategies in Political and Economic Development

This seminar explores several novel strategies in economic development. In particular, the course assesses the strengths and weaknesses of local-based efforts to alleviate poverty. Micro-finance, property titling efforts, the fair trade movement, and an overall emphasis on sustainability are

primary examples of such efforts and will occupy center stage in this course. These strategies receive considerable accolades in the media, but scholars and practitioners understand much less about how well the programs actually alleviate poverty. Furthermore, the political hurdles limiting or preventing implementation of many economic strategies are poorly understood. This seminar fills the gap as we perform in-depth research and analysis to solidify students' understanding of novel strategies in development and the political context in which they exist.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: GOVT157
IDENTICAL WITH: [LAST293 OR EAST293]

GOVT294 Globalization and the Politics of the Middle East

The seminar explores major questions regarding the evolving role of the state, the nature of citizenship, opposition movements, and state-society relations in the Middle East within the theoretical framework of globalization. The focus of the course is on the interplay of external influences rooted in the global economy and domestic political systems. Students will grapple with major theoretical debates about globalization as a structural, ideational, and technology-related phenomenon. They will be encouraged to move beyond the dominant Middle Eastern exceptionalism narrative by exploring the impact of globalization at several levels. These include the prevailing development trajectories across the region, the reconfiguration of state-society relations in light of the neoliberal model, social policy and welfare regimes, identity politics, transnational social movements, as well as the new media and the emergence of new forms of political activism. Students will draw theoretical inferences based on the regional literature and critically apply theoretical frameworks from the globalization literature to effectively analyze socio-economic and political developments in the contemporary Middle East.

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

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 systems. Issues related to regional economic cooperation, security, and their implications for the 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 the 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 IDENTICAL WITH: EAST296 PREREQ: NONE
SPRING 2012 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 FALL 2011 INSTRUCTOR: HADDAD, MARY ALICE SECT: 01

GOVT300 Political Islam

This course will examine the origins, preferences, and organization of both nonviolent and violent Islamist groups, with a particular focus on the Middle East and Central Asia. Students will be exposed to case-specific material, doctrines of political Islam in translation, and broader theories of social movements and state-society relations from the field of comparative politics.

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

GOVT301 Comparative Political Parties

This course is an introduction to the study of political parties and interest groups in democratic countries. The class examines both party systems (how the parties in a particular country interact) and internal party organization. After acquiring familiarity with the theoretical literature on political parties, we will assess this literature by looking at empirical examples.

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

GOVT302 Latin American Politics

This course explores democracy, development, and revolution in Latin America, with special attention to Argentina, Brazil, Cuba, and Nicaragua. Questions to be addressed include: Why has Argentina lurched periodically from free-wheeling democracy to murderous military rule? Why is authoritarianism usually less harsh, but democracy often more shallow, in Brazil than in Argentina? How democratic are Latin America's contemporary democracies? What accounts for the success or failure of attempted social revolutions in Latin America? Why did postrevolutionary Cuba wind up with a more centrally-planned economy and a more authoritarian political system than postrevolutionary Nicaragua? How much progress has each of these countries made toward creating a more affluent, educated, healthy, and equitable society?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE IDENTICAL WITH: LAST302 SPRING 2012 INSTRUCTOR: MCGUIRE, JAMES W. SECT: 01

GOVT303 Seminar on Democratization

This seminar reviews the concepts and approaches currently used by scholars of comparative politics. The course examines the role of the state in the contemporary world, the transition to democracy that has taken place in some countries, and the failure of democracy in others. Through readings and discussion, the seminar will help students understand why politicians create, sustain, and at times even destroy democratic institutions. It will draw upon examples from the 19th century to the present in selected countries from Africa, Asia, Europe, and Latin America.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: GOVT157 OR GOVT155 SPRING 2012 INSTRUCTOR: RUTLAND, PETER SECT: 01

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 OR ENV5304]

FALL 2011 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

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 2011 INSTRUCTOR: FOYLE, DOUGLAS C. SECT: 01

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 IDENTICAL WITH: GOVT388 OR GOVT155

GOVT320 The History and Geopolitics of South Asia

This course examines the contemporary geopolitical issues in South Asia informing the study of contemporary politics through a comprehensive review of the historical development of the region. The course will focus primarily on the relations between India, Pakistan and Afghanistan.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE FALL 2011 INSTRUCTOR: TBD

GOVT322 Global Environmental Politics

This course examines different perspectives of global environmental politics. Issues covered vary but may include trade-environmental conflicts, environmental justice, climate change, biodiversity, and management of water resources. The course will consider the actors involved in these issues and the design and use of international institutions for managing international cooperation and conflict on these issues.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE SPRING 2012 INSTRUCTOR: NELSON, MICHAEL B. SECT: 01

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 FALL 2011 INSTRUCTOR: NELSON, MICHAEL B. SECT: 01

GOVT325 Solving the World's Problems: Decision Making and Diplomacy

This course represents a hands-on approach to decision making and diplomacy. It is designed to allow students to take part in diplomatic and decision-making exercises in the context of international political issues and problems. Important historical decisions will be evaluated and

reenacted. In addition, more current international problems that face nations today will be analyzed and decisions will be made on prospective solutions. Finally, various modern-day diplomatic initiatives will be scrutinized and renegotiated.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: GOVT155

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 PREREQ: GOVT155 OR GOVT157 OR GOVT159

GOVT329 International Political Economy

In this study of the politics of international economic relations, emphasis will be placed on analyzing competing theories of international political economy. Topics include trade, monetary relations, foreign direct investment, North-South relations, technological innovation, and economic reform policies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: GOVT155

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 2012 INSTRUCTOR: NELSON, MICHAEL B. SECT: 01

GOVT333 International Organization

Nations have increasingly attempted to manage their interdependence through the use of international organizations. This course represents a systematic study of these organizations: their structures, impact, success, and failure. Emphasis will be placed on analyzing competing theories of international organization and evaluating current debates over the performance of these organizations in today's most important international issue areas: security, economic efficiency, economic redistribution, human rights, hunger, health, and the environment.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: GOVT155

SPRING 2012 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

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

FALL 2011 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

SPRING 2012 INSTRUCTOR: MOON, J. DONALD SECT: 01

GOVT340 Global Justice

This course examines the moral and political issues that arise in the context of international politics. Is the use of violence by states limited by moral rules, and is there such a thing as a just war? Are there human rights that all states must respect? Should violation of those rights be adjudicated in the international courts? Are states justified in enforcing such rights beyond their own borders? Is a system of independent states morally legitimate? What, if any, are the grounds on which states can claim freedom from interference by other states and actors in their internal affairs? Must all legitimate states be democracies? Do states and/or individuals have an obligation to provide assistance to foreign states and citizens? Are there any requirements of international distributive justice?

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

GOVT342 Forms of Freedom: Anarchism, Socialism, and Communitarianism

What is freedom, and what political forms might it take? We will examine 19th- to 21st-century anarchist, socialist, and communitarian thought in Europe and America: ideas of communal freedom and individual liberty; the state and civil society; deliberation and emotion; 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 2011 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

GOVT349 Justice

In this course we will critically examine different ways in which justice figures in political theory and in politics. The course will focus on a critical examination of different conceptions of social justice, with a special emphasis on Rawls' theory and its critics. A section of the course will examine issues pertaining to international or global distributive justice. We will also take up related issues such as human rights, tolerance, moral pluralism, and the limits of justice.

GRADING: OPT CREDIT: 1 PREREQ: NONE

GOVT355 Political Theory and Transitional Justice

Transitional justice refers to the variety of legal, political, and social processes that occur as a society rebuilds after war and includes war crimes trials, truth commissions, and the creation of memorials. Although the term “transitional justice” is a recent one, the philosophical issues contained within it are at the core of political philosophy. What kind of society is best? What is the relationship between political institutions and human nature? What does justice mean? The purpose of this course is to understand the issues of transitional justice from both practical and philosophical perspectives and will include the case studies of World War II, South African apartheid, and the genocide in Rwanda.

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

GOVT356 Tragedy and Affect

CREDIT: 0 IDENTICAL WITH: CHUM368

GOVT358 Capstone Thesis Seminar

This course is for students approved for the thesis honors track. Successful completion of this seminar will require one or two chapters of high quality. Further information about the government honors thesis track is available on the department web site.

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

FALL 2011 INSTRUCTOR: WILIARTY, SARAH E. SECT: 01

GOVT359 Capstone Seminar in Political Science

This discussion-based course considers core readings from each of the four political science subfields: political theory, comparative politics, international politics, and American politics. Core questions that cut across each of the subfields (What is the nature of good governance? How should conflict be managed? Who should rule?) will provide the course's focus.

The course is designed as preparation for taking the honors exam during the Spring semester (the exam is due on the date that theses are due) and is paced accordingly. Students are admitted into the course on a POI basis according to the honors program process described on the Government Department web site. For more information, see wesleyan.edu/gov/honors.html.

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

SPRING 2012 INSTRUCTOR: FOYLE, DOUGLAS C. SECT: 01

GOVT366 Empirical Methods for Political Science

This course is an introduction to the concepts, tools, and methods used in the study of political phenomena, with an emphasis on both the practical and theoretical concerns involved in scientific research. It is designed to get students to think like social scientists and covers topics in research design, hypotheses generation, concept/indicator development, data collection, quantitative and qualitative analysis, and interpretation.

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

PREREQ: GOVT151 OR GOVT155 OR GOVT157 OR GOVT159

SPRING 2012 INSTRUCTOR: FOWLER, ERIKA FRANKLIN SECT: 01

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 IDENTICAL WITH: GOVT151

GOVT372 Immigrant Political Incorporation

Immigration is one of the primary engines driving population growth and ethnic diversity in the United States. As America's newcomers learn to adapt to and identify with their new country, researchers observe significant differences in the rates and trajectories of political incorporation across various immigrant groups. These differences raise important questions regarding issues of equality, power, citizenship, pluralism, and racial formation in the United States. Students in this course will compare and contrast the civic and political incorporation patterns of African, Asian, European and Latino immigrants in the United States. since the 19th century. Through an in-depth examination of each group's political incorporation experience (i.e. civic engagement, electoral and non-electoral participation, partisanship, ideology, descriptive and substantive representation, etc.), students will be able to evaluate the strengths and weaknesses of American democratic institutions, political

parties, and candidates, as they attempt to incorporate America's newest arrivals and future citizens.

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

FALL 2011 INSTRUCTOR: RIM, KATHY SECT: 01

GOVT374 Seminar in American Political Economy and Public Policy

This seminar explores key theoretical debates in American political economy and public policy. The seminar will begin with an examination of competing theoretical perspectives (public choice, institutionalism, and class theories). It will turn to a consideration of competing forms of economic governance and the role of the state and public policy in shaping the evolution of governance regimes and the larger political economy. We will then consider some of the unique features of the U.S. political economy that have long-term consequences for performance and regime stability. Over the course of the semester, we will have the opportunity to examine the role of ideas in the economic policy process, the role of tax expenditures in the U.S. welfare state, the long-term liability crisis, and the factors that shaped the recent financial collapse.

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

SPRING 2012 INSTRUCTOR: EISNER, MARC A. SECT: 01

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

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

GOVT380 Polls, Politics, and Public Opinion

Ordinary American citizens know little about politics and often appear as if they have few consistent opinions; yet elected officials, aspiring candidates, media, and organized interests spend considerable time scru-

tinizing political polls, which are increasing in number. Can citizens be uninformed and public opinion informative at the same time? If so, what are the implications for democratic representation? And how important is it to differentiate between polling methodologies? This course provides an in-depth examination of both the theoretical and practical issues involved in the measurement, analysis, and solicitation of American public opinion through survey research. In addition to providing a detailed look at developments in the field of public opinion and the politics that shapes opinion change, the class will gain experience with designing, implementing, and analyzing opinion polls. Students will not only become educated consumers of public opinion data, they will also get extensive practice analyzing and writing about quantitative information.

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

GOVT381 The Political Economy of Oil

This course examines the strategic, political, and economic aspects of the global oil and gas industry. On one side is the United States as the dominant energy consumer, for whom securing oil supplies has been a major strategic priority since the 1930s. On the other side are a variety of producer countries, for whom oil has brought wealth but also political instability and conflict. Political scientists actively debate the impact of oil on the prospects for democracy and economic development. It is also important to understand the structure of the industry and the goals of the corporations that make it up. Students will complete case studies of individual producer countries and oil companies. The cases selected will cover the whole range—the Middle East (Saudi Arabia, Iran, etc.), Russia and Central Asia, and developing countries (Venezuela, Nigeria, etc.)—not to forget other cases such as Norway and Trinidad. We will also examine the phenomenon of peak oil and the rise of natural gas and other fuels.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: RUTLAND, PETER SECT: 01

GOVT383 East Asian and Latin American Development

Since 1960, East Asian countries like South Korea and Taiwan have done better than Latin American countries like Argentina, Brazil, and Mexico in achieving economic growth, equitable income distribution, and better living standards for their populations. To explain this development difference, scholars have focused alternatively on cultural values, market friendliness, industrial policy, human resource investment, natural resource endowment, geopolitical situation, and other factors. This seminar will assess the strengths and weaknesses of these alternative explanations, explore the successes and deficiencies of development in each region, and attempt to derive lessons from the East Asian and Latin American experiences that may be relevant to development in other parts of the world.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [EAST383 OR LAST383]

FALL 2011 INSTRUCTOR: MCGUIRE, JAMES W. SECT: 01

GOVT384 Gender and the Welfare State

This course introduces students to the welfare state and explores how welfare state policies shape gender relations in North America and Western Europe. Through a variety of policies such as parental leave, state-subsidized childcare, equal pay legislation, and worker protection policy, the state influences the choices men and women make about whether and how to be active in both the public and private spheres. The course uses gender as a lens to examine the emergence and historical development of welfare state regimes. We will investigate different types of welfare regimes and their implications for gender relations and the construction of gendered identities.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE IDENTICAL WITH: FG55385

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 IDENTICAL WITH: FG55386 PREREQ: NONE
SPRING 2012 INSTRUCTOR: WILLIARTY, SARAH E. SECT: 01

GOVT387 Foreign Policy at the Movies

Recent research on public opinion has suggested that public attitudes about foreign affairs are informed by many nonnews sources. This course examines the messages and information provided by movies with significant foreign affairs content. The questions considered are: What are the messages about international politics sent by the movies? Are these messages consistent with the understanding of the events and processes within the political science literature? What are the implications of movies and the information they provide for democratic governance? Students will watch the movies outside of class. Class periods will be devoted equally to discussion of the political science concepts and their portrayal in films.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 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 issues of international relations today: on domestic and international political systems, 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 IDENTICAL WITH: GOVT155

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

GOVT398 What Is the Good Life?

Work, political participation, friendship, art, and justice: these are the components that political philosophers have long thought to be components of a life well lived. How do these practices shape our identity and relationships with others? How do they contribute to a thriving society? How have theorists changed our understandings of these core concepts over time? What happens when they come into conflict? This course will use these five categories to understand what the "good life" means from ancient, modern, and postmodern perspectives.

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

FALL 2011 INSTRUCTOR: CHAKRAVARTI, SONALI SECT: 01

GOVT401/402 Individual Tutorial, Undergraduate

GRADING: OPT

GOVT409/410 Senior Thesis Tutorial

GRADING: OPT

GOVT411/412 Group Tutorial, Undergraduate

GRADING: OPT

GOVT465/466 Education in the Field, Undergraduate

GRADING: OPT

GOVT467/468 Independent Study, Undergraduate

GRADING: OPT

History

PROFESSORS: Richard H. Elphick; Demetrius Eudell; Nathanael Greene; Patricia Hill, *American Studies*; Oliver W. Holmes; Ethan Kleinberg, *College of Letters*; William D. Johnston; Bruce Masters; Laurie Nussdorfer, *College of Letters*; William Pinch, *Chair*; Claire Potter, *American Studies*; Ronald Schatz; Vera Schwarcz; D. Gary Shaw; Magdalena Teter; Ann M. Wightman

ASSOCIATE PROFESSORS: Erik Grimmer-Solem; Cecilia Miller; Jennifer Tucker

ASSISTANT PROFESSORS: Javier Castro-Ibaseta, *College of Letters*; Paul Erickson; Courtney Fullilove; Victoria Smolkin-Rothrock; Leah Wright, *African American Studies*

DEPARTMENTAL ADVISING EXPERTS 2011–2012: Demetrius Eudell, *Intellectual*; William Johnston, *Religion and History*; Bruce Masters, *Worlds, Empires, and Encounters*; Laurie Nussdorfer, *Europe*; Ronald Schatz, *United States*; Jennifer Tucker, *Gender and History*

History is not a body of facts to be transferred from the erudition of a professor to the memory of a student. It is a way of understanding the whole of the human condition as it has unfolded in time. Like the other social sciences, it has established methods of investigation and proof, but it differs from them in that it encompasses, potentially, every area of human culture from the beginning of recorded time. Like the other humanities, it uses ordinary language and established modes of telling its stories, but it is constrained by evidence left us from the past. Education in history aims to produce students who can identify and analyze historical problems, interpret difficult bodies of evidence, and write clearly, even eloquently.

Of course, you have to know a lot about some area of the past to be a historian at all. The Department of History has defined six areas (concentrations) in which you may acquire this knowledge. Two are geographically defined: Europe and the United States. The others are thematically conceived and cut across geographical boundaries: intellectual history, religion and history, gender and history, and world empires and encounters. In addition, a student may construct his or her own concentration with the advice and consent of an advisor. The requirements of a concentration are met by taking six history courses that fall under its purview. Breadth is encouraged by the requirement that everyone take at least two courses outside the concentration and one course in the history of the world before the great transformation wrought by industrialization. More intensive work in short periods or special problems is done in at least three seminars, one of which (**HIST362**) is devoted specifically to introducing the varieties of contemporary historiography and the variety of methods and concepts that historians have worked out to understand the past.

Finally, and most important, the department asks everyone to try their hand at real historical research and writing. This may take the form of a senior thesis (required to graduate with honors; typically at least 80 pages long, requiring a two-semester research tutorial), a senior essay (roughly half the length, in a one-semester research tutorial), or a research paper submitted as part of the work of the course.

Getting started in history. First-year students have preference in the FYI courses that the department schedules every year. Like all FYI courses, these require vigorous class participation in discussion and are writing-intensive. For 2011–2012 the History Department's FYI courses are:

FALL 2011

- **HIST101** History and the Humanities (Oliver Holmes)
- **HIST118** Baroque Rome (Laurie Nussdorfer)
- **HIST140** The Long Civil Rights Movement in the 20th Century (Leah M. Wright)

First-year students also have preference in enrolling in the gateway courses in European history, which are offered as follows in 2011–2012:

FALL 2011

- **HIST201** Medieval Europe (Staff)
- **HIST203** Modern Europe (Nathanael Greene)

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 2011–2012 the sophomore seminars are:

FALL 2011

- **HIST157** From Clay Tablet to iPad: History of the Book in Intercultural Perspective (Madga Teter)
- **HIST160** The Spanish Civil War, 1936–1939 (Nathanael Greene)
- **HIST188** Subject Peoples (Ann Wightman)

Planning a history major. There is no single path to historical knowledge, nor any prerequisite for admission to the history major. Related and supplementary courses in other disciplines will enlarge and enrich the student's historical understanding. During the first two years of college, students should consider the preparation needed for advanced work, not only the first courses in history and related subjects, but also foreign languages (discussed below), training in theoretical approaches to social and political issues, and perhaps such technical skills of social science as statistics or economic analysis. First- and second-year students are encouraged to discuss their programs with any of the department's major advisors. Students interested in a particular period or area will find historically oriented courses offered in other departments and programs.

Prospective majors may obtain application forms from the department web site: wesleyan.edu/history/HistoryMajorApplicationform.html and apply on line. Any history faculty member may serve as an advisor, by agreement with the student, or a new major may choose the advisor designated for his or her field of concentration. The advising experts for 2011–2012 are Demetrius Eudell, *Intellectual*; William Johnston, *Religion and History*; Bruce Masters, *Worlds, Empires, and Encounters*; Laurie Nussdorfer, *Europe*; Ronald Schatz, *United States*; and Jennifer Tucker, *Gender and History*. For admission to the history major, a student must satisfy a departmental advisor of her or his ability to maintain at least a B- average in the major program.

Foreign languages. Knowledge of foreign languages is essential to most kinds of historical inquiry and is indispensable to anyone planning graduate study in history. The department strongly advises all history majors to learn at least one foreign language. Students concentrating in European history normally should acquire a reading knowledge of a European language (modern or ancient) by the end of the junior year. Wesleyan sponsors semester-long study programs with language training in several European countries, in Israel, and in Japan and China. There are programs under different auspices for other countries and other continents.

Wesleyan credit for work done away from Wesleyan is assured only when the arrangements for study are made through Wesleyan, for instance, through the Office of International Studies for certain formal exchange programs. In all other cases, a student must petition for transfer of credit before going away to take the course(s). Transfer of credits does not automatically mean the credits will be accepted toward the major; history majors must consult their advisors in advance to be safe.

SPRING 2012

- **HIST107** Laughter and Politics (Javier Castro-Ibaseta)
- **HIST120** Empire, Nationhood, and the Quest for German Unity, 1815–1990 (Erik Grimmer-Solem)
- **HIST129** The Past on Film (Michael Roth)

SPRING 2012

- **HIST202** Early Modern Europe (Magda Teter)

SPRING 2012

- **HIST165** The United States and the Middle East: From the Shores of Tripoli to Baghdad (Bruce Masters)
- **HIST171** Exploring Middletown's History (Ronald Schatz)
- **HIST179** Gender and History (Jennifer Tucker)

HIST101 History and the Humanities

This two-semester course offers first-year students an opportunity to explore the humanities from a variety of different disciplinary perspectives, traditionally Western as well as global, and to make connections between humanistic learning and history. The course is a small discussion seminar in which primary source materials, or classic texts, are used exclusively. An effort will be made to examine the interrelationship of ideas in the different disciplines and to compare history, literary analysis, philosophy, and theory as modes of inquiry and as ways of thinking about documents and texts. The course thereby aims to provide students with the critical tools by which to analyze texts produced in the remote or recent past. The course also serves a related purpose: to familiarize students with the heritage of Western historical tradition and to impart knowledge of the crucial role of history and the humanities as a component in general education. Students may take **HIST101** without having to take **HIST102**.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 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. Students may take **HIST102** without having taken **HIST101**.

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

HIST103 Travel Narratives and African History

This first-year seminar examines Arab, European, African, and American travel narratives of Africa. We will focus on five regions and/or nations of the continent: Ghana, Algeria, Swahili Coast, Southern Africa, and Congo-Kinshasa. First, while remaining cognizant of the biases of the authors, we will mine travel accounts for descriptions of local historical contexts during precolonial, colonial, and postcolonial eras. 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, in general.

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

HIST107 Laughter and Politics

IDENTICAL WITH: COL107

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

HIST118 Baroque Rome

IDENTICAL WITH: COL104

HIST119 Contemporary Europe

This FYI course will introduce students to European political and economic structures, examine contemporary society, and analyze intellectual and cultural trends in Europe today. The focus will be on Britain, France, Germany, Italy, and Spain.

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

HIST120 Empire, Nationhood, and the Quest for German Unity, 1815–1990

Was Germany destined to launch two world wars in the 20th century? Were the roots of Germany's deviance from the path of liberal democracy deep or shallow, culturally determined or shaped more by circumstance? This course analyzes these and other questions in the fascinating and turbulent history of modern Germany. We will begin our study by examining the political, social, and economic upheavals ushered in by the Napoleonic conquests, highlighting the territorial, religious, and class divisions pulling at the fabric of German society in the context of revolution, rapid industrialization, and urbanization. We will then analyze the processes that resulted in Bismarck's unification of Germany in 1871 and how Germany's nationalism, growing industrial power, and deep internal divisions contributed to a policy of aggressive imperialism that would challenge both the European and international status quo. The course carefully analyzes the role played by these processes in the outbreak of the First World War and will explore the profound impact of war and defeat on German society. Situating both the Weimar Republic and National Socialism in this context, we will subsequently study the rise of Hitler, the Second World War, and the Holocaust. The course will conclude with the Cold War history of the two German states until the collapse of the Berlin Wall and reunification in 1990. The aims of the course are to provide a firm grounding in the historical processes that have shaped modern Germany, to develop and refine the critical skills of historical analysis, and to familiarize students with the major historical debates over the continuities and discontinuities of German history.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: GRIMMER-SOLEM, ERIK SECT: 01

HIST121 The Italian Renaissance

IDENTICAL WITH: COL106

HIST124 The Enlightenment and the Birth of the Modern World

IDENTICAL WITH: COL110

HIST129 The Past on Film

IDENTICAL WITH: FILM160

HIST134 Magic and Witchcraft in Early Europe

This course will examine the development and diversity of forms of magic and witchcraft in Europe before 1600. We shall ask what magic is and how it relates to Christian and "pagan" religion and science. We shall examine how attitudes toward the magical, including the saintly and the miraculous, constantly shifted in a world consistently committed to the possibility of supernatural and extraordinary powers. The course will examine both documents from the past and some of the fascinating scholarship that historians and others have produced on such things as magic, miracles, relics, witches and witch-hunting, astrology, ghosts, and demonology.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: MDST134

HIST135 American Food

This course investigates topics in the history of food production from the colonial period to the present, with a special emphasis on the American contribution to the development of world food systems and cultures of consumption. Topics addressed include the production of agricultural commodities, development of national markets, mass production of food, industrialization of agriculture, and the recent emergence of organics, slow food, and local movements.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [AMST135 OR ENV5135]

HIST136 India at War

This seminar will explore India's long experience of and preoccupation with violence and will investigate in particular the ways in which they have shaped Indian religion and society.

India is often regarded as a land of ascetic nonviolence. Yet war is central to Indian history and culture. One of the core texts of Hindu religion and philosophy, for example, is the *Bhagavad Gita*, "The Song Celestial," that recounts a conversation between Krishna and Arjuna as the latter prepares to enter into a fight to the death against his friends and relatives, an internecine conflict known to the world as the Mahabharata. Another ancient work, the *Arthashastra*, on statecraft and warfare, was authored by the enigmatic Kautilya (a.k.a. Chanakya) in the centuries just after the Buddha walked the earth; moreover, Kautilya was roughly contemporaneous with

the emperor Ashoka, famous for his conversion to Buddhism and nonviolence. More recently, the rise of Islam in South Asia is thought to have been occasioned by widespread looting and bloodshed, as “*ghazis*”—warriors of the faith—forcibly brought the Hindu subcontinent under the “sword of Islam.” Yet this era produced Akbar, the Mughal emperor best known for his policy of tolerance or “*sulh-i-kul*,” or “peace toward all.” And fewer episodes in South Asia were more drenched in blood than the Mutiny-Rebellion of 1857, as Indians and Britons killed each other in droves to determine the fate of Britain’s Indian Empire. Nevertheless, a mere 11 years after the cessation of that conflict, a boy nicknamed Moniya was born in Gujarat who would grow up to become Mohandas K. Gandhi. And his nonviolent revolution would likewise be scarred by widespread communal violence, mass murder and rape, and national vivisection.

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

HIST137 The Time of the Caliphs: A Cultural History of Islam’s Golden Age

This class will introduce students to works that are considered to be among the great classics of literature produced in Islam’s “Golden Age” (750–1258). In that era, Baghdad served as one of the world’s leading centers for both scientific exploration and artistic production. We will explore the historical and cultural context of some representative works produced by Muslims in that era and discuss to what degree they represent values that are both specific to that culture and universal. Among the questions to be explored are: What makes a work a “classic”? Does the definition of a classic work of fiction vary over time and place? Besides the *Qur’an*, *The Tales of the Arabian Nights* is perhaps the best known literary work of Islamic culture. But in the Arabic-speaking world, it is considered “trash literature.” What accounts for the difference in reception?

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

HIST140 The Long Civil Rights Movement in 20th-Century America

IDENTICAL WITH: AFAM151

HIST142 Poverty in the United States

This seminar will address the history of poverty and of poor people, focusing primarily on the production, consumption, and availability of food. We will take as our assumption that food, hunger, and nutrition are political issues that are vital to how states, corporations, and citizens understand their ethical obligations to, and power over, others. Placing events in the United States (such as the the food stamp program developed in the 1960s) in a comparative global context, we will think about how different states and societies interact over, negotiate about, and imagine solutions to the problem of feeding their people.

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

IDENTICAL WITH: AMST142

HIST143 Interpreting Life on Mars: Scientific Data and Popular Knowledge

IDENTICAL WITH: SISP143

HIST144 What Is History?

IDENTICAL WITH: AFAM119

HIST153 Sophomore Seminar: Enlightenment Concept of the Self

This course explores several Enlightenment thinkers who grappled to understand the paradoxes of the self at a time when traditional religious and metaphysical systems were disintegrating. As we explore these issues, readings will be drawn from primary texts in philosophy and literature.

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

HIST156 Sophomore Seminar: East European Jewish Experience

Our concept of the life of East European Jews has been dominated by the Hollywood and Broadway blockbuster *Fiddler on the Roof*. The shtetl has been the paradigm of East European Jewish experience. But the powerful imagery of the shtetl is largely a creation of 19th-century writers. This course will take us beyond the shtetl and will look at the history of the Jews in Eastern Europe from the initial settlement of the Jews there until the eve of modernity. We will examine how historians and writers have shaped our understanding of Jewish history in that region and the context in which the persisting imagery of Eastern European Jews was created. Why were certain stories told? What can different historical sources show us about Jewish life in Eastern Europe? We will discuss how Jewish history in Eastern Europe was studied by historians and couple the narratives created by scholars with historical sources: privilege charters, crime records,

rabbinic response, anti-Jewish literature, and others. We will try to probe the relation between history, historical sources, and historical writings.

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

IDENTICAL WITH: [RELI234 OR REES156]

HIST157 From Clay Tablet to the iPad: History of the Book in Inter-cultural Perspective

We are living through what some have dubbed “an information revolution”; technological advances have provided new ways in which we can communicate. Yet, the information revolution through electronic media has been seen as a threat to the book and newspaper/journal industry. Yet, as this course will show, the book, as we know it, is a historical artifact that changed over long centuries in format and content. Technological advancements and local contexts have influenced the way information was preserved and accessed, from stone to clay tablets, to papyrus, to parchment, to paper, to print and now to ebook. This course will look at the historical changes in the way knowledge was transmitted, and ask questions about how culture and technology influence each other. We will look at the book as an object and examine the influence of the material aspect of the book for the transmission and access to information. We will look at the historical process of invention of the author and examine the question of audiences and readers in a cross-cultural perspective by focusing on Christian and Jewish books and their readers.

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

FALL 2011 INSTRUCTOR: TETER, MAGDA SECT: 01

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 dictatorial regimes, and an international climate that culminated in the outbreak of the Second World War. The ideological character of the civil war in Spain, which appeared to pit left versus right, or democracy against fascism, or nation and religious faith against communism and revolution, captured the imagination of Europeans and spurred their involvement in the war. All of Europe’s dangers seemed to have exploded in Spain, whatever the specifically Spanish factors that unleashed and defined the struggle. This seminar will examine the events in Spain and Europe’s response to them through contemporary writings, such as journalistic and participants’ accounts, diplomatic documents, memoirs, films, biographies, and general and specific studies from the 1930s to the present.

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

IDENTICAL WITH: IBST303

FALL 2011 INSTRUCTOR: GREENE, NATHANAEAL 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

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 Mideast oil, popular support in the United States for Zionism and later the state of Israel, and Cold War concerns about nationalism in both Iran and the Arab world all jostling for attention from foreign policy planners. With the establishment of the Islamic Revolution in Iran, strategic interests changed once again, and political Islam entered into the American consciousness. That was only heightened by the tragedy of September 11th and the war on terrorism. This course will examine some of the issues of United States' involvement in the region through primary historical sources from the birth of the republic through the second Iraq War.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: MASTERS, BRUCE A. SECT: 01

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

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 Sophomore Seminar: Exploring Middletown's History

In most courses students read books by eminent authors and then offer their own opinions. This course is different. In this seminar students will learn about the history of Middletown, and then select one facet of that history to explore in depth. Participants will devote most of the semester to research, write an essay based on their own digging, and present their findings to others outside the seminar. In the process they will develop skills at research, writing, and oral presentation that could serve them well in future research essays, senior theses, and other projects.

Although members of the Wesleyan community may be unaware of it, many of the significant themes in America's past can be seen during the course of Middletown's 360-year-long history—among them encounters between the colonists and indigenous peoples, the emergence and elaboration of the slave trade, the imprisonment of Americans loyal to King George, the social and cultural transformations wrought by industrialization and immigration, trade with China, shifting relations among ethnic and religious group, labor history, business history, church history, the impact of wars on the home front, the civil right movement, the effects of urban renewal and urban sprawl, and the history of public and private schools and colleges.

Despite its history, and the documentary materials readily available at Olin and other libraries and archives, Middletown has attracted relatively little attention from historians. Consequently, students in this seminar can make a genuine contribution to deepening knowledge of this area in which they spend their college years.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: SCHATZ, RONALD W. SECT: 01

HIST175 Sophomore Seminar: American Utopias in the 19th Century

This sophomore seminar will examine expressions, both religious and secular, of the utopian impulse in American culture. Communitarian experiments launched by Shakers, Mormons, Transcendentalists, Perfectionists, and feminists will be studied as manifestations of social and religious turmoil and will be compared with their literary analogues.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: AMST231

HIST176 Science in the Making: Thinking Historically About Science

This course introduces students to a range of perspectives—drawn from history, sociology, anthropology, geography, media studies, and literary studies, among others—on how to write about the history of science. Throughout, the emphasis is on understanding the relationship between the histories of science we can tell and the materials that our histories draw upon, from publications and archival documents to oral histories, material culture, and film. In addition to reading academic literature, students will gain practical experience working with historical sources and conducting original research. Topics covered include scientific instruments and technology; the significance of the place where science is done (from laboratories to outer space); scientific “popularization”; science, visual culture, and cinema; gender, race, and science.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE IDENTICAL WITH: SISP276

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 natural-

ists; 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: SIS277

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 historical, 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

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 2011 INSTRUCTOR: WIGHTMAN, ANN M. SECT: 01

HIST190 Public Life in the Age of Theater: Madrid and London, 1580–1680

IDENTICAL WITH: COL223

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

HIST193 20th-Century Black Conservatism

This course examines the emergence and development of modern black conservatism in 20th-century America. Within this seminar, we will explore the roots, ideologies, and constructions of black conservative thought and action. What did it mean to be a black conservative in the post-Reconstruction era? How and why did it emerge? Did black conservatives consider themselves part of the larger black freedom struggle? How has black conservatism shifted, transformed, and evolved over the course of American social and political development? What is the significance of 20th-century black conservatism in America?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: AFAM214

HIST194 The End of the Cold War, 1979–1991

In the late 1970s and early 1980s, the relative stability that had prevailed between the United States and Soviet Union since the end of the Cuban missile crisis (and, more fundamentally, since the East and West German governments were formed in 1949) broke down. By 1983 well-informed figures in both Washington and Moscow feared nuclear war.

Yet within six years the Cold War ended and a new mode of cooperation between the Soviet and U.S. leaders emerged. How and why did this extraordinary change occur, and what is the significance for modern world history? This seminar will address those questions by exploring the changing personnel, thinking, and policies of both the U.S. and Soviet governments. In the process we will also consider developments in Poland,

other parts of Eastern Europe, Afghanistan, Nicaragua, Angola, and other countries where the superpowers or their allies confronted each other.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: REES194

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
SPRING 2012 INSTRUCTOR:

HIST202 Early Modern Europe

This course explores major developments in European, and Western history and culture from the late Middle Ages to the event 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 became 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.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 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 2011 INSTRUCTOR: GREENE, NATHANIEL SECT: 01

HIST204 Greek History

IDENTICAL WITH: CCIV231

HIST205 Roman History

IDENTICAL WITH: CCIV232

HIST206 Classic Christian Texts

This course is designed to provide students, most of whom will have no background in this subject, with a solid grounding in some of the most influential texts of the Christian tradition, both Catholic and Protestant. This training is intended to make the students better readers in Western humanities and social sciences.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: MILLER, CECILIA SECT: 01

HIST208 Rome Through the Ages

This course surveys the history of Europe's most resonant urban symbol, the city of Rome, from antiquity to the baroque era (1600s). It focuses both on Rome's own urban, political, and cultural history and on the city's changing context as a symbol over 2000 years. This is a lecture and discussion course that emphasizes reading and viewing primary sources, both literary texts and visual images.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [COL208 OR MDST208]
SPRING 2012 INSTRUCTOR: NUSSDORFER, LAURIE SECT: 01

HIST210 American Jewish History, 1492–2001

Beginning with the settlement of North America, this course considers the successive waves of Jews who have come to the United States from Europe and other parts of the world, how they and their descendants have fared, and what their role has been in the larger society. Among the issues we will consider are the reasons for migration; philo-Semitic and anti-Semitic attitudes of gentiles in America; where Jews settled and why; participation in the economy; the consecutive rise of Reform, Reconstruction, Conservative Orthodox, and Hasidic Judaism; cultural clashes between German and East European Jews; participation in political movements, including socialism, communism, Zionism, civil rights, feminism, and neoconservatism; responses to Czarist Russia, the Balfour Declaration, the Russian Revolution, Nazi Germany, and Israel; the Jews' contributions to various dimensions of American culture, including music, sports, comics, television, and film; and changing family and social practices. Although we will look at a five hundred-year history, the emphasis will be on the 19th and 20th centuries. Primary documents, as well as fiction and nonfiction sources are on our reading list, including works by Anzia Yezierska, Abraham Cahan, Horace Kallen, Philip Roth, Allen Ginsburg, Elie Wiesel, and others.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: AMST223
FALL 2011 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

HIST214 The Modern and the Postmodern

In this course we shall examine how the idea of "the modern" develops at the end of the 18th century, and how being modern (or progressive, or hip) became one of the crucial criteria for understanding and evaluating cultural change during the last two hundred years. Our readings shall be drawn from a variety of areas—philosophy, the novel, music, painting, and photography—and we shall be concerned with the relations between culture and historical change. Finally, we shall try to determine what it means to be modern today, and whether it makes sense to go beyond the modern to the postmodern.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [COL214 OR CHUM214]
FALL 2011 INSTRUCTOR: ROTH, MICHAEL S. SECT: 01

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 2011 INSTRUCTOR: HOLMES, OLIVER W. SECT: 01

HIST216 European Intellectual History Since the Renaissance

This is the second semester of a two-semester survey of European intellectual history. This course will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of literary and philosophical texts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: COL332
SPRING 2012 INSTRUCTOR: MILLER, CECILIA SECT: 01

HIST217 Social Life of the Modern Fact

IDENTICAL WITH: CHUM360

HIST218 Russian History to 1881

This course will survey central issues in Russian history from the origins of Kievan Rus to the Great Reforms of Alexander II, ending with his assassination in 1881. It will trace the political, cultural, and religious traditions that shaped the historical experience of Russian lands and peoples. We will examine Russia's understanding of its place in the world (geographically, politically, and culturally) and the ways in which this self-conception changed over time and influenced the course of events. We will consider early sources of Russian political and cultural identity, focusing on several themes: the influence of religion; imperial ambitions, expansion, and the peculiarity of the empire that evolved; recurring "times of troubles" and problems of governance; and the role of imagination and culture in Russia's political and social life.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: REES218
SPRING 2012 INSTRUCTOR: SMOLKIN-ROTHROCK, VICTORIA SECT: 01

HIST219 Russian and Soviet History, 1881 to the Present

Reversals of fortune have defined Russian history perhaps more so than for any other nation. Though the Russian Empire began the 19th century as an emerging European superpower that defeated Napoleon, it ended that same century as a backward state plagued by political, economic, and social strife that ultimately brought the Romanov dynasty to a revolutionary collapse. A similar trajectory describes the "short" Soviet 20th century, that began with the promise of a qualitatively new political order that sought to transform social relations and human nature and concluded with a spectacular implosion that some heralded as the end of history itself.

This course will follow the story of how the Soviet Union emerged from the ruins of the Russian imperial order to become the world's first socialist society, the most serious challenge to imperialism, liberalism, and capitalism, and, arguably, modernity's greatest political experiment. We will cover the following topics: the emergence and fate of Russian national identity; the origins and dynamics of Russia's revolutions; the political, economic, and cultural challenges of the Soviet project; the role of the Party and ideology in politics and everyday life; the nationalities question and the challenges of governing a socialist empire; Soviet victory in the Great Patriotic War and the rebirth of the nation (and nationalism); the emergence of the Soviet Union as a Cold War superpower; the country's historic attempts to reform (and the frequent failure of these attempts); and the dynamics of the system's collapse.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: REES219
FALL 2011 INSTRUCTOR: SMOLKIN-ROTHROCK, VICTORIA SECT: 01

HIST220 France Since 1870

This course studies France under three republics and a dictatorship, beginning with defeat in war and revolutionary upheaval in 1870–1871 and concluding with apparent political and social stability and European partnership in the first years of the 21st century. It will survey the history of 140 years, emphasizing political forms, ideologies and movements, social change, the economy, and cultural developments. Particular consideration will be given to revolutionary ideas and activities, working-class organizations, conservative thought and action, the city of Paris, rural life, the experiences of three wars against Germany, imperialism and de-

colonization, 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 2012 INSTRUCTOR: GREENE, NATHANAEEL 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 IDENTICAL WITH: SIS2221 PREREQ: NONE

HIST223 History of Traditional China

This survey course explores the origins and developments of classical Chinese traditions from ancient times to the Ming Dynasty (1368–1644). The goal is not comprehensive coverage of the vast number of events that shaped the evolution of the imperial state. Rather, students are exposed to key ideas and social practices that defined the historical consciousness of the Chinese people and that continue to give Chinese culture its unique values today. Confucius (551–479 BC) was the first of many Chinese thinkers to place historical consciousness at the heart of individual and cultural identity. Speaking in the first person (a rare event), he said in the *Analects*: “I was not born knowing the past. I love the ancients and seek earnestly to know their way.” The humility and the ambition of this statement will guide our inquiries in this survey class as we examine closely key texts and major thinkers who sought, quite literally, to live in the light of the past. Love of ancients is not a common theme in progress-oriented Western historiography. Students will, therefore, be challenged to examine their own cultural assumptions as we delve more deeply into Chinese history. Here, truth is not something to be scorned, theorized away, or assumed to coincide with current social practice. Confucius' aim of seeking earnestly for historical truth is a goal for students in this class as well.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE IDENTICAL WITH: EAST223
FALL 2011 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 2012 INSTRUCTOR: SCHWARCZ, VERA SECT: 01

HIST225 Histories of/History and the U.S.-Mexican Border

IDENTICAL WITH: LAST304

HIST226 Native American History: Pre-Columbian Era to 1890

IDENTICAL WITH: AMST248

HIST227 Confidence and Panic in 19th-Century U.S. Economic Life

The American age of go-ahead was also the age of panics, hard times, and depression. In this course we will study seven major panics between 1797 and 1929 and consider the conditions that contributed to the pattern of boom and bust in 19th-century American economy and society. We will devote special attention to how boosters and critics of American capitalism characterized its successes and failures, revisiting the popular tropes of Yankee entrepreneurialism, confidence games, and self-made men.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: AMST250

HIST228 The Rise and Fall of the Ottoman Empire, 1280–1922

This course is a historical survey of Islam's most successful empire. At its height in the 16th century, the empire stretched from Budapest to Baghdad and was one of the world's superpowers. Founded in the 14th century, it survived until World War I. The Ottoman Empire provides a model for a strong, centralized Islamic state, and the role of Islam in its political, social, and economic institutions will be discussed. Special emphasis will be placed on the Empire's final century and the rise of nationalism in the region.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: MASTERS, BRUCE A. SECT: 01

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

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]

FALL 2011 INSTRUCTOR: MASTERS, BRUCE A. SECT: 01

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 2011 INSTRUCTOR: MASTERS, BRUCE A. SECT: 01

HIST235 Topics in United States Intellectual History: Religion and National Culture

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

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [AMST236 OR RELI285]

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

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]

HIST239 The Long 19th Century in the United States

This course will introduce students to important themes in the history of the United States during the "long" 19th century, from the early Republic to the World War I. These include continental expansion and U.S. imperialism, the creation of new markets, the development of agriculture and industry, the failure of slavery, and new currents of immigration. We will examine how enslaved and free people of many geographic origins contested the scope and significance of democracy, community, and nationhood through diverse expressions of support and dissent, protest, and reform.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: EUDELL, DEMETRIUS L. SECT: 01

HIST240 The 20th-Century United States

This course addresses the changing shape of American political culture over the course of the 20th century. Central to our discussions will be the values and convictions—social, political, religious—that have moved citizens, political parties, and policy agendas over time. Under what conditions can citizens and politicians alter history? Under what conditions does history itself seem to have a profound influence over political decision making? How do different political groups attempt to harness the state—or eliminate government participation in their lives—to solve pressing social problems?

Though this class will cover the entire scope of American history since 1912, we'll focus our attention on three vitally important periods of change: the Great Depression of the 1930s, when the economic liberalism of the New Deal fundamentally transformed the nation; the social upheavals of the 1960s, when Americans became increasingly polarized over issues such as the civil rights movement, the Vietnam War, and social changes; and the modern resurgence of conservatism since the 1970s in a broad range of American life.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: AMST230
SPRING 2012 INSTRUCTOR: SCHATZ, RONALD W. SECT: 01

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 ethnic-

ity. 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
FALL 2011 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]

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 the foundation of attitudes among these groups for centuries to come. The course will examine transformations of identity from biblical Israelites to Jews living among Christians and Muslims. We will discuss stereotypes and presuppositions of Jewish life and history, including what the historian Salo W. Baron dubbed the "lachrymose concept of Jewish history"—Jewish history as history of suffering. The course will illuminate the experience of Jews whose lives, and deaths, demonstrate that they were active actors rather than just passive victims of historical events. The readings will consist mostly of historical sources on Jewish culture, politics, economic activities, social and legal status, and the Jews' relations with non-Jews: Christians and Muslims.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [RELI261 OR MDST247]

HIST248 Jewish History: From Spanish Expulsion to Jon Stewart

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 both premodern and modern periods. As in **HIST247**, we will see Jews as a part of the social and cultural fabric rather than an "alienated minority" whose history is separate from that of their surroundings. We'll explore the transformations from what some called a traditional society defined by religious identities into a modern society of complex religious, ethnic, cultural, and political identities. We'll look at the acceptance of and resistance to the new ideas brought by the Enlightenment and explore the consequences of secularization of the society, including the rise of modern anti-Semitism; Jewish and non-Jewish nationalism; Zionism; questions of women, gender, and sexuality; migrations; and Jewish-Arab relations before and after the establishment of the State of Israel, and modern Jewish culture in America.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: RELI262
FALL 2011 INSTRUCTOR: TETER, MAGDA SECT: 01

HIST249 Roman Urban Life

IDENTICAL WITH: CCIV328

HIST250 Romans and Christians: The World of Late Antiquity

IDENTICAL WITH: CIV275

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

HIST252 Industrializations

Industrialization is a global process with diverse consequences for the societies and environments it incorporates. This course will investigate the development and application of systematic knowledge to agriculture and manufacturing in 18th- to 21st-century societies. Although special attention will be devoted to the British and American examples, the course will be organized by commodity rather than nationality, focusing on traffic in materials used in production of food, clothing, and medicines: for example, cotton, rubber, guano, wheat, bananas, and quinine.

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

IDENTICAL WITH: ENV5252

HIST253 History of Modern Mexico

IDENTICAL WITH: L&ST243

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

IDENTICAL WITH: SISP254

SPRING 2012 INSTRUCTOR: TUCKER, JENNIFER SECT: 01

HIST255 History of Spain: From the Middle Ages to the Present

This course is an introduction to the history of Spain from the Middle Ages to the 21st century. We will cover the Islamic period, the Christian expansion, the imperial age, the liberal and republican regimes, the 20th-century dictatorships, and the late democratic period. Through the analysis of historical sources, literature and poetry, art and film, students will learn not only about the past, but also about the way in which history affects and has affected the collective identities of the Spaniards, and therefore the way in which the past shapes the future.

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

IDENTICAL WITH: [COL250 OR IBST233]

SPRING 2012 INSTRUCTOR: CASTRO-IBASETA, JAVIER SECT: 01

HIST256 The Descent of Reason: From Logos to Game Theory

IDENTICAL WITH: CHUM254

HIST258 Mughal India

This course examines the history of South Asia in the early modern era, from the origins of Mughal (or "Timurid") rule in early 16th-century Kabul to the final demise of the empire in Delhi in 1858. We will examine the life of Akbar (r. 1556–1605) in particular detail, as well as the development of (and strains upon) the religiously hybrid Mughal political and military system under Akbar's successors in the 17th/18th centuries. The causes of 18th-century Mughal decentralization and decline will also be

discussed, alongside the rising power of European trading companies. We will conclude with the trial of the Mughal emperor by the British in 1858.

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

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 Gender and Technology

IDENTICAL WITH: FG55212

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

FALL 2011 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 2011 INSTRUCTOR: ELPHICK, RICHARD H. SECT: 01

HIST267 Out of the Shtetl: Jews in Eastern Europe

This course offers a view of Jewish history in Eastern Europe that takes us beyond the (legendary) shtetl and into a complex, more textured world of Jews living among Christians from the beginnings of Jewish settlement in the 13th century to the contemporary period and Poland’s small Jewish community, trying to reinvent Jewish life in Poland in the aftermath of the Holocaust and the 1968 forced migrations.

Descendants of East European Jews are now the largest demographic group among Jews in the United States. Until the Second World War, Jews in Eastern Europe were the largest Jewish community in the world. From the 16th century, their impact on Jewish culture and society has been tremendous, from shaping one of the most important codes of Jewish law, the Shulhan Arukh, in the 16th/17th centuries, to shaping the ideology of the Zionist movement at the turn of the 20th century. Yet, the history of this important Jewish community has been vastly misunderstood, largely due to the devastating legacy of the Holocaust and the persistence of imagery of the shtetl created by 19th-century writers of Yiddish fiction, later popularized through Broadway plays and films such as *Fiddler on the Roof*.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE IDENTICAL WITH: REES267

HIST268 The Origins of Global Capitalism: Economic History, 1400–1800

This lecture/discussion course explores how the modern market economy came into being in Europe and why this system expanded outward to bring the rest of the world into its orbit by 1800. Among other things, it seeks to provide answers for why China’s economy—perhaps the most sophisticated in the world before 1500—fell into relative stagnation and why Europe was the first region to develop mechanized industry and break out of a poverty trap that had restricted prosperity for millennia. The course begins by exploring late medieval European agriculture, market systems, institutions, and technology to reveal how the paths of economic development taken in Europe began to diverge fundamentally from those taken by societies in Africa, Asia and the Americas. It will explore the role of the spice trade in the expansion of European influence abroad, the significance of new food and cash crops in the development of plantation systems and long-haul trade, the impact of organized coercion in the development of monopolies and monopoly companies, and the role of proto-industrial methods of production and colonial economies in the birth of the Industrial Revolution. The course aims to be accessible, broad, and comparative, drawing insights from many fields to consider the environmental, geographical, cultural, institutional, and political factors shaping the economic changes that have created modern capitalism.

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

HIST270 Prisons, Sports, and Ghettos: The Black Urban Experience of the 20th Century

IDENTICAL WITH: AFAM304

HIST271 Japan and the Atomic Bomb in Historical Perspective

The dropping of the atomic bombs on Hiroshima and Nagasaki in August 1945 was a pivotal moment in the 20th century. This course examines how Japanese history and the history of science and technology came to intersect at this time. It begins by examining the emergence of Japanese imperialism in the 19th century and how that led to Japan’s war with the United States. Separately, it also examines the development of nuclear physics and the technology that created the bombs. It then looks at the political and cultural dimensions of these bombings, raising the question to what degree the bombs led to Japan’s surrender and the impact the bombs had on both the Japanese and American peoples.

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

IDENTICAL WITH: [EAST270 OR SISP271]

FALL 2011 INSTRUCTOR: JOHNSTON, WILLIAM D. SECT: 01

HIST272 The Long Civil Rights Movement in 20th-Century America

IDENTICAL WITH: AFAM215

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: RELI371

HIST275 Histories of Race: Rethinking the Human in an Era of Enlightenment

IDENTICAL WITH: FRST275

HIST276 Constructing Hinduism and Islam

IDENTICAL WITH: RELI297

HIST277 Duty, Power, Pleasure, Release: Key Themes in Classical Indian Thought

IDENTICAL WITH: ARHA291

HIST280 The Industrial Revolution in Global Context: Economic History Since 1800

With the development of mechanized industry in the late 18th century, a productivity revolution was unleashed that would soon spread from Britain to continental Europe, North America, and Japan. By the early 21st century, three successive industrial revolutions had profoundly transformed these societies as well as the rapidly developing economies of East and South Asia. This lecture/discussion course analyzes the historical forces driving this process. It begins by studying the transformation of Europe’s overwhelmingly rural and agricultural economy into a predominantly urban and industrial one, looking closely at entrepreneurs, technology, and changing trading patterns during various phases of this process. Focus will be on Britain, Germany, the United States, and Japan, considering not only industrial development but also its broader implications, including colonial empire, great power rivalry, protectionism, economic depressions, and warfare, to highlight the complex relationship between economic and political power. The course will also analyze how industrial capitalism survived the disasters of the 20th century to drive a process of regional and global economic integration in the late 20th century. It will conclude by considering the opportunities and challenges posed to the mature industrial economies by the newly emerging industrial powers China and India.

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

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 relativism, free will, and determination.

GRADING: A-F CREDIT: 1 PREREQ: NONE

HIST282 Medicine and Health in Antiquity

IDENTICAL WITH: CCIV225

HIST285 India and the West: South Asia's World History

This course will trace the history of India's long engagement with Europe and the Americas and will draw on a rich and diverse—and global—literary outpouring across centuries, as well as popular and “parallel” (or “art”) cinematic representation from the past six decades created in both South Asia and the West. Contemporary literary accounts, including much period fiction, will be paired with scholarly investigations of the social, military, economic, political, and religious themes that marked the five centuries of India's world history.

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

HIST287 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 OR EAST284]

FALL 2011 INSTRUCTOR: DAY, TONY SECT: 01

HIST288 Feminism After 1968: France, the United States, and in Between

Feminisms are usually taught in discrete national contexts when in fact the intellectual trajectory of feminism has been international. This course aims to demonstrate the mutual influence and different perspectives generated among Anglophone and Francophone feminist intellectuals and activists after the events of 1968. We will focus on some of feminism's central questions—sexuality, violence, race and postcoloniality—with an eye to intersectional, as well as divergent, articulations within each tradition.

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

IDENTICAL WITH: [FGS5288 OR COL289]

SPRING 2012 INSTRUCTOR: POTTER, CLAIRE B. SECT: 01

INSTRUCTOR: WEIL, KARI SECT: 01

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: AMST291

HIST292 Native Americans as Slaves and Slaveholders

IDENTICAL WITH: AMST315

HIST294 Political Fiction

Attitudes toward politics, economics, society, and history will be examined from works of fiction that directly criticize an existing society or that

present an alternative, sometimes fantastic, reality. This will be a lecture/discussion class.

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

HIST295 History, Memory, and Tradition in Global Contemporary Art

IDENTICAL WITH: ARHA354

HIST296 Colonial Latin America

This lecture course begins with the history of three major indigenous societies—the Maya, the Aztecs, the Incas—and continues through the formation of the Spanish and Portuguese empires. Topics include the initial contact in and conquest of the Caribbean, Meso-America, and the Andes; the imposition of imperial rule and the survival of precontact cultures; the transformation of production; the impact of and resistance to slavery; the structure of colonial communities; the role of gender, religion, ethnicity, and race in the creation of colonial identities; and the independence movements and the end of formal colonial rule. The required readings introduce students to major theoretical approaches to the history of the region; primary documents, maps, drawings, and other texts will be discussed in class.

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

IDENTICAL WITH: LAST296

HIST297 Death and the Limits of Representation

IDENTICAL WITH: COL232

HIST298 The Sixties

IDENTICAL WITH: ENGL237

HIST299 Portuguese Expansion to Africa and the Atlantic World, 1440–1640

IDENTICAL WITH: AFAM210

HIST303 Race, Rage, Riots, and Backlash: 20th-Century Protest Movements

IDENTICAL WITH: CHUM331

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

HIST305 Fact and Artifact: Visual Persuasion, Expert Evidence, and the Law

IDENTICAL WITH: CHUM346

HIST308 The Jewish Experience in China: From Kaifeng in the Song Dynasty to Shanghai During the Holocaust

A historical and analytical overview of the Jewish presence in China from the silk road trade through the Holocaust, as well as the rebirth of Jewish identity among the Chinese Jews in Kaifeng today. Students will be encouraged to do comparative readings on Jewish survival and assimilation in different cultural contexts ranging from India to Europe.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE IDENTICAL WITH: EAST308

SPRING 2012 INSTRUCTOR: SCHWARZ, VERA SECT: 01

HIST309 Black Political Thought

This course examines the emergence and development of various strains of black political thought in 20th-century America. Within this seminar, we will explore the roots, ideologies, and constructions of various forms of black political thought and action in relation to notions of black freedom and citizenship. Students will cover topics such as black nationalism, pan-Africanism, black radicalism, black conservatism, black liberalism, black feminism, black theology, critical race theory, and legal studies.

How and why did these various ideologies and ideas emerge? What did it mean to engage in black protest thought in the post-Reconstruction era? How has black political ideology shifted, transformed, clashed, competed, and evolved over the course of American social and political history? What is the significance and influence of 20th-century black political thought to modern African American and United States history?

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

IDENTICAL WITH: [AFAM309 OR AMST309]

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 PREREQ: HIST234 OR HIST228
IDENTICAL WITH: RELI311

HIST313 Performing Jewish Studies: History, Methods, and Models

IDENTICAL WITH: RELI396

HIST315 Tracing Transcendence: Emmanuel Levinas's Talmudic Lectures

This advanced seminar will focus on the intellectual history of Levinas's "Talmudic Lectures" in Paris from roughly 1960 to 1990.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA
IDENTICAL WITH: [COL315 OR RELI308] PREREQ: NONE

HIST316 Advanced Seminar in African History

This advanced seminar considers controversial issues in the history of Africa. The syllabus for the first half of the course will be set by the instructor after determining prospective students' interests during the pre-registration 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 2011 INSTRUCTOR: ELPHICK, RICHARD H. SECT: 01

HIST317 Ireland: Colonialism and Decolonization

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

HIST319 Crisis, Creativity, and Modernity in the Weimar Republic, 1918–1933

Born in defeat and national bankruptcy, beset by disastrous inflation, unemployment, and frequent changes of government, and nearly toppled by coup attempts, the Weimar Republic (1918–1933) produced some of the most influential and enduring examples of modernism. Whether in music, theater, film, painting, photography, design, or architecture, the Weimar years marked an extraordinary explosion of artistic creativity. New approaches were likewise taken in the humanities, social sciences, psychology, medicine, science and technology, and new ideas about sexuality, the body, and the role of women were introduced. Nevertheless, Weimar modernism was controversial and generated a backlash that caused forces on the political right to mobilize to ultimately bring down the republic. This advanced seminar explores these developments and seeks to understand them within their political, social, and economic contexts to allow for a deeper understanding of Weimar culture and its place within the longer-term historical trajectory of Germany and Europe. This perspective allows for an appreciation of the important links between Weimar modernism and Imperial Germany, as well as an awareness of some of the important continuities between the Weimar and Nazi years.

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

HIST320 Power and Resistance in Latin America

IDENTICAL WITH: LAST300

HIST322 Reason Against Itself

Medieval thought and invention, encapsulated in writing, reading, and material creation, stand at the beginning of most European developments. This course will expose students both to the variety and intensity of me-

dieval thinking and the institutions of education and technology that the Middle Ages initiated and sustained. Among the topics to be discussed are the nature of medieval memory and literacy, the medieval university, and schools, but the focus will generally be on key texts and their contexts, preeminently their authors. Thus we shall read Augustine, Abelard, Anselm and Aquinas, Hildegard, Catherine of Siena, and Christine de Pisan. Stress will be given to the social and power aspects of intellectual life.

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

HIST323 Religion and History

The course will examine some ways that scholars have understood the role of religion and history. Readings will reflect a wide variety of theoretical, theological, and disciplinary perspectives.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: RELI298

SPRING 2012 INSTRUCTOR: JOHNSTON, WILLIAM D. 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 deceptions 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 Guanqing (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
FALL 2011 INSTRUCTOR: SCHWARCZ, VERA SECT: 01

HIST328 The Immigrant City in the United States, 1880–1924

The formation, in the wake of massive immigration, of ethnic cultural enclaves in U.S. cities played a decisive role in shaping both literal and figurative cityscapes in the years that American culture made the transition to modernity. This seminar examines both the adaptation of immigrant cultures to the urban context and the collision of these cultures with the dominant WASP ideology shared by reformers, politicians, literati, and nativists alike. Particular attention will be paid to the ways ethnic and religious differences modulated class and gender systems. Paintings, photographs, architecture, and film will supplement written sources.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [AMST328 OR FGSS328]

FALL 2011 INSTRUCTOR: HILL, PATRICIA R. SECT: 01

HIST329 Talking About the Other: Jewish-Christian-Muslim Religious Polemic

Relations among Jews, Christians, and Muslims have been seen historically as adversarial, with mutual attitudes of animosity shaped by religious beliefs and polemic. This course will examine closely how Jews, Christians, and Muslims talked about each other in their religious and polemical works. Though these works are evidence of conflict, a close reading of these works will reveal a level of knowledge and understanding of the culture and beliefs of the other.

We will read works written by Jews, Christians, and Muslims, looking at their foundational texts, as well as explicit works of polemic. But the course will also examine other ways in which religious groups mark boundaries and engage in a dialogue: rituals, poetry, and art.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: RELI266

HIST332 Atlantic Africa

This seminar examines Africa and Africans as active participants of the history of the modern Atlantic world, encompassing Africa, the Americas, and Europe. Africans shaped modern history not only as slaves, but as traders, revolutionaries, missionaries, and intellectuals. After looking at scholarly definitions of the Atlantic world, we will examine several case

studies including revolutionary Haiti; late-18th-century London; 19th-century South Africa and the U.S. South; 19th- and 20th-century Brazil and West Africa; and interwar Paris. Many of our examples involve movement around an Atlantic world and different source materials, sometimes in the words of Africans and people of African descent themselves. How are African women and men and their descendants represented in histories that incorporate multiple locations and nations? How do they identify themselves, and how do their identities shift over time?

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

HIST333 Modernity and the Work of History

This course examines the origins and implications of historicism, the modern practice of the writing of history as that of recounting the actual past. We shall begin with an investigation of the late-Renaissance lay humanist revolution that made historical thinking possible with a shift from a purely theocentric interpretation of the social reality (where being was supernatural and timeless) to a secular (being within time) understanding of reality (if only partial). Related to this new narrative of history would be a representation of European society existing in a direct line of descent from Troy, what Richard Waswo has argued constitutes the “founding myth of Western civilization.” The course will examine the transformations of the Enlightenment in which our modern understanding of history would be born, central to which would be the concept of objectivity as its *raison d’être*. We shall also examine the transference of historicism to the U.S. context in the 19th century, which remained an indispensable element in the nation-building process. Moreover, in this respect, the role of the ideology of race will also be investigated to further elucidate the intellectual foundations of the historical enterprise.

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: AFAM333
SPRING 2012 INSTRUCTOR: EUDELL, DEMETRIUS L. SECT: 01

HIST335 United States Political History Since 1945: Citizens, Institutions, and the State

The postwar era in the United States introduced a period of significant challenge and change throughout the nation. This course will introduce students to some of these major events, charting transformations, themes, and issues in American political history since 1945. Over the course of the semester, we will explore a wide range of primary and secondary source materials while covering topics such as the Cold War, domestic disorder, the Great Society, the Civil Rights Movement, American liberalism and conservatism, Vietnam, the imperial presidency, the Reagan Revolution, and the War on Terror.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: AMST335

HIST336 Science and the State

Over the past two centuries, states have been among the most prodigious producers and consumers of scientific information. Broad areas of scientific inquiry such as demography, economics, geography, and ecology substantially developed in response to the need of states to manage their populations, their economies, and their natural resources. State-directed scientific and technological innovation has also played a critical role in the pursuit of national security and infrastructural development, most notably through the development of nuclear weapons, missiles, and an array of military technologies. Finally, states have turned to scientific experts to enhance the credibility and legitimacy of policy decisions. This course introduces students to literature in the history of science that explores the connections between systems of knowledge and state power. Themes developed include the tensions among expertise and democracy, secrecy, and scientific openness; the relationship between political culture and scientific and technological development; and the role of quantification, standardization, and classification in producing political order.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [SISP336 OR AMST347]

HIST337 Mystical Traditions in Islam

Muslim scholars in the 20th century often condemn the mystical traditions of Sufism as being un-Islamic. But for almost a thousand years, mysticism provided an alternative voice to Muslim believers. This course will explore the origins and development of Sufism and its extraordinary impact on the cultural life of Muslims in art, music, poetry, and philosophy.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: REL355 PREREQ: NONE

HIST339 Theories and Models

This class will focus on how theories and models are designed and regarded across the university curriculum—in the humanities, the social sciences, and the sciences. This topic is particularly pertinent to intellectual history, a subject that regularly uses texts from across the modern university curriculum as its primary readings. Given the range of intellectual history, both in terms of chronology and subject matter, intellectual history could be argued to be the subject best positioned to consider the process of making theory.

Questions to be addressed include the following: What are some of the unexpected results of the increased use of mathematics and computers even in the humanities and social sciences, not just in the sciences, and how has this changed the relationship of theory and models for each of these disciplines? To what extent does the debate about the refutability, the falsifiability—or truth status—of models indicate an ongoing need for theory? The specific modern academic subjects to be examined will be Philosophy, Economics, and Physics. Thomas Kuhn’s *The Structure of Scientific Revolutions* (1962) will serve as a starting point for this study; however, most of the readings during the semester will be much more recent.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: MILLER, CECILIA SECT: 01

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, driving the second half of the 20th century, a powerful movement with worldwide significance that caught the shrewdest intellectuals by surprise. What is the nature of modern American conservatism? How and why did it emerge? How do latter-20th-century American conservatives compare to modern American liberals and to political conservatives in Europe? How has conservatism evolved over time? What are its social bases? What is its historical significance? These are among the questions considered in this seminar. Reading will be substantial and will include many primary sources.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: AMST339
FALL 2011 INSTRUCTOR: SCHATZ, RONALD W. SECT: 01

HIST343 Law and Culture: The Elgin Marbles to Napster

This seminar introduces students to some of the rapidly evolving legal debates about art and cultural property—display, repatriation, theft, wartime destruction—as well as intellectual property: copyright, the Internet, and so on. How have museums, Interpol, and UNESCO navigated the murky (and often dangerous) waters of art and cultural property law? How have legal scholars, publishers, newspapers, authors, and media empires such as Google struggled to define the terms by which “information” reaches audiences? Readings will include case studies, legal theory, and a wide range of polemical treatises.

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

HIST347 The Social Question and the Rise of the Welfare State in Germany, 1780–1914

Germany was one of the first countries to define a “social question” and develop a modern welfare state. While German welfare provisions later became models for similar programs in most industrial countries, many enduring attributes of the welfare state owe much to the peculiar German context out of which it arose and the unlikely set of forces that helped to shape it. This advanced seminar explores this history by analyzing the development of the German social question, social research, and social policy from the late 18th century until the First World War. Drawing on a wealth of primary and secondary sources, the course begins by investigating the poor relief and agricultural reform policies of the Old Regime, the Stein-Hardenberg reforms in Prussia, and the problem of pauperism before and during the 1848 Revolution. Most of the seminar analyzes the transformation of the social question between 1850 and 1900 through rapid agricultural change, industrial growth, urbanization, and the rise of Social Democracy, exploring the impact of these processes on workers, the middle classes, public opinion, political parties, academics, and government officials. We will focus especially on the passage of Bismarck’s social insurance legislation in the 1880s, allowing a critical assessment of the

conditions, opinions, and interests that enabled the creation of the first welfare state. Finally, we will assess the social question and welfare state as they are relevant to evaluating Germany's "special path" of historical development in the 20th century by drawing the German welfare state into comparative perspective.

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

HIST349 Intimate Histories: Topics in the History of Sex, Gender, and the Body

This upper-level seminar addresses the history of the body, as well as the regimes of power and normality that produce ideas of health, sexuality, and gender in time and space. It is intended to support students who wish to do interdisciplinary or historical research and writing in queer, trans, feminist, disability, and/or sexuality studies. Themes we will address include the role of formal and popular science in producing new identities, the political uses of gender and sexuality, methods of assigning gender and ability, the transformative power of pain, and the role of stigma in articulating similar bodies differently.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [AMST345 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

HIST351 Topics in the Philosophy of History

This research seminar will examine topics at the intersection of intellectual history and the theory of history. Areas of inquiry to include history and memory; trauma and history; psychoanalysis and critical theory; postmodern critique of history; photography, film, and historical representation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [PHIL352 or COL351]

HIST354 Augustine's *Confessions*

This course will focus on Augustine's *Confessions*, which is not only one of the first autobiographies, it is also a strong religious statement, as well as a major philosophical work. This course will complement the other offerings in intellectual history by giving students a chance to work in great detail on one of the masterpieces of European thought before the Renaissance. This rigorous study of Augustine's *Confessions* will give students many insights—to give one example, an understanding of how academic work has evolved over the centuries.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: MILLER, CECILIA SECT: 01

HIST357 Toward an Archaeology of the U.S. Prison System

IDENTICAL WITH: AFAM349

HIST362 Issues in Contemporary Historiography

This course is designed to introduce history majors to a range of problems, debates, and critical practices in the discipline of history. Part I will explore varieties of evidence and problems of interpretation; Part II will provide a close examination of a historical problem using primary sources; and Part III will consider methods of and models in the construction of historical explanation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: JOHNSTON, WILLIAM D. SECT: 01 03
INSTRUCTOR: NUSSDORFER, LAURIE SECT: 01 03
INSTRUCTOR: POTTER, CLAIRE B. SECT: 01 03

HIST369 Writing About War

This course offers students the chance to read—and think—about war in various and often opposing ways, from the medical to the philosophical, the literary to the historical. Some of what we'll be reading makes for very tough reading. At times, no doubt, the questions we ask of certain books will seem outrageous, irrelevant, disrespectful. Still, we should be prepared to ask some of those "big" questions, if only to keep us from succumbing totally to outrage and horror: How do people understand and write about war? Do women, men, and children share identical experiences, or has war affected each differently over time? What, if anything, do all wars share in common? What, if anything, do the "prosecutors" of war share with war's "victims"? Is there a difference between prosecutors and victims, combatants and noncombatants? Can you study early modern wars, such as the American Revolution, in the same way that you might study, say, World War I or Vietnam? In ranging widely across time and somewhat

widely across space, the course readings should provoke at least as many questions as they do answers. Such a scattershot approach may seem unorthodox at best, perhaps moronic at worst. But there's a point. Too often scholars isolate themselves from one another; they divide themselves into specialties (and subspecialties within subspecialties). And when they do, they become purveyors of a dangerous assumption: that nothing is consistent across time and space. We want to wrestle with that assumption and to grapple with how war transforms lives. Above all, we want to deepen our sense of human frailty and to expand our empathic powers, even as we train a discerning eye on the very sources that provoke in us the most distressing emotions.

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

HIST370 Marine/Maritime World History

IDENTICAL WITH: ENV370

HIST371 Fascism

This course is a comparative analysis of European fascist movements and ideologies in the first half of the 20th century, with specific attention to Italy, Germany, Spain, and France. Materials for the seminar will include documentary sources, including films, interpretive studies, and biographies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: GREENE, NATHANIEL 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 IDENTICAL WITH: FGSS372 PREREQ: NONE

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

HIST376 The Holocaust

Is it possible to make sense of the horror that was the Holocaust? Can this history ever be normalized or analyzed impartially, and if so, is such objectivity desirable, given the poignant moral claims of this history and its enmeshment with politics? This advanced seminar explores these and other questions in the ongoing challenge of coming to terms with National Socialism and the Holocaust. The course is intended for history majors and advanced students in related fields who already possess a good working knowledge of German, Jewish, and/or European history. Rather than treating the Holocaust in isolation, this course will situate it within the history of Nazi Germany by making use of the latest interpretive tools and methods and an extensive collection of primary sources from this field to explore the unique set of problems Holocaust history poses and the means that historians have developed to address them. Most of the course will be devoted to the development of a research project that will culminate in a substantial research paper of 15–20 pages. The aims of the seminar are to impart a good grasp of the main outlines of the Holocaust, develop and refine the skills of historical research, and cultivate a critical awareness of the possibilities and limits of history as a tool of analysis.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: HIST203

HIST377 Comparative French Revolutions

This course makes a systematic, comparative analysis of the causes, patterns, and consequences of revolutionary activities in France, examining the revolutions of 1789, 1830, 1848, and 1870. The course will emphasize revolutionary movement organizations, political and social goals, ideology, and industrialization.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: FRST297

HIST378 Science and Technology Policy

Science and technology intersect with myriad areas of policy and politics. Recall the regulatory failures behind patient deaths from Vioxx; the emergence of funding for embryonic stem cell research as a major political issue; high-profile instances of scientific fraud; the debate over the reality and extent of climate change; and the widespread public perception of eroding American research and development competitiveness in a globalizing world. Discussion of these issues often revolves around a common set of questions about the relationship between science and policy. Is scientific and technological development a force beyond human control, or can it be governed? Is more and better science necessary for better public decision making? Can only scientists judge the value of scientific research programs or the validity of scientific results? Is the furtherance of scientific understanding always socially benign, and who decides? This course examines such questions by surveying the variety of interactions among science, technology, and policy, focusing primarily on the American context, but also including comparative perspectives. The approach is multidisciplinary, drawing upon literature in a wide range including history, law, and science and technology studies. A background in science is not required.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [SISP378 OR AMST370]

HIST380 Making History: Practices and Theory

This research seminar will examine historiography as a practice, an art, and, finally, as an object of theoretical reflection. It hopes to reveal history writing's own history to reveal the values, moral aesthetic, and politics that have dominated the desire of people around the world to commemorate events, repeat them, and consciously build the present out of renewed confrontation with or celebration of their pasts. It will consider the relationship of social status and virtues. It will analyze the power of history to articulate political and moral options. Throughout the course we will focus on the rhetorical means by which historians present their views, the philosophical premises that undergird them, and the passions and interests that might have motivated them. This will require due attention to both the context and the text's production and to reading, and to the text's words themselves.

GRADING: A-F CREDIT: 1 GEN. ED. 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 History of Human Rights in Africa and the African Diaspora

IDENTICAL WITH: CHUM383

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

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

HIST391 The Spanish Empire in the Early Global Age (15th–17th Centuries)

IDENTICAL WITH: COL391

HIST393 Materia Medica: Drugs and Medicines in America

This course investigates the identification, preparation, and application of drugs and medicines in the United States, emphasizing the period before the 20th-century institutionalization of corporate research and development. Topics include colonial bioprospecting for medicinal plants, the development of the international drug trade, and the formation of national pharmaceutical markets. Participants will explore the production of medical knowledge through local practice, public and private institutions, trade and commerce, and regulation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [AMST393 OR SISP393]

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

HIST401/402 Individual Tutorial, Undergraduate

GRADING: OPT

HIST409/410 Senior Thesis Tutorial

GRADING: OPT

HIST411/412 Group Tutorial, Undergraduate

GRADING: OPT

HIST465/466 Education in the Field, Undergraduate

GRADING: OPT

HIST467/468 Independent Study, Undergraduate

GRADING: OPT

Latin American Studies Program

- PROFESSORS:** James McGuire, *Government*; Ann M. Wightman, *History*
- ASSOCIATE PROFESSORS:** Robert Conn, *Romance Languages and Literatures*; Fernando Degiovanni, *Romance Languages and Literatures*, *Chair*
- ASSISTANT PROFESSORS:** Melanie Khamis, *Economics*; Maria Ospina, *Romance Languages and Literatures*
- DEPARTMENTAL ADVISING EXPERTS 2011–2012:** Fernando Degiovanni; James McGuire

Latin American studies (LAST) is an interdisciplinary program designed to provide an integrated view of Mesoamerica, South America, and the Caribbean. This interdisciplinary approach is complemented by concentration in a specific department. A student who completes the program will receive a degree in Latin American studies with concentration in a particular department. A double major in the department of concentration is an option for Latin American studies majors.

The Major Program. Twelve semester courses are required to complete the LAST major, (a) six in LAST and at least six in a department of concentration; 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. With the approval of the Chair, students may concentrate in other departments that have faculty members with substantial knowledge of and interest in Latin America and/or the Caribbean. LAST majors may not concentrate in another program, (e.g., AMST) or in a college (e.g., CSS).

Mandatory LAST Courses at Wesleyan. Of the twelve courses required to complete the LAST major, at least eight must be taken at Wesleyan. On petition to the chair, an exception may be made for (1) students who transferred to Wesleyan and who seek LAST major credit for courses taken at their previous institution(s), or (2) students participating in the 12-college exchange program who seek LAST major credit for courses taken at one of the other participating colleges.

Of the twelve courses required to complete the LAST major, three are mandatory: **LAST200** (Colonialism and Its Consequences), **LAST226** (Modern Latin American Literature and Civilization), and **LAST 245** (Survey of Latin American History). Each of these mandatory courses must be taken at Wesleyan.

One additional LAST-crosslisted social science course is also mandatory. It too must be taken at Wesleyan.

Additional Requirements for the Major. Majors must also complete the LAST research requirement by writing a paper at least 20 pages in length that is centrally concerned with Latin America, that is on a topic of the major's own choosing, and that receives a grade of B- or better. For additional details concerning the research requirements click [here](#). Departmental honors are awarded to majors who complete a senior thesis of exceptional quality and who have a distinguish record of course work in the program. For additional details concerning the honors program click [here](#).

LAST majors must also complete Stage II of the General Education Expectations.

To graduate as a LAST major, students must maintain an average of B- or better in all courses taken at Wesleyan that are cross-listed in the LAST major, whether or not the student elects to place these courses on the senior concentration form.

Non-LAST Courses at Wesleyan that May Count Toward the LAST Major. In exceptional circumstances, Wesleyan courses that have significant Latin American content but are not cross-listed with LAST may count toward the major. Students must petition the LAST chair to obtain LAST major credit for such courses.

Courses at Wesleyan that May NOT Count Toward the LAST Major.

- No Spanish language courses may count toward the LAST major—only Spanish literature courses. Spanish **221** counts. No **100**-level Spanish courses will be accepted for credit toward the LAST major.
- No more than one music course involving primarily or exclusively performance may count toward the LAST major.
- No student forum courses may count toward the LAST major. Also, LAST does not sponsor student forum courses.
- No more than one introductory (**100**-level) course in a student's department of concentration may count toward the LAST major.
- No more than one thesis tutorial credit may count toward the LAST major.

Courses Taken at Other Institutions in the United States. No course taken at another institution in United States may count toward the LAST major, whether taken during the summer or during the academic year. On petition to the chair, an exception may be made (1) for students who transferred to Wesleyan and who seek LAST major credit for courses taken at their previous institution(s), or (2) for students participating in the 12-college exchange program who seek LAST major credit for courses taken at one of the other participating colleges.

LAST188 Sophomore Seminar: Subject Peoples

IDENTICAL WITH: HIST188

LAST200 Colonialism and Its Consequences in the Americas

IDENTICAL WITH: AMST200

LAST219 Latin American Economic Development

IDENTICAL WITH: ECON261

LAST220 20th-Century Franco-Caribbean Literature and the Search for Identity

IDENTICAL WITH: FREN225

LAST226 Spanish American Literature and Civilization

IDENTICAL WITH: SPAN226

LAST232 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America

IDENTICAL WITH: SPAN232

LAST243 History of Modern Mexico

This survey of modern Mexican history (1810–2010) employs as its unifying theme Mexico's bicentennial celebrations of the Wars of Independence (1810) and the Mexican Revolution (1910). Focusing on the history, memory, myth, and popular celebration of these upheavals

and their major protagonists from the 19th century to the present day, students will survey modern Mexican history and cultural history approaches to its study.

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

IDENTICAL WITH: HIST253

LAST245 Survey of Latin American History

IDENTICAL WITH: HIST245

LAST247 Caribbean Literature

IDENTICAL WITH: ENGL243

LAST249 Migration and Cultural Politics: Immigrant Experiences in the United States

IDENTICAL WITH: SOC258

LAST254 Tales of Resistance: Modernity and the Latin American Short Story

IDENTICAL WITH: SPAN284

LAST256 Topics in Francophone Literature: "This Island's Mine"—Postcolonial Paradigms in the Francophone Caribbean

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

LAST271 Political Economy of Developing Countries

IDENTICAL WITH: GOVT271

LAST273 The Idea of Latin America

IDENTICAL WITH: SPAN273

LAST276 Body Fictions: Latin American Visual Culture and the 20th Century

IDENTICAL WITH: SPAN276

LAST279 Introduction to Latino/a Literatures and Cultures

IDENTICAL WITH: ENGL279

LAST281 The Revolution of Literature: Writing the Cuban Revolution

IDENTICAL WITH: SPAN279

LAST282 History and Ideology in Latin American Poetry

IDENTICAL WITH: SPAN280

LAST283 Pathological Citizens: The Politics and Poetics of Disease in Latin American Literature

IDENTICAL WITH: SPAN281

LAST284 Jorge Luis Borges

IDENTICAL WITH: SPAN275

LAST285 Narratives of Crisis: Violence and Representation in Contemporary Latin American Culture

IDENTICAL WITH: SPAN282

LAST287 Contemporary Latin American Fiction: Writing After the Boom

IDENTICAL WITH: SPAN289

LAST288 Cultures in Conflict: Latin American Novels of the 20th and 21st Centuries

IDENTICAL WITH: SPAN288

LAST290 Colonial Fantasies: Rethinking the Conquest through Film

IDENTICAL WITH: SPAN242

LAST292 Sociology of Economic Change: Latin American Responses to Global Capitalism

IDENTICAL WITH: SOC292

LAST293 New Strategies in Political and Economic Development

IDENTICAL WITH: GOVT293

LAST296 Colonial Latin America

IDENTICAL WITH: HIST296

LAST300 Power and Resistance in Latin America

This interdisciplinary seminar focuses on political structures and resistance movements and incorporates the discourses of literature and history. Beginning with the Mexican Revolution, the course will examine other moments in contemporary Latin American history that have been characterized by overt and covert struggles over power: the Cuban Revolution, the bureaucratic-authoritarian regimes in Argentina and Peru during the civil war. In each unit, students will read a historical monograph, an essay or testimony, and a novel.

GRADING: A-F CREDIT: 1

PREREQ: [HIST245 OR LAST245] OR [AMST200 OR LAST200]

IDENTICAL WITH: HIST320

LAST302 Latin American Politics

IDENTICAL WITH: GOVT302

LAST304 Histories of/History and the U.S.-Mexican Border

This seminar examines the history of the US-Mexico border region from the colonial era to the present as a zone of contact between peoples of different cultures and as a transnational space with a distinct regional culture. In doing so, students will analyze the diverse methodological approaches scholars have employed in examining the history of the region, from popular history to environmental history, oral history, and gender history, among others.

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

IDENTICAL WITH: [HIST225 OR AMST304]

LAST305 Problems in Brazilian History

IDENTICAL WITH: HIST238

LAST306 Liberation Theology and Pentecostalism 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]

LAST340 Performing Brazil: The Postdictatorship Generation

IDENTICAL WITH: THEA340

LAST362 Authenticity in the Americas: Constructions and Contestations of Identity

This seminar course will examine identity and the construction of authenticity in the Western Hemisphere. It will pay particular attention to how groups construct and debate criteria for inclusion and exclusion on the basis of race, gender, class, ethnicity, sex, and nationality. Students will explore how these processes change over time and how they relate to the possession of political and economic power.

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

IDENTICAL WITH: AMST362

SPRING 2012 INSTRUCTOR: GONZALES, CHRISTIAN MICHAEL SECT: 01

INSTRUCTOR: KIDDLE, AMELIA MARIE SECT: 01

LAST383 East Asian and Latin American Development

IDENTICAL WITH: GOVT383

LAST401/402 Individual Tutorial, Undergraduate

GRADING: OPT

LAST409/410 Senior Thesis Tutorial

GRADING: OPT

LAST411/412 Group Tutorial, Undergraduate

GRADING: OPT

LAST465/466 Education in the Field, Undergraduate

GRADING: OPT

LAST467/468 Independent Study, Undergraduate

GRADING: OPT

Less Commonly Taught Languages

LANGUAGE EXPERTS: Antonio González, *Portuguese*; William Pinch, *Hindi*

Instruction in the less commonly taught languages is offered at Wesleyan through course work and through the Self-Instructional Language Program (SILP) that allows students to work independently with the assistance of a native speaker and use of texts and technological resources.

Courses in languages such as American Sign Language, Korean, 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 at 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 2011 INSTRUCTOR: BACK, HYEJOO SECT: 01

LANG154 Elementary Korean II

Elementary Korean II is the second part of the elementary course in Korean. Students will develop communicative skills in speaking and listening, but increased attention will be given to reading and writing.

GRADING: A-F CREDIT: 1 PREREQ: [LANG153 OR ALIT153 OR EAST153]
IDENTICAL WITH: [ALIT154 OR EAST154]
SPRING 2012 INSTRUCTOR: BACK, HYEJOO 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 is conducted entirely in Portuguese. Completion of both semesters is required for study abroad in Brazil.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: FREN112 OR ITAL112 OR SPAN112
FALL 2011 INSTRUCTOR: JACKSON, ELIZABETH ANNE SECT: 01

LANG156 Portuguese (Romance Language Speakers) II

This course is the continuation of a yearlong course in intensive Portuguese. The second semester will concentrate on mastery of grammar points, with increasing attention to readings, writing, and cultural topics. Music, poetry, short stories, Internet resources, video, and journalism are integrated with the textbook.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: LANG155
SPRING 2012 INSTRUCTOR: JACKSON, ELIZABETH ANNE SECT: 01

LANG165 Elementary Hindi I

With more than 330 million speakers in India alone, Hindi is one of the most widely spoken languages in the world. The course will focus on the acquisition of grammar and vocabulary with an emphasis on communication skills and cultural understanding.

GRADING: A-F CREDIT: 1 PREREQ: NONE

LANG166 Elementary Hindi II

With more than 330 million speakers in India alone, Hindi is one of the most widely spoken languages in the world. The course will focus on the acquisition of grammar and vocabulary with an emphasis on communication skills and cultural understanding.

GRADING: A-F CREDIT: 1 PREREQ: LANG165

LANG190 American Sign Language I

This course introduces students to the fundamentals of American Sign Language (ASL), the principal system of manual communication among the American deaf. Not to be confused with Signed English (to which a certain amount of comparative attention is given) or with other artificially developed systems, ASL is a conceptual language and not merely encoded or 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 2011 INSTRUCTOR: MULLEN, SHEILA M. 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 PREREQ: LANG190
SPRING 2012 INSTRUCTOR: MULLEN, SHEILA M. 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 the huge increase in university course offerings and enrollments? What is the "least restrictive environment" according to the Americans with Disabilities Act compared to day-to-day reality? Is the deaf community a cultural-linguistic minority group or a disabled population? Are cochlear implants a miracle cure, or are they a tool that is misrepresented in the media and/or an attempt at a form of cultural genocide? Why are many parents of deaf children forced to choose a faction of the ongoing oral vs. signing debate, often made to feel guilty by the advocates of the differing methods of education? Guest lectures and discussions will be conducted in a variety of modalities, such as spoken English, ASL, or simultaneous/total communication.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: LANG191 OR LANG241 OR LANG242
FALL 2011 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 PREREQ: LANG290 OR LANG242
SPRING 2012 INSTRUCTOR: MULLEN, SHEILA M. SECT: 01

LANG401/402 Individual Tutorial, Undergraduate

GRADING: OPT

LANG411/412 Group Tutorial, Undergraduate

GRADING: OPT

LANG465/466 Education in the Field, Undergraduate

GRADING: OPT

LANG467/468 Independent Study, Undergraduate

GRADING: OPT

Mathematics and Computer Science

PROFESSORS OF MATHEMATICS:	Wai Kiu Chan; Karen Collins; Adam Fieldsteel; Mark Hovey, <i>Chair</i> ; Michael S. Keane; Philip H. Scowcroft; Carol Wood
ASSOCIATE PROFESSORS:	Petra Bonfert-Taylor; David J. Pollack; Edward Taylor
ASSISTANT PROFESSORS:	Constance Leidy; Christopher Rasmussen
PROFESSORS OF COMPUTER SCIENCE:	Daniel Krizanc; Michael Rice
ASSOCIATE PROFESSORS:	Norman Danner, <i>Vice-Chair</i> ; James Lipton
ASSISTANT PROFESSOR:	Eric Aaron
DEPARTMENTAL ADVISING EXPERTS 2011–2012:	TBD

Major programs. The Department of Mathematics and Computer Science offers a major in mathematics and a major in computer science. With the Department of Economics, we offer a mathematics-economics major and participate in the Informatics and Modeling Certificate Program, described below.

Each student's course of study is designed to provide an introduction to the basic areas of mathematics or computer science and to provide the technical tools that will be useful later in the student's career. The course of study is planned in consultation with the department's advisory committees or the student's faculty advisor.

Graduate study. Interested students should inquire about the combined BA/MA program. Advanced undergraduates may enroll in graduate (500-level) courses.

Honors program. An undergraduate may achieve the BA with honors in mathematics or honors in computer science via one of several routes:

- The honors thesis, written under the supervision of a faculty member under conditions monitored by the University Committee on Honors.
- A strong performance in a suitable sequence of courses, normally including some graduate courses, selected in consultation with a member of the department's advisory committee. The candidate also is expected to prepare a public lecture on a topic chosen together with a faculty advisor.
- (Mathematics only) The comprehensive examination, offered by the department and/or by visiting consultants to select students nominated by the faculty.

Lectures. The departmental colloquium series presents lectures on recent research by invited mathematicians and computer scientists from other institutions. Advanced undergraduates are encouraged to attend these colloquia and to participate in graduate seminars. The undergraduate Math Club hosts informal talks in mathematics, accessible to students at all levels.

MATHEMATICS MAJOR PROGRAM

Requirements for the mathematics major:

- A year of differential and integral calculus (typically **MATH121** and **MATH122**)
- Vectors and Matrices (**MATH221**) or Linear Algebra (**MATH223**)
- Multivariable Calculus (**MATH222**)
- An elementary knowledge of mathematical algorithms and computer programming, as demonstrated by **COMP112** or **COMP211**
- Abstract Algebra: Groups, Rings, and Fields (**MATH261**) and Fundamentals of Analysis: An Introduction to Real Analysis (**MATH225**)
- A coherent selection of at least four additional courses in advanced mathematics, **200**-level or above, chosen in consultation with an advisor from the department.

Notes: Students who have completed a year of calculus in high school may place out of one or both of **MATH121** and **MATH122**. An AP score of 4 or 5 on the calculus exam indicates the student should consider beginning in any of **MATH221**, **MATH222**, or **MATH223**. Students may not earn credit for both **MATH221** and **MATH223**. Students must complete either **MATH228** or **MATH261** by the end of their junior year.

With advance approval from the Departmental Advisory Committee, mild adjustments are allowed. For example, a Wesleyan course with substantial mathematical content but that is not listed in **MATH** may be used toward the four-electives requirement. Please note, however, that both **MATH225** and **MATH261** *must* be taken at Wesleyan to complete the major, and substitutions for these courses will not be approved.

Undergraduate majors in mathematics are encouraged to study languages while at Wesleyan; majors who are considering graduate study in mathematics should note that graduate programs often require a reading knowledge of French, German, and/or Russian.

COMPUTER SCIENCE MAJOR

Requirements for the computer science major:

- Computer science (**COMP**): **211**, **212**, **231**, **301**, **312**, **312**, one of **321** or **322**, and two additional electives
- Mathematics (**MATH**): **221** or **223**, and **228**

Notes: The mathematics courses and the computer science courses **COMP211**, **212**, and **231** should be completed by the end of the sophomore year. And **COMP** course at the **200/300+** level can be used as an elective for the major.

Informatics and Modeling Certificate. The department is an active participant in the Informatics and Modeling Certificate (www.wesleyan.edu/imcp). The certificate provides a framework to guide students in developing analytical skills based on the following two pathways:

- Computational Science and Quantitative World Modeling (CSM—<http://www.wesleyan.edu/imcp/csm.html>)
- Integrative Genomic Sciences (IGS—www.wesleyan.edu/imcp/igs.html)

The CSM pathway introduces students to modeling techniques and provides students with a foundation in the quantitative simulation, evaluation, and prediction of natural and social phenomena. The IGS pathway introduces students to the interdisciplinary field of bioinformatics and its relationships to molecular genomics, evolution, structural biology, and bioethics. The department offers courses that support both pathways such as **COMP211** and **COMP212** and also offers special interdisciplinary courses for the IGS pathway such as **COMP327** and **COMP350**. The certificate requirements are described in the links for the two pathways.

Graduate Program

The department's graduate programs include a PhD program in mathematics and MA programs in mathematics and in computer science. The research emphasis at Wesleyan at the doctoral level is in pure mathematics and theoretical computer science. One of the distinctive features of our department is the close interaction between the computer science faculty and the mathematics faculty, particularly those in logic and discrete mathematics.

Among possible fields of specialization for PhD candidates are algebraic geometry, algebraic topology, analysis of algorithms, arithmetic geometry, categorical algebra, combinatorics, complex analysis, computational logic, data mining, elliptic curves, fundamental groups, Galois theory, ergodic theory, geometric analysis, graph theory, homological algebra, Kleinian groups and discrete groups, knot theory, logic programming, mathematical physics, model theory, model-theoretic algebra, number theory, operator algebras, probability theory, proof theory, topological dynamics, and topological groups.

Graduate students at Wesleyan enjoy small, friendly classes and close interactions with faculty and fellow graduate students. Graduate students normally register for three classes a semester and are expected to attend departmental colloquia and at least one regular seminar. The number of graduate students ranges from 18 to 22, with an entering class of three to six each year. There have always been both male and female students, graduates of small colleges and large universities, and United States and international students, including, in recent years, students from Bulgaria, Chile, China, Germany, India, Iran, and Sri Lanka. All of the department's recent PhD recipients have obtained faculty positions. Some of these have subsequently moved to mathematical careers in industry and government.

Requirements for the degree of doctor of philosophy. The doctor of philosophy degree demands breadth of knowledge, an intense specialization in one field, a substantial original contribution to the field of specialization, and a high degree of expository skill. The formal PhD requirements consist of the following:

- **Courses.** At least 16 one-semester courses are required for the PhD degree. Several of the courses are to be in the student's field of specialization, but at least three one-semester courses are to be taken in each of the three areas: algebra, analysis, and topology. First-year students are expected to take the three two-semester sequences in these areas.

However, students interested in computer science may replace course work in one of these areas with course work in computer science, with the permission of the departmental Graduate Education Committee. One of the 16 courses must be in the area of logic or discrete mathematics, as construed by the departmental Graduate Education Committee.

- **General preliminary examinations.** The general preliminary examinations occur in the summer after the candidate's first year of graduate study and cover algebra, analysis, and topology (or computer science, in the case of students including this option among their three first-year subjects).
- **Special preliminary examination.** For a graduate student to become an official PhD candidate as recognized by the department he/she has to pass the Special Preliminary Examination, an oral examination that must be passed by the end of the student's third year of graduate work. The student's Examination Committee determines the subject matter content of the Special Preliminary Examination. This committee is chaired by the student's dissertation advisor and must include at least two additional faculty members of the department. The Special Preliminary Examination will be based primarily, but perhaps not exclusively, on the student's field or specialization. Specific details of the form and content of the examination shall be determined by the Examination Committee at the time the subject matter content is discussed.

- **Language examinations.** Students must pass reading examinations in any two of the languages French, German, or Russian. It is strongly recommended that PhD candidates have or acquire a knowledge of French, German, and Russian sufficient for reading the mathematical literature in all three of these languages. Knowledge of two of these three languages is required.

- **Selection of dissertation advisor.** A graduate student should select a dissertation advisor by the end of the student's second year of graduate work.

- **Dissertation.** The dissertation, to be written by the PhD candidate under the counsel and encouragement of the thesis advisor, must contain a substantial original contribution to the field of specialization of the candidate and must meet standards of quality as exemplified by the current research journals in mathematics.

- **Defense of dissertation.** The final examination is an oral presentation of the dissertation in which the candidate is to exhibit an expert command of the thesis and related topics and a high degree of expository skill.

Five years are usually needed to complete all requirements for the PhD degree, and two years of residence are required. It is not necessary to obtain the MA degree en route to the PhD degree. Students may choose to obtain the MA in computer science and the PhD in mathematics. Any program leading to the PhD degree must be planned in consultation with the departmental Graduate Education Committee.

Requirements for the degree master of arts. The requirements for the master of arts degree are designed to ensure a basic knowledge and the capacity for sustained, independent, scholarly study. The formal MA requirements consist of the following:

- **Courses.** Six one-semester graduate courses in addition to the research units **MATH591** and **592** or **COMP591** and **592** are required for the MA degree. The choice of courses will be made in consultation with the departmental Graduate Education Committee.

- **Thesis.** The thesis is a written report of a topic requiring an independent search and study of the mathematical literature. Performance is judged largely on scholarly organization of existing knowledge and on expository skill, but some indications of original insight are expected.

- **Final examination.** In the final examination, an oral presentation of the MA thesis, the candidate is to exhibit an expert command of the chosen specialty and a high degree of expository skill. The oral presentation may include an oral exam on the material in the first-year courses. A faculty committee evaluates the candidate's performance. Three semesters of full-time study beyond an undergraduate degree are usually needed to complete all requirements for the MA degree. Any program leading to the MA degree must be planned in consultation with the departmental Graduate Education Committee.

COMPUTER SCIENCE

COMP112 Introduction to Programming

The course will provide an introduction to a modern high-level programming language including a discussion of input/output, basic control structures, types, functions, and classes. The lectures will also discuss a variety of algorithms as well as program design issues.

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

FALL 2011 INSTRUCTOR: LIPTON, JAMES SECT: 01

SPRING 2012 INSTRUCTOR: KRIZANC, DANIEL SECT: 01

INSTRUCTOR: WEIR, MICHAEL P. SECT: 01

INSTRUCTOR: DANNER, NORMAN 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 mo-

tivated 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

COMP133 Cryptography

This course will discuss historical, mathematical, programming, and public policy issues related to codemaking and codebreaking. Emphasis will vary according to the interests of the instructor.

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

FALL 2011 INSTRUCTOR: KRIZANC, DANIEL SECT: 01

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

SPRING 2012 INSTRUCTOR: AARON, ERIC SECT: 01

COMP211 Computer Science I

This is the first course in a two-course sequence (**COMP211–212**) that is the gateway to the computer science major. It provides an introduction to the fundamental ideas of object-oriented programming in particular and computer science in general. Part of the course will focus on an intensive study of one particular programming language, and the remainder on associated mathematical concepts and formalisms.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
FALL 2011 INSTRUCTOR: AARON, ERIC SECT: 01

COMP212 Data Structures

This is a second course in a two-course sequence (**COMP211–212**) that is the gateway to the computer science major. This course provides an introduction to fundamental algorithms and data structures; topics covered will include abstract data types, stacks, queues, trees, hashing, and sets, addressed from both programming and mathematical standpoints.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM IDENTICAL WITH: COMP211
SPRING 2012 INSTRUCTOR: DANNER, NORMAN 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 PREREQ: COMP211
IDENTICAL WITH: COMP531

SPRING 2012 INSTRUCTOR: RICE, MICHAEL D. SECT: 01

COMP252 Topics in Artificial Intelligence

Artificial intelligence, or AI, is rapidly becoming part of our everyday lives. Whether we are searching the Web, using online tools to plan a trip by airplane, or playing a video game, we can find ourselves working with AI technology, whether we know it or not. This course will introduce some of the basic concepts and techniques that go into modern AI. While no programming experience is required or expected, by the end of the course, students will be able to write a simple AI program that can learn to play a video game.

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

COMP260 Topics in Computer Science

This course will introduce students to the basic concepts in computer science and computer programming in particular. Students will get hands-on experience writing a number of computer programs in the Java programming language and building some interactive web pages. Themes taken from both artificial intelligence and from the modern skeptical movement will thread together the examples and assignments in this course.

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

COMP265 Bioinformatics Programming

IDENTICAL WITH: BIOL265

COMP301 Automata Theory and Formal Languages

This course is an introduction to formalisms studied in computer science and mathematical models of computing machines. The language formalisms discussed will include regular, context-free, recursive, and recursively enumerable languages. The machine models discussed include finite-state automata, pushdown automata, and Turing machines.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM
PREREQ: COMP211 AND MATH228 IDENTICAL WITH: COMP500
FALL 2011 INSTRUCTOR: LIPTON, JAMES SECT: 01

COMP312 Algorithms and Complexity

The course will cover the design and analysis of efficient algorithms. Basic topics will include greedy algorithms, divide-and-conquer algorithms, dynamic programming, and graph algorithms. Some advanced topics in algorithms may be selected from other areas of computer science.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM
PREREQ: COMP212 AND MATH228 IDENTICAL WITH: COMP510
SPRING 2012 INSTRUCTOR: AARON, ERIC SECT: 01

COMP321 Design of Programming Languages

This course is an introduction to concepts in programming languages. Topics include parameter passing, type checking and inference, control mechanisms, data abstraction, module systems, and concurrency. Basic ideas in functional, object-oriented, and logic programming languages will be discussed.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: COMP212
IDENTICAL WITH: COMP521
FALL 2011 INSTRUCTOR: DANNER, NORMAN SECT: 01

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 IDENTICAL WITH: COMP211 AND COMP212

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
IDENTICAL WITH: COMP551

FALL 2011 INSTRUCTOR: KRIZANC, DANIEL SECT: 01

COMP352 Topics in Artificial Intelligence

This upper-level course in artificial intelligence for computer science majors will focus on multiagent systems.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM
PREREQ: MATH228 AND COMP212 IDENTICAL WITH: COMP552

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
PREREQ: COMP212 AND MATH228 IDENTICAL WITH: COMP554
SPRING 2012 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 IDENTICAL WITH: COMP212

COMP360 Special Topics in Computer Science

Topics vary by offering; recent topics have included information theory, advanced algorithms, and logic programming.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM IDENTICAL WITH: COMP212

COMP500 Automata Theory and Formal Languages

IDENTICAL WITH: COMP301

COMP510 Algorithms and Complexity

IDENTICAL WITH: COMP312

COMP521 Design of Programming Languages

IDENTICAL WITH: COMP321

COMP527 Evolutionary and Ecological Bioinformatics

IDENTICAL WITH: BIOL327

COMP531 Computer Structure and Operation

IDENTICAL WITH: COMP231

COMP551 Cryptography and Network Security

IDENTICAL WITH: COMP351

COMP552 Topics in Artificial Intelligence

IDENTICAL WITH: COMP352

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

COMP409/410 Senior Thesis Tutorial

GRADING: OPT

COMP411/412 Group Tutorial, Undergraduate

GRADING: OPT

COMP465/466 Education in the Field, Undergraduate

GRADING: OPT

COMP467/468 Independent Study, Undergraduate

GRADING: OPT

COMP501/502 Individual Tutorial, Graduate

GRADING: OPT

COMP503/504 Selected Topics, Graduate Science

GRADING: OPT

COMP511/512 Group Tutorial, Graduate

GRADING: OPT

COMP561/562 Graduate Field Research

GRADING: OPT

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 2011 INSTRUCTOR: HAENSCH, ANNA RACHEL SECT: 01

MATH111 Introduction to Mathematical Thought: From the Discrete to the Continuous

In this course we seek to illustrate several major themes. One of the most important is the fact that mathematics is a living, coherent discipline, a creation of the human mind, with a beauty and integrity of its own that transcends, but, of course, includes, the applications to which it is put. We will try to provide a somewhat seamless fusion of the discrete and the continuous through the investigation of various natural questions as the course develops. We try to break down the basically artificial distinctions between such things as algebra, geometry, precalculus, calculus, etc. The topics will be elementary, particularly as they are taken up, but will be developed to the point of some sophistication. One challenge to the students will be to assimilate their previous experience in mathematics into this context. In this way we hope and expect that some of the beauty will show through.

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

SPRING 2012 INSTRUCTOR: REID, JAMES D. 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 shall follow the work of mathematicians, beginning with the ancient Greeks, who attempted to come to terms with the concept of infinity. We shall address mathematical questions about how large things are, how many, how fast, how often, as well as the amazing discovery that such questions do not always make sense. Paradoxes will be discussed, both in apparent forms and in irrefutable guises. We shall play mathematical games that will require us to learn something of probabilities and that, in turn, will require us to learn when to count and when not to count. We shall also discuss the personalities and motivations of great mathematicians through their biographies and autobiographies. The course aims to sharpen students' intellect by challenging them with problems in which the recognition of ideas is central. Students' imagination will be stimulated, and they will be encouraged to ask questions in areas about which we know little or nothing. Above all, students will marvel at the wonderfully surprising world of mathematical thought.

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

FALL 2011 INSTRUCTOR: KEANE, MICHAEL S. SECT: 01

MATH117 Introductory Calculus

This course is designed to introduce basic ideas and techniques of differential calculus. Students should enter with sound precalculus skills but with very limited or no prior study of calculus. Topics to be considered include differential calculus of algebraic, exponential, and logarithmic functions. (Integral calculus will be introduced in **MATH118**.)

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

FALL 2011 INSTRUCTOR: BOURDON, ABBEY MARIE SECT: 01

INSTRUCTOR: SMITH, BRETT CHRISTOPHER SECT: 02

INSTRUCTOR: VALENZUELA, GABRIEL 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 2012 INSTRUCTOR: REID, JAMES D. SECT: 03

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 2011 INSTRUCTOR: RASMUSSEN, CHRISTOPHER SECT: 01

INSTRUCTOR: FRUGALE, JAMES V. SECT: 02

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

FALL 2011 INSTRUCTOR: FRUGALE, JAMES V. SECT: 01

SPRING 2012 INSTRUCTOR: CHAN, WAI KIU SECT: 01

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 2011 INSTRUCTOR: KRAMER, RICHARD ALLEN SECT: 01, 02

SPRING 2012 INSTRUCTOR: KRAMER, RICHARD ALLEN SECT: 01

MATH163 An Invitation to Mathematics

This course is intended for students who enjoy both mathematics and reading. The student will be introduced to a sampling of mathematical ideas and techniques, from such areas as number theory, logic, probability, statistics, and game theory. The class will move back and forth between lectures/problem sets and reading/discussion. Readings will include print media and mathematical blogs, survey articles for the mathematically literate public, and fiction about mathematics and mathematicians.

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

MATH211 Problem Solving for the Putnam

This course will explore the problems and problem-solving techniques of the annual William Lowell Putnam mathematical competition. Particular emphasis will be placed on learning to write clear and complete solutions to problems. The competition is open to all undergraduate students.

GRADING: CR/U CREDIT: 0.25 GEN. ED. AREA: NSM PREREQ: NONE

FALL 2011 INSTRUCTOR: COLLINS, KAREN L. SECT: 01

MATH221 Vectors and Matrices

This is a course in the algebra of matrices and Euclidean spaces that emphasizes the concrete and geometric. Topics to be developed include solving systems of linear equations; matrix addition, scalar multiplication, and multiplication; properties of invertible matrices; determinants; elements of the theory of abstract finite dimensional real vector spaces; dimension of vector spaces; and the rank of a matrix. These ideas are used to develop basic ideas of Euclidean geometry and to illustrate the behavior of linear systems. We conclude with a discussion of eigenvalues and the diagonalization of matrices.

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

FALL 2011 INSTRUCTOR: SCOWCROFT, PHILIP H. SECT: 01

SPRING 2012 INSTRUCTOR:

MATH222 Multivariable Calculus

This course treats the basic aspects of differential and integral calculus of functions of several real variables, with emphasis on the development of calculational skills. The areas covered include scalar- and vector-valued functions of several variables, their derivatives, and their integrals; the

nature of extremal values of such functions and methods for calculating these values; and the theorems of Green and Stokes.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
 FALL 2011 INSTRUCTOR: LEIDY, CONSTANCE SECT: 01, 02
 INSTRUCTOR: ADEBOYE, ILESANMI-DUNJOYE ISHOLA SECT: 03
 SPRING 2012 INSTRUCTOR: TAYLOR, EDWARD SECT: 01
 INSTRUCTOR: ADEBOYE, ILESANMI-DUNJOYE ISHOLA 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 2012 INSTRUCTOR: SCOWCROFT, PHILIP H. SECT: 01
 INSTRUCTOR: CHAN, WAI KIU 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 PREREQ: NSM
 PREREQ: (MATH222 AND MATH221) OR (MATH222 AND MATH223)
 SPRING 2012 INSTRUCTOR: FIELDSTEEL, ADAM 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. In addition to a rigorous introduction to complex analysis, students will gain experience in communicating mathematical ideas and proofs effectively.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
 FALL 2011 INSTRUCTOR: ADEBOYE, ILESANMI-DUNJOYE ISHOLA 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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
 FALL 2011 INSTRUCTOR: WOOD, CAROL S. SECT: 01
 SPRING 2012 INSTRUCTOR: POLLACK, DAVID SECT: 01

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 2012 INSTRUCTOR: ADEBOYE, ILESANMI-DUNJOYE ISHOLA 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
 SPRING 2012 INSTRUCTOR: TAYLOR, EDWARD SECT: 01

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 im-

portant are Poisson processes and Brownian motion. Emphasis will be placed on understanding the concepts and communicating that understanding to others, rather than on correctness of answers and calculation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: MATH231

MATH233 Linear Programming

Linear programming develops practical techniques for optimizing linear functions on sets defined by systems of linear inequalities. Because many mathematical models in the physical and social sciences are expressed by such systems, the techniques developed in linear programming are very useful. This course will present the mathematics behind linear programming and related subjects. Topics covered may include the following: the simplex method, duality in linear programming, interior-point methods, two-person games, some integer-programming problems, Wolfe's method in quadratic programming, the Kuhn-Tucker conditions, and geometric programming.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
 FALL 2011 INSTRUCTOR: SCOWCROFT, PHILIP H. SECT: 01

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

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
 FALL 2011 INSTRUCTOR: HOVEY, MARK A. SECT: 01

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 PREREQ: (MATH221 AND MATH222) OR (MATH222 AND MATH223)

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
 PREREQ: MATH223 OR MATH228
 FALL 2011 INSTRUCTOR: COLLINS, KAREN L. SECT: 01, 02

MATH262 Abstract Algebra

This continuation of **MATH261** will discuss fields and Galois theory. Additional topics will be covered as time permits.

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

MATH264 Algebraic Geometry

This course is an introduction to algebraic geometry, the study of the geometric structure of solutions to systems of polynomial equations.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM IDENTICAL WITH: MATH261
 SPRING 2012 INSTRUCTOR: RASMUSSEN, CHRISTOPHER 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
IDENTICAL WITH: MATH221 OR MATH223

MATH272 Elementary Number Theory

This is a course in the elements of the theory of numbers. Topics covered include divisibility, congruences, quadratic reciprocity, Diophantine equations, and a brief introduction to algebraic numbers.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
FALL 2011 INSTRUCTOR: CHAN, WAI KIU SECT: 01

MATH274 Graph Theory

A graph is a set V of elements called vertices and a set E of pairs of elements of V called edges. From this simple definition many elegant models have been developed. This course will be a survey course of topics in graph theory with an emphasis on the role of planar graphs. Graph connectivity, vertex and edge coloring, graph embedding, and descriptions of snarks (2-edge-connected 3-regular graphs that are not 3 colorable) will be covered.

GRADING: A-F CREDIT: 1 GEN. ED. 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 emphasize model theoretic algebra. We will consider the model theory of fields, including algebraically closed, real-closed, and p -adically closed fields, algebraically closed valued fields, and also general questions of definability in fields. As time permits we will consider more recent applications of model theory in number theory and arithmetic geometry. Ideally the student should be understand what it means to be first-order definable and should have the equivalent of a year's study of abstract algebra. To study various applications, it will be necessary to assume certain results from the areas of application, i.e., without proving them ab initio.

GRADING: A-F CREDIT: 1 PREREQ: NONE

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 2011 INSTRUCTOR: KEANE, MICHAEL S. SECT: 01
SPRING 2012 INSTRUCTOR: FIELDSTEEL, ADAM SECT: 01

MATH515 Analysis II

Topics in analysis to be announced.

GRADING: A-F CREDIT: 1 PREREQ: NONE
FALL 2011 INSTRUCTOR:

MATH516 Analysis II: Topics from Analysis

This course will be an introduction to descriptive set theory, which is the study of definable sets in Polish spaces. We will develop the basic theory of the Borel and projective hierarchies in Polish spaces, with emphasis on regularity properties of the real line, including questions of measurability, category, cardinality, and determinacy. Our treatment will be classical, which means we will stop short of the point where effective techniques and forcing come into the picture, though we will not hesitate to state independence results and thereby confront the limits of

what can be done in ZFC. The only prerequisites are familiarity with basic point-set topology and measure theory.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: MATH513
SPRING 2012 INSTRUCTOR: KEANE, MICHAEL S. SECT: 01

MATH523 Topology I

Introduction to topological spaces and the fundamental group: topological spaces, continuous maps, metric spaces; product and quotient spaces; compactness, connectedness, and separation axioms and introduction to homotopy and the fundamental group.

GRADING: A-F CREDIT: 1 PREREQ: NONE
FALL 2011 INSTRUCTOR: LEIDY, CONSTANCE SECT: 01

MATH524 Topology I

A continuation of **MATH523**, 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 2012 INSTRUCTOR: RASMUSSEN, CHRISTOPHER 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.

GRADING: A-F CREDIT: 1 PREREQ: NONE
FALL 2011 INSTRUCTOR: COLLINS, KAREN L. SECT: 01

MATH526 Topology II

This course will be a survey of topics in graph theory and include connections between graph theory and combinatorics. We will discuss topics from trees and networks, graph coloring, extremal graph theory, extremal set theory, codes, designs, geometries, tournaments, graph embeddings and graph spectra. We will apply combinatorial, algebraic and topological techniques to the study of graphs.

GRADING: A-F CREDIT: 1 PREREQ: NONE
SPRING 2012 INSTRUCTOR: HOVEY, MARK A. 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 2011 INSTRUCTOR: WOOD, CAROL S. SECT: 01

MATH544 Algebra I

This course studies Galois theory, finitely generated modules over principal-ideal domains, and other topics as time permits.

GRADING: A-F CREDIT: 1 PREREQ: NONE
SPRING 2012 INSTRUCTOR: POLLACK, DAVID SECT: 01

MATH545 Algebra II: Topics in Algebra

This is a topics course in number theory.

GRADING: A-F CREDIT: 1 PREREQ: NONE
FALL 2011 INSTRUCTOR: CHAN, WAI KIU SECT: 01

MATH546 Algebra II

This topics course presents an introduction to elliptic curves. In the early part of the course, elliptic curves will be considered from several points of view (analytic, geometric, and arithmetic). Later topics will have a decided tilt toward number theory and will include Galois representations, detection of rational points, and reduction theory.

GRADING: A-F CREDIT: 1 PREREQ: NONE
SPRING 2012 INSTRUCTOR: SCOWCROFT, PHILIP H. 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

MATH409/410 Senior Thesis Tutorial

GRADING: OPT

MATH411/412 Group Tutorial, Undergraduate

GRADING: OPT

MATH465/466 Education in the Field, Undergraduate

GRADING: OPT

MATH467/468 Independent Study, Undergraduate

GRADING: OPT

MATH501/502 Individual Tutorial, Graduate

GRADING: OPT

MATH503/504 Selected Topics, Graduate Science

GRADING: OPT

MATH511/512 Group Tutorial, Graduate

GRADING: OPT

MATH561/562 Graduate Field Research

GRADING: OPT

Mathematics-Economics

INTERDEPARTMENTAL PROGRAM COMMITTEE (IPC): John Bonin, *Economics*; David Pollack, *Mathematics*; Gary Yohe, *Economics*

Program description. The interdepartmental Mathematics-Economics Program (**MECO**) provides interdisciplinary work for students whose interest may be in economics with a strong mathematical approach or in mathematics applied to business and economic topics. Majors are expected to comply with the general education expectations. Students who complete this program will be well prepared for graduate study at quantitatively oriented business schools and graduate economics programs.

Entry Requirements.

- **MATH121** and **MATH122** or the equivalent, e.g., any **200**-level mathematics course
- Completion of **ECON110**
- Completion of, or current enrollment in **ECON300**

Required courses. The concentration program requires at least 12 advanced (**200**-level or higher) courses selected from the offerings of the Economics and Mathematics departments. In addition to satisfying the entry requirements, students must complete

- **MATH221** or **223** and **MATH222**
- **ECON300**, **ECON301** and **ECON302**
- **ECON380** and **ECON385**
- Two additional courses in economics numbered **201** or above, at least one of which must be numbered **305** or above
- Three additional courses in mathematics or computer science. Mathematics courses must be numbered **200** or above. Students may elect **COMP301** and/or **COMP312**, and may elect other **COMP** courses subject to permission from their major advisor.

A student cannot double major in **MECO** and computer science, or **MECO** and mathematics, or **MECO** and economics. Students may, however, double major in economics and mathematics.

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*; Michael J. Roberts, *Classical Studies*; D. Gary Shaw, *History*; Magdalena Teter, *History, Chair*

ASSOCIATE PROFESSORS: Jane Alden, *Music*; Michael Armstrong-Roche, *Romance Languages and Literatures*; Ruth Nisse, *English*

DEPARTMENTAL ADVISING EXPERTS 2011–2012: Jane Alden; Clark Maines; Jeff Rider; Michael Roberts; Gary Shaw

The Medieval Studies Program provides an interdisciplinary context for students who wish to study the European Middle Ages. Students normally concentrate on one of three fields: art history and archaeology, history and culture, or language and literature. They are also expected to do course work in the other fields. In certain cases the program may also provide a framework for students wishing to cross the somewhat arbitrary temporal, topical, and geographical boundaries of medieval studies to consider such problems as the relationship between classical and medieval literature or art or the broader history of the preindustrial European societies.

Students have a number of opportunities to experience medieval materials firsthand, including working with rare manuscripts in Special Collections, singing in the Collegium Musicum, or participating on an archaeological dig. The Medieval Studies Department brings distinguished visitors to campus each year to give public talks and to work one-on-one with students. Field trips to places such as the Cloisters Museum in New York City and to concerts in the nearby area foster a sense of community as well as providing access to materials.

Of Wesleyan's 15 peer institutions, only five offer a medieval studies major. The skills typically acquired by medieval studies students—knowledge of European history, ability to analyze “foreign” texts, experience handling artifacts and manuscripts, and familiarity with Latin—provide good preparation for advanced degrees, whether in the humanities, law, or other professional schools.

Major requirements. Each student concentrating in medieval studies will be guided by a principal advisor within the field of specialization and two other faculty members from other fields of medieval studies. In some cases a consulting faculty member may be chosen from a field that is not an integral part of medieval studies but that is closely related to the student's main area of interest (e.g., classics, linguistics). At the beginning of the fifth semester, each student is expected to submit for approval by his or her advisor a tentative schedule of courses to be taken to fulfill the requirements of the major. Subsequent changes in this schedule may be made only with the approval of the advisor.

Courses. Medieval studies majors take classes in a broad range of fields, including art history, archaeology, history, languages and literature, music history, manuscript studies, and religious studies. They are required to take 10 upper-level courses that will normally conform to the following:

* Four courses in the student's chosen field of specialization

* Two courses in a second field of medieval studies

* One course in a third distinct field of medieval studies

* Three additional courses in any area of medieval studies, or in an outside field deemed, in consultation with the advisor, to be closely related to the student's work, in subject matter or method. For example, a student specializing in medieval history may count toward the major a course in ancient history or historical method, while a student specializing in medieval literature may include a course in classical literature or in the theory of literary criticism.

A student may take more than four courses in his/her primary area of specialization, but only four will be counted toward the major.

At least one of the courses in the primary area of specialization should be a seminar, as should at least one of the courses in either the second or third fields.

Extended paper. Students in the program are normally expected to complete at least one long paper that may be a senior thesis, a senior essay, or a seminar paper.

Languages. All medieval studies majors are expected to have, at the latest by the beginning of their senior year, reading knowledge of at least one European foreign language. Latin is also strongly recommended. Ways of satisfying the language requirement can be determined by the advising committee of each student.

Foreign study. Students in the program are encouraged to spend at least one semester of study abroad and will be provided with assistance in planning their work abroad and in securing financial support for foreign study. Programs of study must be approved in advance by the student's advising committee.

Program honors. Honors and high honors are awarded by vote of the medieval studies faculty to students whose course work is judged to be of sufficiently high quality and who have done outstanding work on one or more of the following writing projects: a senior thesis, a senior essay, or a seminar paper nominated for honors or high honors by the instructor in the seminar. All writing projects will be evaluated by the individual advising committee before a recommendation for program honors is made. Students must file a statement of intent with the Honors Program and with the program chair before October 15th of the senior year. By vote of the medieval studies faculty, those who have been recommended for high honors in the program may be nominated for University honors.

MDST123 Escaping Purgatory: Music and Devotion in Medieval Europe
IDENTICAL WITH: MUSC123

MDST134 Magic and Witchcraft in Early Europe
IDENTICAL WITH: HIST134

MDST151 European Architecture to 1750
IDENTICAL WITH: ARHA151

MDST166 Sophomore Seminar: Kings, Queens, and the Foundations of European Society
IDENTICAL WITH: HIST166

MDST203 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 and the Critical Power of Medieval Literature
IDENTICAL WITH: ENGL207

MDST208 Rome Through the Ages
IDENTICAL WITH: HIST208

MDST209 The Art and Archaeology of Anglo-Saxon England, 400–1100
IDENTICAL WITH: ARHA215

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

MDST221 Medieval and Renaissance Music

IDENTICAL WITH: MUSC241

MDST222 Early Renaissance Art in Italy

IDENTICAL WITH: ARHA221

MDST225 European Intellectual History to the Renaissance

IDENTICAL WITH: HIST215

MDST228 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History

IDENTICAL WITH: SPAN230

MDST230 Lancelot, Guinevere, and Grail: Enigma in the Romances of Chretien de Troyes

IDENTICAL WITH: FREN330

MDST231 Early Medieval Art: Judaism, Christianity, and Islam in the Mediterranean, 300-1000

IDENTICAL WITH: ARHA211

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

MDST238 Mystics and Militants: Medieval Women Writers

IDENTICAL WITH: ENGL232

MDST239 The Gothic Cathedral

IDENTICAL WITH: ARHA216

MDST240 Dissimulation, Truth, and Power: Making Up Machiavelli

IDENTICAL WITH: FIST238

MDST242 Medieval Drama

IDENTICAL WITH: ENGL224

MDST245 Dante and Medieval Culture I

IDENTICAL WITH: COL234

MDST246 Culture and Society in Renaissance Italy

IDENTICAL WITH: HIST246

MDST247 Jewish History: From Biblical Israel to Diaspora Jews

IDENTICAL WITH: HIST247

MDST251 Islamic Civilization: The Classical Age

IDENTICAL WITH: HIST231

MDST254 Cervantes

IDENTICAL WITH: SPAN236

MDST255 Dante and Medieval Culture II

IDENTICAL WITH: COL236

MDST261 Medieval Latin

IDENTICAL WITH: LAT261

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

MDST295 Introduction to Medieval Literature

IDENTICAL WITH: ENGL293

MDST304 Medieval Archaeology

IDENTICAL WITH: ARHA218

MDST305 God After the Death of God: Postmodern Echoes of Premodern Thought

IDENTICAL WITH: RELI304

MDST351 Jews and Christians in Medieval England: Debate, Dialogue, and Destruction

IDENTICAL WITH: ENGL351

MDST353 Ideas of Ethnicity in Medieval Literature

IDENTICAL WITH: ENGL353

MDST401/402 Individual Tutorial, Undergraduate

GRADING: OPT

MDST409/410 Senior Thesis Tutorial

GRADING: OPT

MDST411/412 Group Tutorial, Undergraduate

GRADING: OPT

MDST465/466 Education in the Field, Undergraduate

GRADING: OPT

MDST467/468 Independent Study, Undergraduate

GRADING: OPT

Molecular Biology and Biochemistry

PROFESSORS: Ishita Mukerji; Donald Oliver

ASSOCIATE PROFESSORS: Manju Hingorani; Scott Holmes; Robert P. Lane; Michael McAlear, *Chair*

ASSISTANT PROFESSORS: Amy MacQueen; Rich Olson

DEPARTMENTAL ADVISING EXPERTS 2010–2011 All departmental faculty

The disciplines of biochemistry, molecular biology, and biophysics focus on the molecular mechanisms of life processes using a variety of genetic, biochemical, and spectroscopic approaches.

General education courses. The department offers several courses without prerequisites on a rotating basis for nonmajors, e.g., The Science of Human Health: Microbiology and Immunology (**MB&B107**); Biology and Chemistry in the Modern World: A Survey of Drugs and Disease (**MB&B119**); Light, Energy, and Life (**MB&B109**); Copernicus, Darwin, and the Human Genome Project (**MB&B203**). The introductory courses for majors (**MB&B181** or **195, 182, 191, 192**) are also available for students with appropriate backgrounds (see below).

Major course of study. We recommend that students begin working toward the major in the first year to be able, in later years, to take advantage of upper-level courses and research opportunities. We note, however, that the major can also be started successfully in the sophomore year. The following courses are required: Principles of Biology I: Cell Biology and Molecular Basis of Heredity (**MB&B181**) or Honors Introductory Cell Biology and Molecular Genetics (**MB&B195**); Principles of Biology II (**MB&B182**); and the associated laboratories (**MB&B191/192**); Molecular Biology (**MB&B208**); either introductory chemistry (**CHEM141** and **142** or, preferably, **CHEM143** and **144**), Principles of Organic Chemistry I and II (**CHEM251** and **252**); the Introductory Chemistry Laboratory (**CHEM152**); Biochemistry (**MB&B383**); and two upper-level electives in molecular biology and biochemistry (see below for details). **MB&B381**, Physical Chemistry for Life Scientists, and one semester of mathematics are also required. **MB&B381** can be replaced with either one year of physics or one year of physical chemistry (**CHEM337** and **338**). Students are also required to take one semester of an advanced laboratory course (**MB&B294** or **MB&B395**), generally recommended in either their junior or senior year. Students who are considering medical school or graduate school should know that most programs require laboratories in organic chemistry (**CHEM257** and **258**), one year of mathematics, and a course in physical chemistry.

A typical prospective major, as a first-year student, would probably take **MB&B181** or **195**; for students with stronger backgrounds, **182, 191**, and **192** and either **CHEM141/142** or **CHEM143/144** and the associated laboratory **CHEM152**. Students with weak scientific backgrounds are encouraged to take **CHEM141/142** or **143/144** and **152** as first-year students and defer **MB&B181** or **182, 191, 192, 195** until their sophomore year. Students who prefer a smaller and more interactive classroom environment should consider registering for one of the smaller sections of **MB&B181**. In the second year, **MB&B208** along with **CHEM251/252** can be taken. Students are also encouraged to take a seminar course (Research Frontiers in Molecular Biology and Biochemistry, **MB&B209**) in the spring of the first or sophomore year. A typical major might then take Biochemistry (**MB&B383**) and an upper-level elective in the junior year and the second elective in the senior year. Two electives are required. One of the electives must be a **300-level MB&B** course. The second may be an **MB&B** course or an approved course from the Biology or Chemistry departments. Two consecutive semesters of research for credit (in the same laboratory) (**MB&B401/402**) with an **MB&B** faculty member (or a preapproved faculty member in another department conducting research in molecular biology/biochemistry/biophysics) can also be substituted for the second elective. If a **200-level** elective or research for elective credit is taken, the second elective must be at the **300-level**. Approved courses outside **MB&B** that can be taken for elective credit include **BIOL218** and **BIOL323** (if **BIOL323** is used for elective credit, then students must choose **MB&B395** for their required advanced lab). Majors who are interested in a concentration in molecular biology should take **MB&B294**. **MB&B294** is offered in the spring semester and can be taken either in the junior or senior year. Students who are interested in a concentration or certificate (see below) in molecular biophysics should take **MB&B395** in the fall semester in either their junior or senior year. Please note that if you are interested in taking **MB&B395**, you must plan ahead because it is taught every other year. Details regarding the molecular biophysics certificate program are given below and at the following web site: www.wesleyan.edu/registrar/catalog/cmbt.htm.

Students are strongly encouraged to pursue independent research. Independent research is a highly valuable experience for proper scientific training, and it can enhance a student's application to graduate, medical, or other professional schools. Research provides a completely different dimension of experience, enabling the student to interact with graduate students and faculty members on a professional level. The research interests of the faculty include a wide variety of topics in the areas of molecular biology, biochemistry, and molecular biophysics, a description of which can be found at www.wesleyan.edu/mbb/ and in the departmental office (Room 205, Hall-Atwater).

In conjunction with the Biology Department, the department sponsors a seminar series—Thursdays at noon—at which distinguished scientists from other institutions present their research. There is also a Wednesday evening Seminar in Biological Chemistry (**MB&B587/588**) for which credit may be obtained.

Upper-level undergraduates are encouraged to take graduate-level courses and seminars. Undergraduates who choose to do research in a faculty member's laboratory usually interact closely with the graduate students in that laboratory.

Honors in molecular biology and biochemistry. To be considered for departmental honors, a student must

- Be a **MB&B** major and be recommended to the department by a faculty member. It is expected that the student will have a B average (grade-point average 85) in courses credited to the major.
- Submit either a research thesis, based upon laboratory research, or a library thesis, based upon library research, carried out under the supervision of a member of the department.

Certificate program in molecular biophysics (wesleyan.edu/registrar/catalog/cmbt.htm). Molecular biophysics at Wesleyan is an interdisciplinary program supported by the departments of Molecular Biology and Biochemistry, Chemistry, and Physics. To receive a certificate in molecular biophysics, students should major in either the Chemistry or **MB&B** departments. Interested students need to take **MB&B395** Structural Biology Laboratory, **MB&B381** or **CHEM337** and **338**, and two upper-level elective courses in molecular biophysics. Students are also encouraged to join the weekly Molecular Biophysics Journal Club (**MB&B307/308**). Students are also strongly encouraged to conduct independent research in the laboratory of a faculty member in the molecular biophysics program. If students are interested in a certificate in molecular biophysics, they should contact Professor I. Mukerji.

Certificate program in Integrative Genomic Sciences (IGS) (igs.wesleyan.edu/). An integrative program of undergraduate and graduate offerings in bioinformatics, genomics, computational biology, and bioethics, the integrative genomic science program is intrinsically interdisciplinary, involving faculty and students in the life sciences, physical sciences, information sciences, and philosophy. Please see igs.wesleyan.edu/ for current and planned courses. The IGS program is supported by grants from the W. M. Keck Foundation, the Howard Hughes Medical Institute, and the Fund for Innovation Grants from Wesleyan University.

GRADUATE PROGRAM

The **MB&B** Department supports a graduate program with emphasis in molecular genetics, molecular biology, biochemistry, and molecular biophysics. The **MB&B** graduate program is designed to lead to the degree of doctor of philosophy. A master of arts degree is awarded only under special circumstances. The department currently has 20 graduate students, and the graduate program is an integral part of the departmental offerings. Graduate students serve as teaching assistants in undergraduate courses, generally during their first two years. The emphasis of the program is on an intensive research experience culminating in a dissertation. The program of study also includes a series of courses covering the major areas of molecular biology, biochemistry, and biophysics; journal clubs in which current research is discussed in an informal setting; practica designed to introduce first-year students to the research interests of the faculty; and several seminar series in which either graduate students or distinguished outside speakers participate. The low student-faculty ratio (2.5:1) allows programs to be individually designed and ensures close contact between the student and the faculty. A certificate in molecular biophysics supported by a training grant from the National Institutes of Health is available for students with interest in both the physical and life sciences (www.wesleyan.edu/registrar/catalog/cmbt.htm).

Requirements for the degree of doctor of philosophy

Courses. Ideally, incoming students will have completed courses in general biology, cell and molecular biology, genetics, biochemistry, general chemistry, organic chemistry, physical chemistry, and calculus. Deficiencies in any of these areas would normally be made up in the first year. A core curriculum of graduate courses in the following areas is given on a two-year cycle: nucleic acid structure, biosynthesis and its regulation, regulation of gene expression, regulation of chromosome dynamics, structural mechanisms and energetics of protein-nucleic-acid interactions, protein structure and folding, protein trafficking in cells, physical techniques, molecular genetics, the cell cycle, biological spectroscopy, bioinformatics and functional genomics, and molecular, biochemical, and cellular bases of cancer and other human diseases. Additional graduate course electives are also available. Within this general framework, an individual program of study tailored to fit the student's background and interests is designed in consultation with the graduate committee and the student's advisor.

- **Qualifying examinations.** The criteria for admission to candidacy for the PhD will be performance in courses, aptitude for research, a written qualifying examination at the end of the third semester, and the oral defense of an original research proposal by the middle of the fourth semester.
- **Teaching.** Normally, three to four semesters of teaching are required.
- **Research interests of the department.** Control of DNA replication; mechanism of protein secretion; global regulation of ribosomal biogenesis in the yeast *S. cerevisiae*; mechanisms of DNA replication and repair; protein-protein and protein-nucleic-acid interactions; the structural dynamics of nucleic acids and proteins; chromosome structure and gene expression; UV resonance Raman spectroscopy of biological macromolecules; biological assembly mechanisms; protein fiber formation in disease; enzyme mechanisms; the olfactory system; new frontiers in genome research; and elucidation of membrane protein function by X-ray crystallography.

MB&B106 Science for Life

This course will provide a broad overview of cell biology, genetics, evolution, ecology, animal structure and function, and plant biology for the nonscience major.

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

MB&B107 The Science of Human Health: Microbiology and Immunology

Studying the molecular and cellular biology of disease-causing viruses and bacteria, we will survey the basic mechanisms that they deploy to colonize and harm our bodies. We will also learn about the cells and macromolecules that comprise our immune system, how they act in concert to detect and combat disease, or in certain instances, cause autoimmune disease. A case-study approach will be pursued to join these two subjects and to illustrate the complex interplay between pathogens and the immune system that allows us to successfully combat certain diseases, become persistently infected by others, or succumb to debilitating or fatal illnesses.

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

MB&B108 Body Languages: Choreographing Biology

This course will present an introduction to human biology from the cellular to organism level. This subject will be examined through scientific and choreographic perspectives. Students will have the opportunity to practice movement awareness and learn basic principles of choreography and will apply these skills to exploration of human biology. Each class will involve lecture, discussion, and movement components.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
IDENTICAL WITH: DANC108

MB&B109 Light, Energy, and Life

Light is the basis for many important processes on Earth, and this course is designed to introduce students to many of these fundamental processes. The first third of the course will focus on the nature of light and its interaction with matter. We will then turn to the process of vision and how light is detected by humans and animals. The second third will focus on light as an important energy source. We will discuss the natural process of photosynthesis and the role that it plays in the global carbon cycle. The role that sunlight plays in the phenomenon of global warming and the effects of global warming will also be explored. We will also discuss the artificial capture and harnessing of

light energy, as in solar energy. The last part of the course will explore how light interacts with humans directly. Topics to be discussed include how light affects our moods and seasonal affective disorder, and the role of light in the onset of melanoma and other UV-light-related health problems.

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

MB&B111 Introduction to Environmental Toxicology

This course will look at the human health consequences of anthropogenic and natural toxins in the environment. We will examine how chemicals are absorbed, distributed, and detoxified within our bodies and the mechanism of acute and chronic damage to our health. We will explore how toxins travel through the environment and how permissible levels of exposure are decided upon. This naturally leads to a discussion about the perception and management of risk. We will look at case studies relating to industrial pollution, accidents, and contamination of our air, water, and food through the lens of human disease and social cost. Students are asked to think critically about available scientific evidence and form opinions about how much risk is acceptable in our daily lives.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
SPRING 2012 INSTRUCTOR: OLSON, RICH SECT: 01

MB&B119 Biology and Chemistry in the Modern World: A Survey of Drugs and Disease

This course will cover a wide range of topics of current interest that are at the intersection of biology and chemistry. In particular, the molecular basis of issues related to drugs and disease will form a focus of the course. Topics to be discussed will include psychoactive and performance-enhancing drugs, mad cow, cancer, viral and bacterial diseases, and the chemistry of foods.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
IDENTICAL WITH: CHEM119
FALL 2011 INSTRUCTOR: MCALEAR, MICHAEL A. SECT: 01, 02

MB&B180 Writing About Science

IDENTICAL WITH: CHEM180

MB&B181 Principles of Biology I: Cell Biology and Molecular Basis of Heredity

This course presents an entrance-level exploration of the contemporary view of the cell and an introduction to the molecules and mechanisms of genetics. The course will begin with a general introduction to the principles of biology and the concept of the gene. The first half

of the course will focus on the DNA molecule as the genetic material, and the “central dogma” of molecular biology describing the process of information transfer from the genetic code to protein synthesis and function. Topics include DNA replication, DNA mutation and repair, chromosome dynamics, RNA transcription and transcriptional regulation, protein translation, protein structure, posttranslational regulation of protein function, signal transduction and the molecular basis of cellular behavior. The second half of the course will focus on cell theory and the underlying molecular mechanisms of cellular activities. Topics will include membrane dynamics, energetics, the cytoskeleton, cell motility, the cell cycle, mitosis, meiosis, and nuclear and chromosome structure. To demonstrate the scientific process, lectures will stress the experimental basis for the conclusions presented.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
IDENTICAL WITH: BIOL181

FALL 2011 INSTRUCTOR: HOLMES, SCOTT G. SECT: 01
INSTRUCTOR: LANE, ROBERT P. SECT: 01
INSTRUCTOR: WEIR, MICHAEL P. SECT: 02, 03
INSTRUCTOR: MUROLO, MICHELLE AARON SECT: 04 05

MB&B182 Principles of Biology II

IDENTICAL WITH: BIOL182

MB&B191 Principles of Biology I—Laboratory

This laboratory course, to be taken concurrently with **MB&B181** or **BIOL181**, provides direct experience with techniques used in cell biology and molecular biology. These include polymerase chain reaction (PCR), electrophoresis, enzyme assays, microscopy, and spectrophotometry. The lab course is a chance to learn these key techniques firsthand.

GRADING: CR/U CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE
IDENTICAL WITH: BIOL191

FALL 2011 INSTRUCTOR: MUROLO, MICHELLE AARON SECT: 01 05

MB&B192 Principles of Biology II—Laboratory

IDENTICAL WITH: BIOL192

MB&B195 Honors Introductory Cell Biology and Molecular Genetics

This introductory course in cell biology and molecular genetics is designed for students with a substantial background in biology. All of the material and lectures of **BIOL/MB&B181** will be included, and an additional two-hour meeting per week will cover related topics in considerably greater depth. Students will be exposed to the primary research science literature, develop a detailed appreciation of current methodologies used in the field, learn how to interpret various forms of experimental data to infer biological meaning, and discuss applications of modern molecular/cellular research in medicine and society.

GRADING: A-F CREDIT: 1.25 GEN. ED. AREA: NSM PREREQ: NONE
IDENTICAL WITH: BIOL195

FALL 2011 INSTRUCTOR: TBD

MB&B196 Honors Principles of Biology II

IDENTICAL WITH: BIOL196

MB&B203 Copernicus, Darwin, and the Human Genome Project

Much of art and philosophy is inspired by the question: What does it mean to be human? The project of science has provided rational explanations of human identity that threaten our self-perception as special beings—beginning with the Copernican revolution and discoveries about our unspecial place in the universe. In this course, we will discuss two other major paradigm shifts in human self-understanding arising from modern biological science. The first is the theory of evolution and the implications on our perception of the line between human and animal. The second is the Human Genome Project and the implications on our perception of the line between human and machine. As part of both discussions, we will consider how society negotiates with science, as depicted in politics and popular art, ethical issues pertaining to the advancement of scientific (e.g., reproductive, genetic) technologies, and plausible resolutions to the tension between science and society that arise from a detailed understanding of the scientific method. Little or no background knowledge in science/biology will be assumed; however, this course will be conceptually challenging and cover a diverse set of complex topics.

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

MB&B208 Molecular Biology

This course is a comprehensive survey of the molecules and molecular mechanisms underlying biological processes. It will focus on the cornerstone biological processes of genome replication, gene expression,

and protein function. The major biomacromolecules—DNA, RNA, and proteins—will be analyzed to emphasize the principles that define their structure and function. We will also consider how these components interact in larger networks within cells to permit processing of external and internal information during development and discuss how these processes become perturbed in disease states.

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

PREREQ: ([MB&B181 OR BIOL181] AND [BIOL182 OR MB&B182]) OR ([MB&B195 OR BIOL195] AND [BIOL182 OR MB&B182])

FALL 2011 INSTRUCTOR: HINGORANI, MANJU SECT: 01
INSTRUCTOR: MACQUEEN, AMY SECT: 01

MB&B209 Research Frontiers in Molecular Biology and Biochemistry

This course of weekly discussions of current research is for students who have completed the **MB&B** or **BIOL** introductory series. Discussions will be informal in nature and cover topics of current interest in molecular biology and biochemistry, emphasizing possibilities for future research areas for the students.

GRADING: CR/U CREDIT: .5 GEN. ED. AREA: NSM

PREREQ: ([MB&B181 OR BIOL181] AND [BIOL182 OR MB&B182]) OR ([MB&B195 OR BIOL195] AND [BIOL182 OR MB&B182])

SPRING 2012 INSTRUCTOR: MUKERJI, ISHITA SECT: 01

MB&B210 Genomics: Modern Genetics, Bioinformatics, and the Human Genome Project

Genetics has provided a foundation for modern biology. We will explore the classical genetics and go on to consider how genomics has transformed this field. This course is intended to introduce students to the fields of genetics and genomics, which encompass modern molecular genetics, bioinformatics, and the structure, function, and evolution of genomes. We will discuss important new areas of research that have emerged from the genome projects, such as epigenetics, polymorphisms, transgenics, systems biology, stem cell research, and disease mapping. We will also discuss bioethical issues that now face us in this new post-genome era.

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

PREREQ: [MB&B195 OR BIOL195] OR [MB&B181 OR BIOL181]

IDENTICAL WITH: BIOL210

SPRING 2012 INSTRUCTOR: LANE, ROBERT P. SECT: 01

MB&B212 Principles and Mechanisms of Cell Biology

IDENTICAL WITH: BIOL212

MB&B231 Microbiology

This course will study microorganisms in action, as agents of disease, in ecological situations, and as tools for research in molecular biology, genetics, and biochemistry. Particular emphasis will be placed on new ideas in the field.

GRADING: A-F CREDIT: 1 PREREQ: [MB&B181 OR BIOL181] OR [MB&B195 OR BIOL195] OR MB&B208 IDENTICAL WITH: BIOL231

MB&B232 Immunology

In this introduction to basic concepts in immunology, particular emphasis will be given to the molecular basis of specificity and diversity of the antibody and cellular immune responses. Cellular and antibody responses in health and disease will be addressed, along with mechanisms of immune evasion by pathogens, autoimmune disease, and cancer.

GRADING: A-F CREDIT: 1 PREREQ: ([MB&B181 OR BIOL181] AND [BIOL182 OR MB&B182]) OR MB&B208 IDENTICAL WITH: BIOL232

FALL 2011 INSTRUCTOR: OLIVER, DONALD B. SECT: 01

MB&B237 Signal Transduction

Cells contain elaborate systems for sensing their environment and for communicating with neighbors across the membrane barrier. This class will explore molecular aspects of signal transduction in prokaryotic and eukaryotic cells. Topics will include membrane receptors, GPCRs, kinases, phosphorylation, ubiquitination, calcium signaling, nuclear receptors, quorum sensing, and human sensory systems. We will integrate biochemical functional approaches with structural and biophysical techniques.

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

IDENTICAL WITH: BIOL237

MB&B265 Bioinformatics Programming

IDENTICAL WITH: BIOL265

MB&B285 Seminar in Molecular Biology

IDENTICAL WITH: MB&B585

MB&B286 Seminar in Molecular Biology

IDENTICAL WITH: MB&B586

MB&B294 Advanced Laboratory in Molecular Biology and Genetics

This course is designed to familiarize students with current research techniques in molecular biology, biochemistry, and genetics. A variety

of methods and approaches will be applied in a series of short projects, primarily using *E. coli* and *Saccharomyces cerevisiae* (budding yeast) as model systems. Students will gain hands-on experience employing recombinant DNA, microbiology, protein biochemistry, and other methods to answer basic research questions. This course provides excellent preparation for students planning to conduct independent research at the undergraduate level (MB&B401/402) and beyond.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: MB&B208
SPRING 2012 INSTRUCTOR: MACQUEEN, AMY SECT: 01

MB&B301 Foundations of Molecular Biophysics

IDENTICAL WITH: CHEM301

MB&B303 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function

Membrane proteins constitute a third of all cellular proteins and half of current drug targets, but our understanding of their structure and function has been limited in the past by technological obstacles. In spite of this, the past 10 years have yielded a wealth of new membrane protein structures that have helped to uncover the mechanistic underpinnings of many important cellular processes. This class will examine some of the new insights gained through the various techniques of modern structural biology. We will start with a general review of membrane properties, structural techniques (x-ray crystallography, EM, NMR, etc.), and protein structure analysis. We will then look at common structural motifs and functional concepts illustrated by different classes of membrane proteins. Students will read primary literature sources and learn how to gauge the quality and limitations of published membrane protein structures. These tools will be generally applicable to evaluating soluble protein structures as well.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM
PREREQ: CHEM251 AND CHEM252 AND MB&B208 IDENTICAL WITH: NS&B303

MB&B306 Self-Perpetuating Structural States in Biology, Genetics, and Disease

IDENTICAL WITH: MB&B506

MB&B307 Molecular Biophysics Journal Club I

IDENTICAL WITH: CHEM307

MB&B308 Molecular Biophysics Journal Club II

IDENTICAL WITH: CHEM308

MB&B310 Mechanisms of Protein Trafficking Within Eukaryotes

IDENTICAL WITH: MB&B510

MB&B313 Molecular, Proteomic, and Cell Biological Analysis of Telomere Composition and Function

IDENTICAL WITH: MB&B513

MB&B315 The Regulation of Ribosome Biosynthesis

Ribosomes are the large and highly conserved organelles charged with the task of converting the nucleotide-based messages of mRNAs into the polypeptide sequence of proteins. This act of translation is remarkable, not only for its efficiency and fidelity, but also for the sheer complexity of the reaction, including the wide variety of molecules (mRNAs, tRNAs, rRNAs, proteins, amino acids, etc.) that need to be harnessed for its execution. In this course we will investigate the mechanism of translation as well as the biosynthetic pathways that are involved in the synthesis of ribosomes themselves. Both prokaryotic and eukaryotic systems will be considered, including the question of how ribosome biosynthesis, which constitutes a major fraction of the total cellular economy, is regulated in response to changing cellular conditions.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: MB&B208
IDENTICAL WITH: MB&B515

MB&B321 Biomedical Chemistry

IDENTICAL WITH: CHEM321

MB&B322 Mechanisms of Protein Trafficking Within Prokaryotes

IDENTICAL WITH: MB&B522

MB&B325 Introduction to Biomolecular Structure

IDENTICAL WITH: CHEM325

MB&B326 Molecular Microbiology

Microbes are all around us and play a significant role in our lives. This course will provide a strong foundation in the fundamental principles of microbiology. A particular emphasis will be placed on the molecular genetics of bacteria. The exchange of genetic material between bacterial species, the genetics of bacterial cell division, and the mechanisms of bacterial antibiotic resistance will be examined. The molecular mecha-

nisms that underlie the pathogenesis of several bacteria will also be explored. Throughout the semester, the methodology used in modern microbiology labs will be integrated into the course material.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM IDENTICAL WITH: MB&B208

MB&B328 Topics in Eukaryotic Genetics: Transcription

IDENTICAL WITH: MB&B528

MB&B330 Molecular and Cellular Basis of Human Diseases

IDENTICAL WITH: MB&B530

MB&B333 Gene Regulation

IDENTICAL WITH: MB&B533

MB&B335 Protein Folding: From Misfolding to Disease

IDENTICAL WITH: MB&B535

MB&B340 Practical Methods in Biochemistry

The course will center on currently used techniques for protein separation and purification, such as ultracentrifugation, gel electrophoresis, and chromatography.

Particular attention will be given to the thermodynamic and kinetic principles underlying these separation techniques for isolating and characterizing an unknown protein. Both theory and examples of current applications will be presented.

GRADING: A-F CREDIT: 1
PREREQ: (CHEM144 AND MATH122) OR (PHYS111 AND PHYS112) OR CHEM338
IDENTICAL WITH: CHEM390

MB&B357 Bio-Organic Chemistry

IDENTICAL WITH: CHEM357

MB&B375 The Cell-Division Cycle and Cancer

IDENTICAL WITH: MB&B575

MB&B381 Physical Chemistry for the Life Sciences

This course is designed to provide students of biology, neurosciences, molecular biology, biochemistry, and biological chemistry with the foundations of physical chemistry relevant to the life sciences. The course is driven by consideration of a series of biological processes for which the concepts of physical chemistry provide a framework for explanation and understanding. The course will consist of three parts: thermodynamics, kinetics or rate processes, and quantum mechanics and spectroscopy. Each part of the course is based on topics drawn from physiology, molecular biology, and biochemistry, the treatment of which motivates the introduction of physicochemical concepts and reasoning. Examples of topics include respiration, photosynthesis, ATP hydrolysis, active transport, vision, growth and decay processes, enzyme structure, and function and prebiotic evolution. The course is specifically designed to accommodate students with diverse scientific backgrounds and levels of mathematical preparation. An elementary review of all mathematical and computational methods required for the course will be provided. This course may also readily serve students of mathematics, physics, and chemistry as an introduction to applications of their subject area in the life sciences.

GRADING: A-F CREDIT: 1
PREREQ: (CHEM141 AND CHEM142 AND MATH117 AND CHEM251) OR (CHEM143 AND CHEM144 AND MATH121 AND CHEM251)
IDENTICAL WITH: [CHEM381 OR MB&B581 OR CHEM581]
SPRING 2012 INSTRUCTOR: BEVERIDGE, DAVID L. SECT: 01
INSTRUCTOR: MUKERJI, ISHITA SECT: 01

MB&B382 Practical NMR

IDENTICAL WITH: CHEM382

MB&B383 Biochemistry

IDENTICAL WITH: CHEM383

MB&B385 Advanced Biochemistry: Enzyme Kinetics

IDENTICAL WITH: CHEM385

MB&B386 Biological Thermodynamics

IDENTICAL WITH: CHEM386

MB&B387 Enzyme Mechanisms

IDENTICAL WITH: CHEM387

MB&B395 Structural Biology Laboratory

One of the major catalysts of the revolution in biology that is now under way is our current ability to determine the physical properties and three-dimensional structures of biological molecules by x-ray diffraction, nuclear magnetic resonance (NMR) spectroscopy, and other spectroscopic methods. This course is designed to familiarize students with current research techniques in biochemistry and molecular biophysics. Students will perform spectroscopic investigations on a protein that they have isolated and characterized using typical biochemical techniques, such as electrophoresis, enzyme extraction, and column chromatography. It will provide hands-on experience with spectroscopic methods

such as NMR, fluorescence, UV-Vis absorption, and Raman as well as bioinformatic computational methods. All of these methods will be applied to the study of biomolecular structure and energetics. This course provides a broad knowledge of laboratory techniques valuable for independent research at the undergraduate level and beyond.

GRADING: A-F CREDIT: 1 PREREQ: (MB&B208 AND CHEM141 AND CHEM142) OR (MB&B208 AND CHEM143 AND CHEM144)

IDENTICAL WITH: [CHEM395 OR PHYS395]

FALL 2011 INSTRUCTOR: MUKERJI, ISHITA SECT: 01

INSTRUCTOR: OLSON, RICH SECT: 01

MB&B500 Graduate Pedagogy

IDENTICAL WITH: BIOL500

MB&B506 Self-Perpetuating Structural States in Biology, Genetics, and Disease

Using a variety of examples from cell biology, genetics, and biochemistry, this course will examine the template-dependent processes governing the perpetuation of genotypes, phenotypes, and cellular organelles. Topics covered in detail will include the molecular biology of prions (infectious proteins), the mechanisms underlying epigenetic inheritance of gene expression states, and the reproduction of cellular structures required for chromosome segregation. We will also examine the goals and progress of the emerging field of synthetic biology, contemplating the prospects of building complex biological systems from the ground up.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: MB&B208

IDENTICAL WITH: MB&B306

MB&B507 Molecular Biophysics Journal Club I

IDENTICAL WITH: CHEM307

MB&B508 Molecular Biophysics Journal Club II

IDENTICAL WITH: CHEM308

MB&B509 Foundations of Molecular Biophysics

IDENTICAL WITH: CHEM301

MB&B510 Mechanisms of Protein Trafficking Within Eukaryotes

This course surveys the mechanisms of protein trafficking and sorting within eukaryotic cells with an emphasis on the major protein exocytosis pathway.

GRADING: OPT CREDIT: 1 PREREQ: MB&B208 OR [BIOL212 OR MB&B212]

IDENTICAL WITH: MB&B310

SPRING 2012 INSTRUCTOR: OLIVER, DONALD B. SECT: 01

MB&B513 Molecular, Proteomic, and Cell Biological Analysis of Telomere Composition and Function

This course will focus on a critical feature of the eukaryotic cell known as the telomere, or linear chromosome end. We will discuss the diverse set of critical molecular mechanisms affected by and involving telomeres including chromosome segregation, cellular aging, meiotic gamete production, and cancer progression. We will also focus on the physical architecture of the telomere, how this architecture dynamically alters in different biological contexts, and the types of molecules known to associate with telomeres in multiple model organisms including yeast and human cells. An emphasis will be placed on experimental strategies used for identifying new components of the telomere complex and for understanding telomere function during normal and diseased cellular states.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE

IDENTICAL WITH: MB&B313

MB&B515 The Regulation of Ribosome Biosynthesis

IDENTICAL WITH: MB&B315

MB&B519 Structural Mechanisms of Protein-Nucleic Acid Interactions

IDENTICAL WITH: CHEM519

MB&B520 Topics in Nucleic Acid Structure

This course focuses on the principles of nucleic acid structure. The scope of this course is to go beyond the common DNA structures such as B-DNA and A-DNA helical structures. The course will concentrate on other DNA structural motifs like branched DNA, supercoiled DNA, triplex DNA, and quadruplex DNA. Physical characterization of these structures as well as the functional implication of these structures (in terms of DNA replication, transcription, telomeres, etc.) will be discussed extensively. Discussion will also center on the forces that stabilize these structures, such as H-bonding and stacking interactions. The course will also cover other important DNA structural motifs such as curved or bent DNA as found in A-tracts and the relevance of these structures in promoter recognition and gene expression. Important RNA structures, such as ribozymes and pseudoknots, will also be discussed. We will also dis-

uss the significance of DNA structural motifs in eukaryotic genomes and the application of bioinformatic tools to search for these motifs.

GRADING: OPT CREDIT: .5 PREREQ: NONE

MB&B522 Mechanisms of Protein Trafficking Within Prokaryotes

This course surveys the mechanisms of membrane protein topogenesis and protein secretion within *E. coli*, the quintessential prokaryote, where sophisticated genetic and biochemical analysis has been possible. The course surveys the primary literature with student presentations and a written final examination.

GRADING: OPT CREDIT: .5 PREREQ: MB&B208 OR [BIOL212 OR MB&B212]

IDENTICAL WITH: MB&B322

SPRING 2012 INSTRUCTOR: OLIVER, DONALD B. SECT: 01

MB&B528 Topics in Eukaryotic Genetics: Transcription

This half-semester course will follow two principal themes: We will examine the use of genetic methods in current biological research and apply these methods to address questions about the regulation of gene expression in eukaryotes. Our examination of transcriptional regulation will lead us into the related topics of gene organization, chromosome structure, and signal transduction.

GRADING: A-F CREDIT: .5 IDENTICAL WITH: MB&B328 PREREQ: NONE

MB&B530 Molecular and Cellular Basis of Human Diseases

This course will cover the molecular, genetic, cellular, and biochemical aspects of selected human ailments. Topics will include aging, atherosclerosis, osteoporosis, diabetes, obesity, and Alzheimer's disease.

GRADING: A-F CREDIT: 1 PREREQ: MB&B208 OR [CHEM383 OR MB&B383]

IDENTICAL WITH: MB&B330

MB&B533 Gene Regulation

This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list (i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. An overarching theme is how genomes encode and execute regulatory programs as revealed by a global systems biology approach in modern genomics research.

GRADING: A-F CREDIT: 1 PREREQ: [BIOL182 OR MB&B182]

IDENTICAL WITH: [MB&B333 OR BIOL533 OR BIOL333]

MB&B535 Protein Folding: From Misfolding to Disease

Amyloidogenesis, the process by which proteins and peptides misfold to form amyloid fibers, is at the root of several different diseases, including Parkinson's disease, Alzheimer's disease, mad cow disease and type II diabetes to name a few. This course will focus on current research in the field that seeks to understand why a functional well-folded protein adopts the misfolded amyloid form. In the course of discussing the misfolded nature of these proteins, we will review central elements of protein structure and stability to better understand the protein-folding landscape and the process of misfolding. We will also discuss how the process of misfolding leads to the different diseases and disease pathologies.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE

IDENTICAL WITH: MB&B335

FALL 2011 INSTRUCTOR: MUKERJI, ISHITA SECT: 01

MB&B557 Research Seminars in Molecular Biology

Weekly formal presentations by graduate students about their research projects. This includes description of experimental outline, technical details, problems that are encountered, and possible solutions. The active discussion among the participants is designed to generate communication skills, new ideas, and interpretations and to introduce novel techniques that would aid the graduate student.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE

FALL 2011 INSTRUCTOR: MCALEAR, MICHAEL A. SECT: 01

MB&B558 Research Seminars in Molecular Biology

The course involves weekly formal presentations by graduate students on their research projects. The presentations include description of experimental design, approaches and methods, analysis, conclusions, and

future directions, as well as details of problems encountered and potential solutions. Active discussion among the participants is encouraged to develop science communication skills, to share new ideas and interpretations, and to introduce novel approaches that facilitate progress. This course is required of all graduate students.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
 SPRING 2012 INSTRUCTOR: OLIVER, DONALD B. SECT: 01

MB&B575 The Cell-Division Cycle and Cancer

This course will cover a broad range of topics that are related to the process of cell division. We will discuss how the cell cycle is executed and regulated in a variety of eukaryotic systems. Major consideration will be applied to discussions of cancer and the defects in cell-division regulation that underlie this disease. Some of the topics include growth factors, signaling pathways, apoptosis, cyclin-dependent kinases as cell-cycle regulators, transcriptional and posttranscriptional control of cell-cycle genes, DNA replication, DNA damage checkpoints, and tumor suppressors.

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: MB&B375

MB&B581 Physical Chemistry for the Life Sciences

IDENTICAL WITH: MB&B381

MB&B585 Seminar in Molecular Biology

This course includes the presentation and discussion of recent findings in the field of molecular and cellular biology.

GRADING: OPT CREDIT: 0.25 PREREQ: NONE IDENTICAL WITH: MB&B285
 FALL 2011 INSTRUCTOR: HOLMES, SCOTT G. SECT: 01

MB&B586 Seminar in Molecular Biology

This course includes the presentation and discussion of recent findings in the field of molecular biology.

GRADING: OPT CREDIT: 0.25 IDENTICAL WITH: MB&B286 PREREQ: NONE
 SPRING 2012 INSTRUCTOR: MCALEAR, MICHAEL A. SECT: 01

MB&B587 Seminar in Biological Chemistry

IDENTICAL WITH: CHEM587

MB&B588 Seminar in Biological Chemistry

IDENTICAL WITH: CHEM588

MB&B401/402 Individual Tutorial, Undergraduate

GRADING: OPT

MB&B409/410 Senior Thesis Tutorial

GRADING: OPT

MB&B411/412 Group Tutorial, Undergraduate

GRADING: OPT

MB&B465/466 Education in the Field, Undergraduate

GRADING: OPT

MB&B467/468 Independent Study, Undergraduate

GRADING: OPT

MB&B501/502 Individual Tutorial, Graduate

GRADING: OPT

MB&B503/504 Selected Topics, Graduate Science

GRADING: OPT

MB&B511/512 Group Tutorial, Graduate

GRADING: OPT

MB&B561/562 Graduate Field Research

GRADING: OPT

Music

PROFESSORS:	Anthony Braxton; Neely Bruce; Mark Slobin
ASSOCIATE PROFESSORS:	Jane Alden; Eric Charry; Yonatan Malin; Su Zheng
ASSISTANT PROFESSOR:	Paula Matthusen
UNIVERSITY PROFESSORS:	Ronald Kuivila, <i>Chair</i> ; Sumarsam
ADJUNCT PROFESSORS:	Abraham Adzenyah; Angel Gil-Ordóñez; Jay Hoggard;
ADJUNCT ASSISTANT PROFESSOR:	B. Balasubrahmanian
ARTISTS-IN-RESIDENCE:	Ron Ebrecht; I. Harjito; David Nelson
PRIVATE-LESSONS TEACHERS:	Pheoroan Aklaff, <i>Drums</i> ; John Banker, <i>Tuba</i> ; Garrett Bennett, <i>Bassoon/Saxophone</i> ; Carver Blanchard, <i>Guitar/Lute</i> ; Eugene Bozzi, <i>Percussion/Drums</i> ; Nancy Brown, <i>Classical Trumpet</i> ; Susan Burkhart, <i>Guitar</i> ; Taylor Ho Bynum, <i>Jazz Trumpet</i> ; Edwin Cedeno, <i>Conga Drum</i> ; Cem Duruoç, <i>Guitar</i> ; Craig Edwards, <i>Fiddle</i> ; Perry Elliot, <i>Violin</i> ; Priscilla Gale, <i>Voice</i> ; Giacomo Gates, <i>Jazz Vocals</i> ; Peter Hadley, <i>Didjeridu</i> ; Robert Hoyle, <i>French Horn</i> ; Kyunghee Kang, <i>Korean Drumming</i> ; Larry Lipnik, <i>Viol, Recorder, and Early Music Performance</i> ; Qi Liu, <i>Piano</i> ; Tony Lombardozi, <i>Jazz/Blues Guitar</i> ; Sarah Meneely-Kyder, <i>Piano</i> ; Lisa Moore, <i>Piano</i> ; Julie Ribchinsky, <i>Cello</i> ; Wayne Rivera, <i>Voice</i> ; Ruben Rodriguez, <i>Trombone</i> ; Erika Schroth, <i>Piano</i> ; Stan Scott, <i>Banjo/Mandolin/Hindustani Vocal</i> ; Megan Sesma, <i>Harp</i> ; Fred Simmons, <i>Jazz Piano</i> ; Peter Standaart, <i>Flute</i> ; Charlie Suriyakham, <i>Clarinet</i> ; Libby Van Cleve, <i>Oboe</i> ; Marvin Warshaw, <i>Viola</i> ; Matthew Welch, <i>Bagpipes</i> ; Po Wei Weng, <i>Chinese Instruments</i> ; Roy Wiseman, <i>Bass</i> ; Chai-Lun Yueh, <i>Voice</i>
UNDERGRADUATE DEPARTMENTAL ADVISING EXPERTS 2011–2012:	Jane Alden; Yonatan Malin

The Department of Music offers course work and performing opportunities in music from around the world at undergraduate and graduate levels. Students considering a music major should come to the department office where they will be given an in-house concentration form and assigned a major advisor. Students design their own individualized program of study and complete the concentration form in consultation with their advisor, listing all music courses previously taken and those planned for the future. Because the program proposal must be approved by the director of undergraduate studies and ratified by the entire music faculty, prospective majors are urged to complete this form two weeks before the deadline for declaration to allow for music faculty action.

Music majors take four courses in each of three capabilities: theory/composition, history/culture, and performance. Two additional courses from the 300-level Seminars for Music Majors bring the number of music credits to 14. The required senior project or senior honor's project brings the total number of music credits to 15 or 16, respectively. Prerequisites to the major are one year of music theory (**MUSC103**, **MUSC201**) or passing the equivalent by exam, one course in the history/culture capability, and one performance course. Private lessons taken before the junior year (**MUSC405**) will satisfy the prerequisite but will not count toward the course requirements for the major. Diversity of musical experience is a core value of the Music Department and is expected of all music majors. To move toward this goal, at least two of the 14 music credits must be outside the student's main area of interest.

The Music Department expects its majors to continue to refine and extend their performance skills throughout their undergraduate careers, which may mean more than 15 or 16 credits in music. No more than 16 credits in music may be counted toward the 32 credits required for graduation, however, and students must therefore complete 16 credits outside of music.

All music majors are required to complete a senior project by the end of their final year. The purpose of the project is to give focus to the major by means of independent creative work and to encourage independent study with the close advice and support of a faculty member. Students who choose to undertake an honors thesis may count this as their senior project.

Special activities. The department supports a number of unusual activities, many of which are available to the student body in general as well as to music majors. Among them are ensembles in various Asian, African, American, and European traditions, as well as a variety of chamber ensembles.

The possible foci of study include Western classical music; new music with an emphasis on acoustical explorations; African American, Indonesian, Indian, and African musics; and European and American music outside the art tradition. These and other possibilities are not mutually exclusive but can be studied in combinations that reflect the interests of individual students. The music profession is international. In many areas of music study, at least one foreign language is essential.

Private-lessons program. Private lessons are available for many instruments and voice in Western art music, African American music, and a variety of other musics from around the world. Lessons are considered one-credit-per-semester courses. An additional fee, \$795 per semester, is charged for these private lessons (financial aid 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; an electronic keyboards lab; 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
- **MUSC108** History of Rock and R&B
- **MUSC109** Introduction to Experimental Music

- **MUSC110** Introduction to South Indian Music
- **MUSC111** Music and Theater of Indonesia
- **MUSC113** The Study of Film Music
- **MUSC114** Chinese Music and Theater (summer)
- **MUS115** History, Theory, and Practice of Indonesian Music and Theater (summer)

FYI COURSES

- **MUSC122** Introduction to Folk Music Studies
- **MUSC123** Escaping Purgatory: Music and Devotion in Medieval Europe
- **MUSC125** Music and Downtown New York, 1950–1970
- **MUSC126** Poetry and Song
- **MUSC127** History of Electronic Sound

THEORY/COMPOSITION

- **MUSC202** Theory and Analysis
- **MUSC203** Chromatic Harmony
- **MUSC204** 20th-Century Compositional Techniques
- **MUSC206** 18th-Century Counterpoint
- **MUSC210** Theory of Jazz Improvisation
- **MUSC211** Language of Jazz Orchestra
- **MUSC212** South Indian Music—*Solkattu*
- **MUSC220** Composing, Performing, and Listening to Experimental Music
- **MUSC223** Music, Recording, and Sound Design

HISTORY/CULTURE

- **MUSC241** Medieval and Renaissance Music
- **MUSC242** Baroque and Classical Music
- **MUSC243** Music of the 19th Century
- **MUSC244** Music of the 20th Century
- **MUSC261** Music and Modernity in China, Japan, and Korea
- **MUSC265** African Presences I: Music in Africa
- **MUSC266** African Presences II: Music in the Americas
- **MUSC269** Sacred and Secular African American Musics
- **MUSC270** Music of Coltrane, Mingus, and Coleman
- **MUSC271** Music of Lennie Tristano, Miles Davis, and Max Roach
- **MUSC274** Hymnody in the United States Before the Civil War
- **MUSC280** Sociology of Music in Social Movements
- **MUSC285** Wagner and Modernism
- **MUSC290** How Ethnomusicology Works
- **MUSC291** The Gendering of Music in Cross-Cultural Perspective
- **MUSC295** Global Hip-Hop
- **MUSC297** Yiddish Cultural Expression: Music, Theater, Literature, Film

MAJOR SEMINARS

- **MUSC300** Seminar for Music Majors
- **MUSC304** Arranging and Composing for Jazz Orchestra
- **MUSC308** Composition in the Arts
- **MUSC316** Special Topic in Contemporary Pop Music

PERFORMANCE/STUDY GROUPS

- **MUSC405** Private Music Lessons (nonmajors)
- **MUSC406** Private Music Lessons (majors)
- **MUSC421** Korean Drumming Ensemble - Beg
- **MUSC422** Korean Drumming Ensemble - Adv. I
- **MUSC423** Korean Drumming Ensemble - Adv. II
- **MUSC424** *Taiko* Drumming—Beginning

- **MUSC425** *Taiko* Drumming—Advanced
- **MUSC427** Yiddish Music/Klezmer Band
- **MUSC428** Chinese Music Ensemble
- **MUSC430** South Indian Voice—Beginning
- **MUSC431** South Indian Voice—Intermediate
- **MUSC432** South Indian Voice—Advanced
- **MUSC433** South Indian Music—Percussion
- **MUSC435** Wesleyan Ensemble Singers
- **MUSC437** Singing to Your Instruments
- **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
- **MUSC450** Steel Band
- **MUSC451** Javanese Gamelan—Beginners
- **MUSC452** Javanese Gamelan—Advanced
- **MUSC453** Cello Ensemble
- **MUSC454** Classical Guitar Ensemble
- **MUSC455** Jazz Ensemble
- **MUSC456** Jazz Improvisation Performance
- **MUSC457** Jazz Orchestra I
- **MUSC458** Jazz Orchestra II
- **MUSC459** Materials and Principles of Jazz Improvisation I
- **MUSC460** Materials and Principles of Jazz Improvisation II
- **MUSC461** Balinese Gamelan—Anklung
- **MUSC462** Knowing and Performing Gamelan (summer)

GRADUATE COURSES

- **MUSC500** Graduate Pedagogy
- **MUSC506** Reading Ethnomusicology
- **MUSC507** Practicing Ethnomusicology
- **MUSC508** Graduate Seminar in Composition
- **MUSC509** Special Studies in Contemporary Music
- **MUSC510** Graduate Proseminar in World Music Studies
- **MUSC513** Improvisation in Cross-Cultural Perspective
- **MUSC516** Seminar in Indonesian Music
- **MUSC519** Current Issues in Ethnomusicology
- **MUSC520** Explorations in Musicology
- **MUSC521** Seminar in Interdisciplinary Studies
- **MUSC522** Seminar in Comparative Music Theory
- **MUSC530** Colloquium

Graduate Program in World Music

DIRECTOR OF GRADUATE STUDIES IN MUSIC: Su Zheng

The World Music Program offers degrees at both the master's and doctoral levels. The MA in music has concentrations in scholarship (ethnomusicology/musicology), experimental music/composition, and performance. The PhD is in ethnomusicology only. Many musics are represented by faculty members through teaching and performing African American, Indonesian, West African, Caribbean, East Asian, South Indian (Karnatak), Euro-American, and experimental music, and there are many opportunities for individual and ensemble study/performance.

Requirements for the degree of master of arts

- **Courses.** A total of 11 credits of course work. Students are required to take the Graduate Proseminar in World Music Studies (**MUSC510**); four graduate seminars other than **510** (two in the area of concentration); two performance courses; a course outside the department; a two-semester thesis tutorial (**MUSC591/592**); and four semesters of **MUSC530**, the Music Department Colloquium.
- **Language.** One foreign language is required for the MA. All incoming students are required to take the language examination administered by the department at the beginning of their first term.
- **Thesis and defense.** The thesis must constitute an archivable product displaying mastery of—and an original contribution to—the understanding of an aspect of world music. The MA thesis may follow various formats and modes of musical investigation, but performance per se does not constitute a thesis without substantial written ancillary materials. Work such as bibliographies, translations, and journals do not normally constitute

theses. After completing all department requirements and acceptance of the thesis by the committee, the candidate is scheduled for an oral thesis defense administered by the committee.

Requirements for the degree of doctor of philosophy

- **Courses.** Satisfactory completion of courses totaling at least 12 credits. Students are required to take three core seminars (**MUSC519, 521, 522**), three graduate-level seminars other than the core seminars (two of which may be satisfied with appropriate courses already taken at the master's level), two credits of performance (in different musics), one course outside the department, two credits of thesis tutorial (**MUSC591/592**), and four semesters of **MUSC530**, the Music Department Colloquium.
- **Language.** Two foreign languages are required for the PhD: one field language and one research language. All incoming students are required to take the language examination administered by the department at the beginning of their first term.
- **Qualification.** At the conclusion of the second year in residence, students take a qualifying examination consisting of a set of essays and a follow-up oral examination.
- **Dissertation and defense.** The dissertation must constitute an archivable product displaying mastery of—and an original contribution to—the understanding of an aspect of world music. After completing all department requirements and acceptance of the dissertation by the committee, the candidate is scheduled for an oral dissertation defense administered by the committee.

MUSC103 Materials and Design

This introductory course in theory and practice prepares students for further work in music history, theory, composition, ethnomusicology, and performance. The goals of the course are to develop a thorough working knowledge of basic musical structures, including scales and modes, keys, intervals, motives, chords, rhythmic patterns, and types of musical motion; to experiment with musical materials and design through exercises in improvisation and composition; to learn to transcribe tunes and harmonize them; to gain basic keyboard and sight-singing skills, or to improve on these skills; and to recognize and interpret musical structures in a variety of repertoires including classical, folk, rock, jazz, and world music traditions.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: TBD

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

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 audio and video releases and a magazine.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 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 2011 INSTRUCTOR: MATTHUSEN, PAULA SECT: 01

MUSC110 Introduction to South Indian Music

This course will introduce students to one of the world's great musical traditions, one that has been part of Wesleyan's renowned World Music program for more than 40 years. Students will learn beginning performance techniques in melody (*rāga*) and rhythm (*tāla*), 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 2011 INSTRUCTOR: BALASUBRAHMANYAN, B. SECT: 01
INSTRUCTOR: NELSON, DAVID PAUL SECT: 01

MUSC111 Music and Theater of Indonesia

Since the early history of Indonesia, the Indonesian people have continually been in contact with a number of foreign cultures. Particularly, Hinduism, Islam, and the West have had significant impact on the development of Indonesian arts and culture. This course is designed as an introduction to the rich performing arts and culture of Indonesia. A principal theme will be the differing experiences of historical development, colonization, decolonization, and modernization in the two neighboring and related traditional cultures of Java and Bali. A portion of the course is devoted to demonstrations and workshops, including instruction on the performance of *terbangan* (a frame drum ensemble), *gamelan* (percussion ensembles of Java and Bali), and *kechak* (a Balinese musical drama, employing complex rhythmic play, chanting, and storytelling).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: THEA348
SPRING 2012 INSTRUCTOR: SUMARSAM, PROF. SECT: 01

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

MUSC122 Introduction to Folk Music Studies

The course moves out from accepted ideas of folk music as a contemporary genre to its roots and offshoots, including materials from Anglo American, European, and Afghan sources, among others. Live, recorded, and filmed versions will be included.

GRADING: OPT CREDIT: 1 GEN. ED. 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 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: MDST123
SPRING 2012 INSTRUCTOR: ALDEN, JANE SECT: 01

MUSC125 Music and Downtown New York, 1950–1970

This course will explore the history, interconnections, and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York during two particularly rich decades in American culture: Euro-American experimentalists; African American jazz-based avant-garde; blues and folk revivalists; and Lower East Side rock groups. Much of the course will be devoted to understanding their points of convergence and divergence, especially in conversation with broader currents of the time (e.g., the Civil Rights Movement and related notions of freedom, shifting youth subcultures, and avant-garde aesthetics). We will read about and listen to recordings of a wide variety of musicians, identify aesthetic and cultural trends, and study the local industry that supported them.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: CHARRY, ERIC S. SECT: 01

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

MUSC127 History of Electronic Sound

This course surveys the cultural history of electronic sound production, storage, amplification, and transmission in the 20th century. We will examine the contributions of artists, scientists, and designers to modern cultures of listening and sound making. In addition to readings, recordings, and films, students will perform selected works for electronic instruments by John Cage and other composers.

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

MUSC201 Tonal Harmony

This course begins a more focused investigation of the materials and expressive possibilities of Western music from the common practice era (circa 1700–1900). There are also forays into jazz theory, theories of world musics, and freer styles of composition. Topics include modes, the use of seventh chords, nonharmonic tones, tonicizations, modulation, and musical form. Work on sight singing and dictation continues. Students also learn to play scales and harmonic progressions, and to harmonize melodies at the keyboard.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: MUSC103
SPRING 2012 INSTRUCTOR: MATTHUSEN, PAULA SECT: 01

MUSC202 Theory and Analysis

This course continues the investigation of common-practice harmony and voice leading begun in **MUSC201** and extends it to standard chromatic harmonies (including augmented sixth chords and the Neapolitan), exploring these topics through model composition and analysis. The course also covers the analysis of standard tonal forms, including sonata form. Skills labs continue to develop sight singing, dictation, and keyboard skills.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: MUSC201
SPRING 2012 INSTRUCTOR: MALIN, YONATAN SECT: 01

MUSC203 Chromatic Harmony

This course is an investigation of the tonal system as it functions in extreme situations: selected highly chromatic passages in Mozart, Beethoven, and Schubert; the more adventurous compositions of Chopin and Liszt; Wagnerian opera-drama; and late 19th-century works in which the tonal system approaches collapse (Hugo Wolf, early Schoenberg). Recently developed models from the music-theoretical lit-

erature will be introduced. Chromatic harmony will be considered from both technical and expressive points of view.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: MUSC202

MUSC204 20th-Century Compositional Techniques

Students will write short pieces in various 20th-century styles, using atonal, polytonal, modal, serial, minimal, repetitive, and chance techniques.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: MUSC202

MUSC206 18th-Century Counterpoint

A study of the contrapuntal practice of J. S. Bach and other 18th-century composers, with emphasis on writing in the style of the period.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: MUSC202

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

MUSC211 Language of the Jazz Orchestra

This is an advanced theory course built upon materials covered in **MUSC210** (Theory of Jazz Improvisation) and **MUSC304** (Arranging and Composing for Jazz Orchestra). Works by major composers of the genre (Ellington, Henderson, Morton, Monk, Mingus, Jones, Nelson, et al.) will be analyzed from both theoretical and cultural perspectives. The final projects will be fully developed arrangements playable by the Wesleyan Jazz Orchestra.

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

MUSC212 South Indian Music—*Solkattu*

Solkattu is a system of spoken syllables and hand gestures used to teach and communicate rhythmic ideas in all of South India's performing arts. It has been part of Wesleyan's program in karnatak music for more than 40 years. Students of many different musical traditions have found *solkattu* valuable for building and sharpening rhythmic skills and for understanding the intricacies of karnatak tala (meter). Building on the fundamental skills acquired in **MUSC110**, students will learn increasingly advanced and challenging material in a variety of talas. An extended composition, developed for the group, will be performed in an end-of-semester recital.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: MUSC110
SPRING 2012 INSTRUCTOR: NELSON, DAVID PAUL SECT: 01

MUSC220 Composing, Performing, and Listening to Experimental Music

This is a first course in experimental music composition with a focus on computer music techniques. It is linked to **COMP112**, Introduction to Programming. Students are required to take both courses. Students taking **MUSC220** will enroll in **COMP112** on the first day of classes.

MUSC220 introduces fundamental computer music concepts and how composers have used these concepts to augment traditional musical structures and compositional techniques. **COMP112** will introduce the general approach of object-oriented programming and the more specialized abstractions needed to model graphics, sound, and music. Both courses will use SuperCollider 3, an open-source computer music software environment, as their fundamental tool.

The larger goal of this initiative is to introduce those aspects of computational thinking that involve passages between aural, visual, temporal, and mathematical structure. The courses will draw on freely from this literature for motivating examples, rudimentary assignments in programming and sound design, and the creative term projects that are our ultimate goal.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: KUVILA, RONALD J. SECT: 01

MUSC223 Music, Recording, and Sound Design

This technical and historical introduction to sound recording is designed for upper-level students in music, film, theater, dance, and art. The course covers the use of microphones, mixers, equalization, multitrack recording, and digital sequencing. Additional readings will examine the impact

of recording on musical and filmic practice. Participation in the course provides students with access to the Music Department recording studio.
GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: MUSC103 OR MUSC201
SPRING 2012 INSTRUCTOR: MATTHUSEN, PAULA 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 overturned 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, outduels 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. In the United States, these trends are reflected, amplified, and occasionally denied. We will get to know representative works by the major composers of the century and works from each of the most significant genres. We will explore the notion of musical narrative and how musical meaning combines with that of words. We will develop our own interpretations and find out how other listeners, from the 19th century and beyond, have interpreted and understood this vibrant repertoire.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: BRUCE, NEELY 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 2012 INSTRUCTOR: BRUCE, NEELY 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
SPRING 2012 INSTRUCTOR: ZHENG, SU SECT: 01

MUSC265 African Presences I: Music in Africa

This course will explore the diversity and full range of musical expression throughout the African continent by immersing ourselves in a combination of extensive reading, listening to recordings, viewing videos, discussion, and in-class performances. The continent as a whole will be briefly surveyed, regional traits will be explored, and specific pieces, genres, and countries will be discussed in-depth. 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

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]

MUSC269 Sacred and Secular African American Musics

A fluid, multiconceptual approach to musicology will be introduced to view African American sacred and secular music traditions.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: AFAM249

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
FALL 2011 INSTRUCTOR: BRAXTON, ANTHONY DELANO SECT: 01

MUSC271 Music of Lennie Tristano, Miles Davis, and Max Roach

This course is conceived as an examination of restructural 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 post-modern 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 arts (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

FALL 2011 INSTRUCTOR: BRUCE, NEELY SECT: 01

MUSC276 History of Musical Theater

IDENTICAL WITH: THEA208

MUSC280 Sociology of Music in Social Movements

IDENTICAL WITH: SOC239

MUSC285 Wagner and Modernism

IDENTICAL WITH: ARHA339

MUSC290 How Ethnomusicology Works

The course provides an introduction to the discipline of ethnomusicology, offering an overview of its development and concentrating on methods, from fieldwork and interviewing through researching and writing. Weekly focused projects, a short midterm paper, and a substantial final project will offer orientation to a field that has been central to Wesleyan's approach to music for 40 years and to the development of global music studies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: MUSC103

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
FALL 2011 INSTRUCTOR: ZHENG, SU SECT: 01

MUSC295 Global Hip-Hop

Over the past two decades, hip-hop, in its various facets of rap, deejaying, dance, visual art, fashion, and attitude toward authority, has gradually taken over as a primary medium of expression for youth around the world. Used as mass entertainment, elite aesthetic statement, social and political commentary, tool for education and social change, vehicle for economic opportunity, and as the core of a cultural movement, hip-hop has proven malleable enough to thrive embedded in scores of different languages and cultures around the world and effectively speak to local needs. Yet its local manifestations have also managed to retain their membership in a global hip-hop culture, now in its second or third generation.

In this seminar we will study the global spread of hip-hop from an interdisciplinary approach, examining its congeries of expression from aesthetic, cultural, social, musical, linguistic, kinetic, economic, and technological perspectives. An overriding concern will be the classic paradox that the global dispersion of hip-hop rides on two seemingly opposing waves of authenticity: being true to its origins in contemporary African American urban youth culture and being true to oneself, that is, representing one's own locality, concerns, and culture. We will first come to an understanding of the rise and dispersion of hip-hop culture in the United States. Then, beginning with France, where it first took hold, we will move around the world examining local case studies and their more global implications.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: MUSC108
SPRING 2012 INSTRUCTOR: CHARRY, ERIC S. SECT: 01

MUSC297 Yiddish Cultural Expression: Music, Theater, Literature, Film

The course will ground modern Yiddish expressive culture in its 19th-century Eastern European homeland, then follow its dispersion to North America, through the present. Students will work with musical, theatrical, literary, and film texts and take part in performance of songs and informal staging of musical theater.

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

FALL 2011 INSTRUCTOR: ALDEN, JANE SECT: 01

INSTRUCTOR: SLOBIN, MARK SECT: 02

SPRING 2012 INSTRUCTOR: BRUCE, NEELY 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

MUSC308 Composition in the Arts

The development of systems for the storage, reproduction, and distribution of sound as well as for its analysis and synthesis have enabled fundamental changes in musical life. As music publishers evolved into recording companies, recording engineers and producers became artists. Ethnomusicology finds some of its origins in the impulse to make permanent records of vanishing musical cultures through recording. In addition, entirely new forms of "auditory culture" have emerged. In film, the interplay of dialogue, music, and sound effects has become the complex, yet readily understood, language of "sound design." In architecture, the Muzak corporation has extended this concept of sound design to public and private space.

Artistic response to these changing conditions has not been one of unequivocal approval. John Cage first conceived of a "silent piece" as a silent recording to be inserted into the constant stream of Muzak. R. Murray Schafer's term "schizophonia" refers to the separation of a physical sound from its electroacoustic manifestations (via amplification, recording, or broadcast) in pathological terms. John Oswald's "Plunderphonics" are meticulously documented appropriations from other recordings that would be illegal to sell. Others have responded with entirely new disciplinary identifications. The composer Nam June Paik became an iconic figure in video art; the percussionist Max Neuhaus, a germinal figure in sound art.

This course will explore the history of these artistic practices in sound through readings, listenings, and discussion while reviewing the techniques of recording and sound design required to create your own.

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

SPRING 2012 INSTRUCTOR: KUIVILIA, RONALD J. SECT: 01

MUSC316 Special Topics in Contemporary Pop Music

In this seminar we will study major issues and developments of the past two decades in popular music in the United States and around the world. We will critically examine specific genres, especially hip-hop (and its globalization) and contemporary world music; innovative and controversial artists; changes in the corporate music industry; new, do-it-yourself distribution networks, technologies, and virtual communities; and issues concerning identity, authenticity, and youth culture. Student interest and expertise will help to determine the direction of the seminar. A foundational knowledge of music after 1950 is assumed.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: MUSC108

MUSC405 Private Music Lessons for Nonmusic Majors

Private instrumental and vocal lessons meet for one hour weekly at a regularly scheduled time. Students contract to take 12 lessons. Each instructor sets his or her criteria for accepting students. Returning students register during the Drop/Add period. Students new to the Private Lessons Program must audition during the first week of classes and register during the Drop/Add period. Audition information and schedules will be posted in the Music Studios lobby and on the Music Department web site wesleyan.edu/music prior to the start of the semester.

Students will be billed \$795 for 12 one-hour lessons through the Student Accounts Office. When students are accepted into the Private Lessons Program, they become liable for the additional cost of lessons. If this course is not dropped 24 hours prior to the third lesson, students will be charged the full course fee.

Financial support, for qualified students, may be available for lessons after the student completes one semester of lessons. Financial support applications may be obtained in the Music Department office and must

be returned to the Music Department by the deadline indicated on the application. No applications will be accepted after 12 noon on that date.

Permission of the instructor is required.

Students who have registered for **MUSC405** four times will receive credit for four semesters of private lessons, whether it be in the same instrument/voice or a variety of instruments/voice. Students registering for more than four (4) sets of private lessons will receive an AU designation on their transcript once drop/add closes.

GRADING: CR/U CREDIT: 1 PREREQ: NONE
FALL 2011 INSTRUCTOR: WISEMAN, ROY H. SECT: 01

MUSC406 Private Music Lessons for Declared Music Majors

This course is open only to declared junior and senior music majors. Each instructor sets his or her criteria for accepting students. Private instrumental and vocal lessons meet for one hour weekly at a regularly scheduled time. Students contract to take 12 lessons. Students new to the Private Lessons Program must audition during the first week of classes and register during the Drop/Add period. Returning students also register during the Drop/Add period. Audition information will be posted in the Music Studios Lobby and on the music department web site (wesleyan.edu/music/privatelessonsauditions.html) prior to the start of the semester.

The current private lesson fee is \$795 per semester. If the course is not dropped 24 hours prior to the third lesson, students will be charged the full course fee. A waiver for a portion of the private lessons fee is available for junior and senior music majors. Details regarding the music major waiver can be found on the Music Department web site or in Music Studios room 109.

Music majors may count two semesters of **MUSC406** towards their performance credits of the music major.

GRADING: CR/U CREDIT: 1 PREREQ: NONE
FALL 2011 INSTRUCTOR: WISEMAN, ROY H. SECT: 01

MUSC421 Korean Drumming Ensemble—Beginning

Students will learn *p'ungmulnori*—Korean traditional drum music and dance movement. Attendance for the class is mandatory.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: EAST426
FALL 2011 INSTRUCTOR: KANG, KYUNGHEE SECT: 01
SPRING 2012 INSTRUCTOR: KANG, KYUNGHEE SECT: 01

MUSC422 Korean Drumming Ensemble—Advanced I

This class offers more advanced techniques for those students who have had some basic experience of Korean drumming. The ensemble will present a concert at the end of each semester in conjunction with the beginner and advanced class. Attendance is mandatory.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: EAST427
FALL 2011 INSTRUCTOR: KANG, KYUNGHEE SECT: 01
SPRING 2012 INSTRUCTOR: KANG, KYUNGHEE SECT: 01

MUSC423 Korean Drumming Ensemble—Advanced II

This class offers advanced techniques on Korean traditional percussion music. The ensemble will present a concert at the end of each semester in conjunction with the beginner class. Attendance for the class is mandatory.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: EAST429
FALL 2011 INSTRUCTOR: KANG, KYUNGHEE SECT: 01
SPRING 2012 INSTRUCTOR: KANG, KYUNGHEE SECT: 01

MUSC424 Beginning Taiko I—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 2011 INSTRUCTOR: WATANABE, KAORU SECT: 01
SPRING 2012 INSTRUCTOR:

MUSC425 Advanced Taiko/Japanese Drumming

This class offers advanced techniques on *taiko* drumming. 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: EAST425
FALL 2011 INSTRUCTOR: WATANABE, KAORU SECT: 01
SPRING 2012 INSTRUCTOR: TBD

MUSC426 Beginning Taiko II—Japanese Drumming

This course will introduce students to the fundamentals of Japanese *taiko* drumming with an emphasis on improvisation, playing in an ensemble, and listening skills. Students will study various basic traditional and contemporary styles of drumming through rigorous physical practice, culminating in a final performance at the end of the semester. Students will also explore the history of Japanese traditional music as well as issues of gender, ethnicity, and nationality found among practitioners of the art via course readings and audiovisual materials.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: [MUSC424 OR EAST424] IDENTICAL WITH: EAST430
FALL 2011 INSTRUCTOR: WATANABE, KAORU 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

Students will learn both traditional and contemporary instrumental pieces of Chinese music, as well as different regional styles. The ensemble will present a concert at the end of each semester. Attendance for the class is mandatory.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: EAST428
FALL 2011 INSTRUCTOR: WENG, PO-WEI SECT: 01
SPRING 2012 INSTRUCTOR: WENG, PO-WEI SECT: 01

MUSC429 Chinese Music Ensemble—Advanced

Students will learn both traditional and contemporary instrumental pieces of Chinese music, with a special focus on repertoires composed/arranged for small groups. The ensemble will present a concert, together with the beginners class, at the end of each semester. Attendance for the class is mandatory, and after-class practice is highly recommended. For taking the course, students need to have experience of either one semester in the beginners class or on any kind of Chinese instrument.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: [MUSC428 OR EAST428] IDENTICAL WITH: EAST423
FALL 2011 INSTRUCTOR: WENG, PO-WEI SECT: 01

MUSC430 South Indian Voice—Beginning

Students will be taught songs, beginning with simple forms and increasing in complexity. There will also be exercises to develop the necessary skills for progress into the more complex forms.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: BALASUBRAHMANYAN, B. SECT: 01

MUSC431 South Indian Voice—Intermediate

A continued exploration of the song forms begun in **MUSC430**, with emphasis on the forms *varnam* and *kriti*, the cornerstones of the South Indian concert repertoire. Specific exercises will also be given to prepare students for the improvisational forms they will encounter in the advanced class to follow.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 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
IDENTICAL WITH: (MUSC430 AND MUSC431)
SPRING 2012 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 2011 INSTRUCTOR: NELSON, DAVID PAUL SECT: 01
SPRING 2012 INSTRUCTOR: NELSON, DAVID PAUL SECT: 01

MUSC434 Improvisational Techniques in South Indian Music

This course will introduce advanced students of *karnatak* vocal music to *raga alapana* and *svara kalpana*, the most important forms of melodic improvisation. Students will begin by learning precomposed examples of

these forms. As they become comfortable with idiom, they will progress to designing their own improvisations.

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

MUSC435 Wesleyan Ensemble Singers

This select choral ensemble integrated by members of the Wesleyan community is devoted to the performance of choral music of all eras.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 SPRING 2012 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
 FALL 2011 INSTRUCTOR: EBRECHT, RONALD SECT: 01

MUSC437 Singing to Your Instruments

Students will learn South Indian Classical music by learning to sing and then applying this knowledge to non-Indian instruments they already play. They can then use their own instruments in recitals of South Indian music and dance. Beginners will be introduced to basic exercises and simple compositions. Advanced students will be introduced to improvisation in addition to different types of compositions in various ragas and talas. Students will form an ensemble that will be encouraged to participate in on- and off-campus performances.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: BALASUBRAHMANYAN, B. SECT: 01

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
 SPRING 2012 INSTRUCTOR: ALDEN, JANE SECT: 01

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 non-credit. It may also be repeated for credit.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: GIL-ORDÓÑEZ, ANGEL SECT: 01
 SPRING 2012 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/U CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 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 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: EBRECHT, RONALD SECT: 01
 SPRING 2012 INSTRUCTOR: EBRECHT, RONALD SECT: 01

MUSC442 Chamber Music Ensemble

A variety of chamber music ensembles will be coached by instrumental teachers.

SECTION 01—Chamber Music Ensemble

SECTION 02—Brass Ensemble

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: BIATOWAS, JOHN E SECT: 01
 INSTRUCTOR: SAVOT, CARLYNN H SECT: 01
 SPRING 2012 INSTRUCTOR: HOYLE, ROBERT J. SECT: 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 2011 INSTRUCTOR: HADLEY, PETER D. SECT: 01
 SPRING 2012 INSTRUCTOR: HADLEY, PETER D. SECT: 01

MUSC444 Opera and Oratorio Ensembles

This course will concentrate on small operatic chorus, duets, trios, quartets, oratoric ensembles, and art songs.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: GALE, PRISCILLA E. SECT: 01
 SPRING 2012 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 2011 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 PREREQ: MUSC445
 SPRING 2012 INSTRUCTOR: ADZENYAH, ABRAHAM C. SECT: 01

MUSC447 West African Music and Culture—Advanced

This course is designed to build on the skills developed in **MUSC445** and **MUSC446**. The repertoire is brought to a performing standard, and more complex repertoire is learned. Students experience the intricacies of dance accompaniment while drumming and singing with the advanced West African dance class. The student ensemble will be asked to perform on (and possibly off) campus.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA
 IDENTICAL WITH: (MUSC445 AND MUSC446)
 FALL 2011 INSTRUCTOR: ADZENYAH, ABRAHAM C. SECT: 01
 SPRING 2012 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
 IDENTICAL WITH: AFAM241 PREREQ: NONE
 FALL 2011 INSTRUCTOR: MONTS, MARICHAL BRYAN SECT: 01
 SPRING 2012 INSTRUCTOR: MONTS, MARICHAL BRYAN SECT: 01

MUSC450 Steel Band

An ensemble course in the musical arts of the Trinidadian steel band. Students learn to perform on steel band instruments and study the social, historical, and cultural context of the ensemble. We also address issues of theory, acoustics, arranging, and composing. Readings, recordings, and video viewings supplement in-class instruction. The ensemble will present public performances.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: TBD
 SPRING 2012 INSTRUCTOR: TBD

MUSC451 Javanese Gamelan—Beginners

Instruction in the performance of orchestral music of Central Java. Various levels of difficulty are represented in the playing techniques of different instruments, mainly tuned gongs and metallophones. Previous formal music instruction is not necessary.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: HARJITO, I. SECT: 01
 INSTRUCTOR: SUMARSAM, PROF. SECT: 01
 SPRING 2012 INSTRUCTOR: HARJITO, I. SECT: 01
 INSTRUCTOR: SUMARSAM, PROF. 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 PREREQ: MUSC451
 FALL 2011 INSTRUCTOR: HARJITO, I. SECT: 01
 INSTRUCTOR: SUMARSAM, PROF. SECT: 01
 SPRING 2012 INSTRUCTOR: HARJITO, I. SECT: 01
 INSTRUCTOR: SUMARSAM, PROF. SECT: 01

MUSC453 Cello Ensemble

Classical music for multiple cellos. Students will learn group rehearsal techniques. Performance at the end of the semester.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 SPRING 2012 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.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 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 2011 INSTRUCTOR: BAERMAN, NOAH SECT: 01
 SPRING 2012 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
 SPRING 2012 INSTRUCTOR: HOGGARD, JAY CLINTON SECT: 01

MUSC457 Jazz Orchestra I

This course is an intensive study of large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Fletcher Henderson, and others. A yearlong commitment to rehearsal of the compositions as well as listening and reading assignments will culminate in a second-semester public concert.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: AFAM396

MUSC458 Jazz Orchestra II

This course continues the work begun in **MUSC457**. An intensive study of large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Fletcher Henderson, and others. A yearlong commitment to rehearsal of the compositions as well as listening and reading assignments will culminate in a second-semester public concert.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: AFAM397
 SPRING 2012 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
 FALL 2011 INSTRUCTOR: BRAXTON, ANTHONY DELANO SECT: 01

MUSC460 Materials and Principles of Jazz Improvisation II

This course extends the materials used in **MUSC459** involving vocabulary as well as notated material to be used in improvising and composition. The class will seek to emphasize the interrelations between improvisational and structural devices from the post-Ayler continuum of African American music.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: AFAM389
 SPRING 2012 INSTRUCTOR: BRAXTON, ANTHONY DELANO SECT: 01

MUSC461 Balinese Gamelan Angklung

This course introduces students to Balinese performing arts. Balinese music is rich, dynamic, and diverse. Students will gain experience on multiple gamelan instruments including metallophones, gongs, and drums. Previous experience with other forms of gamelan is helpful, but not required.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: STEELE, PETER MICHAEL 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, expanded, or challenged the field. Students will critically and comparatively discuss the approaches and contributions of each work they study. At another level, this course also aims at broadening students' knowledge of world musics through studying a wide range of music ethnographies.

GRADING: A-F CREDIT: 1 GEN. ED. 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, writing up of research findings in the form of reviews; and a final research paper delivered as an oral convention paper.

GRADING: A-F CREDIT: 1 PREREQ: NONE
 FALL 2011 INSTRUCTOR: ZHENG, SU 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 2011 INSTRUCTOR: MATTHUSEN, PAULA 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 2012 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 2011 INSTRUCTOR: SLOBIN, MARK

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

SPRING 2012 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 is an introduction to the field of music theory for graduate students in ethnomusicology. The course will focus on four areas of inquiry within the field of music theory: music analysis and interpretation; history of music theory; theory pedagogy; and perception and cognition. Readings will include scholarship that interrogates and crosses the disciplinary boundaries between music theory, music history, and ethnomusicology.

GRADING: A-F CREDIT: 1 PREREQ: NONE

MUSC530 Music Department Colloquium

Nationally and internationally acclaimed artists and scholars are invited to the Music Department to speak about their work. The class meets bi-weekly. Typically, a one-hour talk is followed by 30 minutes of questions and discussions.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE

FALL 2011 INSTRUCTOR: SLOBIN, MARK SECT: 01

SPRING 2012 INSTRUCTOR: KUIVILA, RONALD J. SECT: 01

MUSC401/402 Individual Tutorial, Undergraduate

GRADING: OPT

MUSC409/410 Senior Thesis Tutorial

GRADING: OPT

MUSC411/412 Group Tutorial, Undergraduate

GRADING: OPT

MUSC465/466 Education in the Field, Undergraduate

GRADING: OPT

MUSC467/468 Independent Study, Undergraduate

GRADING: OPT

MUSC501/502 Individual Tutorial, Graduate

GRADING: OPT

MUSC503/504 Selected Topics, Graduate Science

GRADING: OPT

MUSC511/512 Group Tutorial, Graduate

GRADING: OPT

Neuroscience and Behavior

PROFESSORS: David Bodznick, *Biology*; John Kim, *Biology*, *Chair*; Janice Naegele, *Biology*; John G. Seamon, *Psychology*

ASSOCIATE PROFESSORS: Stephen Devoto, *Biology*; Matthew Kurtz, *Psychology*; Andrea L. Patalano, *Psychology*

ASSISTANT PROFESSORS: Gloster B. Aaron, Jr., *Biology*; Hilary Barth, *Psychology*; Barbara Juhasz, *Psychology*

DEPARTMENTAL ADVISING EXPERT 2011–2012: John Kim

Neuroscience is a discipline that probes one of the last biological frontiers in understanding ourselves. It asks fundamental questions about how the brain and nervous system work in the expression of behavior. As such, the field takes on a clear interdisciplinary character: All scientific levels of organization (behavioral, developmental, molecular, cellular, and systems) contribute to our understanding of the nervous system. Neuroscience has been a field of particularly active growth and progress for the past two decades, and it is certain to be an area where important and exciting developments will continue to occur. At Wesleyan, the neurosciences are represented by the teaching and research activities of faculty members in the departments of Biology, Psychology, and Molecular Biology and Biochemistry. The **NS&B** curriculum is both comprehensive and provides diverse approaches to learning. Through lecture/seminars, lab-based methods courses, and hands-on research experience, students are afforded a rich educational experience. Unique among schools of comparative size, Wesleyan has small but active graduate programs leading to MA and PhD degrees. This attribute, together with the high success rate of faculty in obtaining research grant support, further enhances the education of undergraduates by providing additional mentoring, more research opportunities, and access to state-of-the-art laboratories. The mission of the **NS&B** program is to provide the foundation for a variety of career options in science, medicine, and private industry. For more information, see 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&B243** Neurohistology
- **NS&B245** Cellular Neurophysiology
- **NS&B249** Neuroethology
- **NS&B254** Comparative Animal Behavior
- **NS&B299** Waves, Brain, and Music
- **NS&B/MB&B303** Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function
- **NS&B324/524** Neuropharmacology
- **NS&B325** Stem Cells
- **NS&B326** Drugs of Abuse from Neurobiology to Behavior
- **NS&B345** Developmental Neurobiology
- **NS&B347** Mammalian Cortical Circuits
- **NS&B351** Neurobiology of Learning and Memory
- **NS&B353** Neurobiology of Neurological Disorders
- **NS&B360** Senior **NS&B** Capstone
- **NS&B543/343** Muscle and Nerve Development

B. Cross-listed with psychology

- **NS&B217** Neuroscience Perspectives in Psychopathologies
- **NS&B220** Cognitive Psychology
- **NS&B221** Human Memory
- **NS&B222** Sensation and Perception
- **NS&B225** Cognitive Neuroscience (previously 335)
- **NS&B228** Clinical Neuropsychology (previously 282)
- **NS&B311** Behavioral and Neural Basis of Attention
- **NS&B329** Neural Costs of War
- **NS&B348** Origins of Knowledge
- **NS&B360** Senior **NS&B** Capstone

C. Research methods and practica

- **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
- **NS&B280** Applied Data Analysis
- **NS&B381** Seminar in Memory Theory and Research
- **NS&B382** Advanced Research in Decision Making
- **NS&B390** Experimental Investigations into Reading
- **NS&B392** Behavioral Methods in Affective Neuroscience
- **NS&B393** Advanced Research in Cognition and Neuropsychiatric Illness
- **NS&B409/410** or **421/422** Research Tutorial for two semesters, both in the lab of the same faculty member

Note: Methodological courses cannot be credited toward the requirements of categories A or B. Because of the very limited number of spaces, students may not enroll in more than one laboratory course (**247** or **250**).

II. Courses of relevance outside the program

Though not requirements of the major, students should be aware that a number of courses in computer science, statistics, organic chemistry, and molecular biology, as well as courses in nonneuroscience areas of biology and psychology, complement the **NS&B** major and should be considered, in consultation with your advisor, when planning your program of study. A relatively new course, designed for sophomores, may be of special interest, **BIOL131-01** Service-learning Clinical Experience at Connecticut Valley Hospital, as well as the more advanced course **BIOL223-01** Integration of Clinical Experience and Life Science Learning.

III. Substituting outside courses for credit to the major

A. Foundation courses: A student who has taken foundation courses outside of Wesleyan may be able to apply them to the major. As a general rule, courses acceptable to the Biology, Chemistry, and Physics departments for University credit are acceptable to the NS&B program for substitution for foundation courses.

B. Advanced courses: Advanced courses, inside or outside of the University, might be acceptable as substitutes for the advanced courses of the NS&B major. In general, only one such course can be substituted, and approval must be obtained in advance from the program director.

IV. Undergraduate research

NS&B majors are encouraged to become involved in the research of the faculty. Research tutorials and senior thesis tutorials are taken with mode of grading and amount of credit to be arranged with the research supervisor. Research tutorials are numbered **401/402** (Individual Tutorial), **409/410** (Senior Thesis Tutorial), **411/412** (Group Tutorial), and **421/422** (Undergraduate Research). These courses can fulfill the Category C requirement or can receive graduation credit. See the pamphlet "Research in the Neuroscience Behavior Program" available in room 257 Hall-Atwater for descriptions of the ongoing research programs in the laboratories of the NS&B faculty, or visit our Web site, 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) that is usually a one-credit course and operates in either the graded or credit/no credit mode.

IX. Steps in becoming an NS&B major

One or more of the foundation courses in biology (**BIOL181, 182**) are prerequisites for the advanced NS&B courses offered by the Biology Department. Although not legislated as prerequisites, NS&B213 (Behavioral Neurobiology) and NS&B laboratory courses provide important conceptual and practical background for independent research in the junior and senior years. The ideal course sequence would include **BIOL181** and **182** along with chemistry in the first year. In the sophomore year, one would take Behavioral Neurobiology (NS&B213). The other required courses and research tutorials would be spread out over the last two years. **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.

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

IDENTICAL WITH: [BIOL213 OR PSYC240]

FALL 2011 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&B228 Clinical Neuropsychology

IDENTICAL WITH: PSYC228

NS&B239 Functional Anatomy of the Human Brain

IDENTICAL WITH: BIOL239

NS&B243 Neurohistology

The aim of this course is to study the microscopic structure of the nervous system. Structural and functional relationships between neurons and glia, as well as the organization of major brain regions (cortex, hippocampus and cerebellum) will be examined. In addition to traditional histological preparations, modern techniques including confocal microscopy and immunohistochemistry, will be studied and performed. Laboratory exercises will include the preparation and visualization of microscopic slides using a variety of techniques. While this course will focus on mammalian nervous system, skills learned in this course will be applicable in a variety of research models.

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

PREREQ: [NS&B213 OR BIOL213 OR PSYC240] OR [MB&B181 OR BIOL181]

IDENTICAL WITH: BIOL243

FALL 2011 INSTRUCTOR: TRELOAR, HELEN B. SECT: 01

NS&B245 Cellular Neurophysiology

IDENTICAL WITH: BIOL245

NS&B247 Laboratory in Neurophysiology

IDENTICAL WITH: BIOL247

NS&B249 Neuroethology

IDENTICAL WITH: BIOL249

NS&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&B299 Waves, Brains, and Music

IDENTICAL WITH: BIOL299

NS&B303 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function

IDENTICAL WITH: MB&B303

NS&B311 The Behavioral and Neural Basis of Attention

IDENTICAL WITH: PSYC311

NS&B324 Neuropharmacology

IDENTICAL WITH: BIOL324

NS&B325 Stem Cells: Basic Biology to Clinical Application

IDENTICAL WITH: BIOL325

NS&B326 Drugs of Abuse from Neurobiology to Behavior

This course provides a comprehensive analysis of the neuroscience of substance abuse. This is a lecture course with seminar-style student presentations and group discussions. The lecture portion of the course emphasizes basic principles of neuropharmacology, distribution and elimination of drugs, drug-receptor interactions and dose-response relationships, structure of neurons, neurophysiological mechanisms involved in synaptic activity, and the distribution of specific neurotransmitter systems. With a focus on pharmacokinetics, research methodology, and addiction processes, the mechanism of drug action as a basis for evaluation of behavioral functions will be explored. The seminar portion of the course will focus on the neurobiological actions of specific drug classes, including stimulants, depressants, hallucinogens, and opioids.

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

PREREQ: [NS&B213 OR BIOL213 OR PSYC240] IDENTICAL WITH: BIOL326

NS&B329 Neural Costs of War

IDENTICAL WITH: PSYC329

NS&B343 Muscle and Nerve Development

IDENTICAL WITH: BIOL343

NS&B345 Developmental Neurobiology

IDENTICAL WITH: BIOL345

NS&B348 Origins of Knowledge

IDENTICAL WITH: PSYC348

NS&B351 Neurobiology of Learning and Memory

IDENTICAL WITH: BIOL351

NS&B353 Neurobiology of Neurological Disorders

This course aims to provide a foundation in the underlying mechanisms of neurological and psychiatric disorders. We will explore through lectures and readings of primary literature a number of important neurological and psychiatric diseases, including autism, schizophrenia, Alzheimer's disease, mental retardation, epilepsy, and Parkinson's disease. This course focuses on the fundamental molecular and cellular mechanisms that underlie neurological disorders and is designed to engage students who wish to study basic aspects of brain function.

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

PREREQ: [NS&B213 OR BIOL213 OR PSYC240]

IDENTICAL WITH: [BIOL353 OR PSYC353]

FALL 2011 INSTRUCTOR: TRELOAR, HELEN B. SECT: 01

NS&B360 Capstone Experience in Neuroscience and Behavior

In this cohesive and interactive experience for junior and senior neuroscience and behavior majors, students read the primary literature on the topic of how experience changes the brain, gain proficiency in scientific writing and editing, and carry out service learning projects in local high schools. This course is part of the course clusters in Disability Studies, Service Learning and Certificate in Writing.

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

IDENTICAL WITH: [NS&B213 OR BIOL213 OR PSYC240]

SPRING 2012 INSTRUCTOR: NAEGELE, JANICE R SECT: 01

NS&B381 Seminar in Memory Theory and Research

IDENTICAL WITH: PSYC381

NS&B382 Advanced Research in Decision Making

IDENTICAL WITH: PSYC382

NS&B390 Experimental Investigations into Reading

IDENTICAL WITH: PSYC390

NS&B392 Behavioral Methods in Affective Neuroscience

IDENTICAL WITH: PSYC392

NS&B393 Advanced Research in Cognition and Neuropsychiatric Illness

IDENTICAL WITH: PSYC393

NS&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

NS&B409/410 Senior Thesis Tutorial

GRADING: OPT

NS&B411/412 Group Tutorial, Undergraduate

GRADING: OPT

NS&B465/466 Education in the Field, Undergraduate

GRADING: OPT

NS&B467/468 Independent Study, Undergraduate

GRADING: OPT

NS&B501/502 Individual Tutorial, Graduate

GRADING: OPT

NS&B503/504 Selected Topics, Graduate Science

GRADING: OPT

NS&B511/512 Group Tutorial, Graduate

GRADING: OPT

NS&B561/562 Graduate Field Research

GRADING: OPT

Philosophy

PROFESSORS:	Stephen Angle; Brian C. Fay; Lori Gruen, <i>Chair</i> ; Steven Horst; Joseph T. Rouse Jr.
ASSOCIATE PROFESSOR:	Sanford Shieh
ASSISTANT PROFESSORS:	Ludmila Guenova, <i>College of Letters</i> ; Tushar Irani, <i>College of Letters</i> ; Elise Springer
DEPARTMENTAL ADVISING EXPERTS 2011–2012:	All department faculty

Doing philosophy means reasoning about questions that are of basic importance to the human experience—questions like: What is a good life? What is reality? How can we know anything? What should we believe? How should our societies be organized? Philosophers typically approach these questions from within one or more traditions of inquiry, and the Department of Philosophy therefore offers a wide variety of perspectives on the deep and perplexing questions that make up its subject matter.

We divide our courses into three levels (introductory, intermediate, and advanced) and three broad subject areas (historical, value, and mind and reality). Introductory classes are suitable for all students, including prospective majors. Intermediate classes tend to have prerequisites or in other ways may be unsuitable for first-year students. Advanced classes are typically aimed at majors in philosophy and other relevant disciplines.

Historical courses focus primarily on classical philosophical texts, whether within a period, across periods or traditions, or by a single philosopher. Courses in the value area primarily address ethical, political, aesthetic, cultural, or religious practices and norms. Mind and reality courses look at issues related to language, mind, reasoning, knowledge, and the nature of reality. The three subject areas are by no means mutually exclusive. Often, courses will fall into more than one area but are intended to facilitate the department's desire that serious students of philosophy be exposed to a range of issues and approaches.

Introductory courses. Introductory courses are numbered from **101** to **249**; courses numbered **201** and above count toward major requirements. Most of our introductory courses are intended both for students interested in philosophy as part of their general education and for prospective majors. Unless noted otherwise in an individual course's description, all introductory courses fulfill the department's informal reasoning requirement. No more than four introductory courses (from **201–249**) can count toward the major for a given student.

Introductory historical courses are numbered between **201** and **210**. These courses introduce the texts and traditions of reasoning from major periods in the history of philosophy.

- **PHIL201** Philosophical Classics I: Ancient Western Philosophy introduces students to fundamental philosophical questions about self and knowledge, truth, and justice.
 - **PHIL202** Philosophical Classics II: Early Modern Philosophy from Descartes Through Kant is an introduction to major themes of early modern European philosophy: knowledge, freedom, the nature of the self, and of physical reality.
 - **PHIL205** Classical Chinese Philosophy introduces students to the major texts and themes of early Confucianism, Daoism, and their philosophical rivals.
- Introductory value courses are numbered between **211** and **229**. These courses introduce students to reasoning about values in a variety of realms.
- **PHIL212** Introduction to Ethics is an introduction to Western ethical thinking that draws on classic and contemporary readings to explore major traditions of ethical theorizing as well as topics of current social relevance.
 - **PHIL215** Humans, Animals, and Nature explores the scope, strength, and nature of moral and political obligations to nonhumans and to other humans.
 - **PHIL217** Moral Psychology: Care of the Soul examines the intersections of ethical theory, theoretical psychology, and forms of therapy.

Introductory mind and reality courses are numbered between **230** and **249**. These courses introduce students to issues related to language, mind, and formal reasoning.

- **PHIL231** Reason and Paradox is an introduction to philosophical issues of mind, language, and reality by the study of conceptual paradoxes and the clarification and evaluation of reasoning.

Introductory courses that do not count for major courses are numbered between **101** and **199**. In addition to the courses listed above, all of which count toward the major, the department periodically will offer introductory courses that do not fulfill any major requirements, and, thus, are intended solely for general education.

Intermediate classes. Intermediate classes are numbered between **250** and **299** and fall into all three of the subject areas. Often, these courses are not appropriate for first-year students; some have explicit prerequisites. Intermediate-level classes tend to introduce students to a particular area of philosophy or to the discipline's historical development at a higher level and in more depth than will introductory classes.

- Intermediate historical courses are numbered between **250** and **265**.
- Intermediate value courses are numbered between **266** and **285**.
- Intermediate mind and reality courses are numbered between **286** and **299**.

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 advanced 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 is 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.

PHIL118 Reproduction in the 21st Century

IDENTICAL WITH: BIOL118

PHIL160 The Past on Film

IDENTICAL WITH: FILM160

PHIL201 Philosophical Classics I: Ancient Western Philosophy

This course aims to offer an overview of the development of Ancient Greek and Roman philosophy, from its inception with Thales to Plato, Aristotle, and the Hellenistic philosophers. In exploring this material, we will touch on all or nearly all of the central concerns of the Western philosophical tradition: metaphysics, epistemology, ethics, politics, aesthetics, religion, and logic. The focus will be on close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and often perplexing.

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

IDENTICAL WITH: [COL359 OR CGIV217]

FALL 2011 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 and Leibniz) and empiricism (Locke and Hume), concluding with Kant's Copernican revolution in philosophy.

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

IDENTICAL WITH: COL360

SPRING 2012 INSTRUCTOR: GUENOVA, LUDMILA LUDMILOVA 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 2011 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.

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

IDENTICAL WITH: ENV5212

PHIL214 Justice and Reason

This course introduces students to the disciplined study of philosophy through sustained reflection upon the nature of justice and the grounding and authority of claims invoking justice. The central theme of the course is that conceptions of justice and authority cannot be understood on their own. The meaning and authority of claims about justice and injustice can only be established through inferential relations to other philosophical issues, for example, concerning reason, knowledge, reality, agency, and identity. These issues will be explored through reflective engagement with classic treatments of these issues by Plato, Hobbes, Kant, and more contemporary philosophical work. The contemporary readings include discussions of distributive justice (concerning access to resources and opportunities), the interplay between gender and conceptions of justice, relations between justice and conceptions of identity, and whether justice and injustice can be assessed comparatively without reference to a comprehensive ideal social order.

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

PHIL215 Humans, Animals, and Nature

Though a variety of important issues are central to understanding the complexity of relationships between humans, nonhumans, and the rest of nature, this year the course will focus primarily on human relations to nonhuman animals—in captivity, in agribusiness, and in the wild. 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 2011 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/U CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE

FALL 2011 INSTRUCTOR: HORST, STEVEN W. SECT: 01

PHIL218 Personal Identity and Choice

We will explore philosophical reflections on the problem of personal identity and its relationship to matters of choice and freedom. How do certain experiences and thoughts and physical materials compose oneself? Am I the same person over time even through complete transformations of experience, thought, and material? Can I choose which elements of my existence to count as essential? Some argue the concept of a unified and enduring self partakes of illusion; at the other extreme, some argue for the permanent integrity of individual souls. Regarding choice and freedom, we find a related debate, ranging from those who deny freewill altogether to those who define humanity's essence in terms of choice and agency. Might we coherently say that some human selves can have more integrity and others, less? What gives a measure of meaningful coherence to a person's life? Similarly, can we distinguish some choices as more free than others? What makes for meaningful choice?

Besides serving as an introduction to philosophical reasoning, the course will draw interdisciplinary connections on themes such as social identities, religious experience, political freedom, and legal responsibility.

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

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 2012 INSTRUCTOR: FAY, BRIAN C. SECT: 01

PHIL221 Philosophy as a Way of Life

For many philosophers, East and West, philosophy has been more than an effort to answer fundamental questions. It has been an activity aimed at changing one's orientation to the world and, thus, how one lives one's life. We will explore Chinese, Greco-Roman, and contemporary versions of the idea that philosophy should be seen as a way of life. How does philosophical reasoning interact with lived practice? How do metaphysical views lead to ethical commitments? Despite their differences, Confucians, Daoists, Aristotelians, and Stoics all agreed that philosophy should aim at making us better people. Can such an idea still get traction in today's world?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SB5 PREREQ: NONE IDENTICAL WITH: EAST220
FALL 2011 INSTRUCTOR: ANGLE, STEPHEN SECT: 01

PHIL224 A History of Civil Disobedience

IDENTICAL WITH: COL109

PHIL230 Elements of Logic

The basic principles of deductive reasoning.

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

PHIL231 Reason and Paradox

This course is an introduction to philosophy, logic, and conceptual issues underlying the foundations of the natural and social sciences. We will examine and analyze a range of patterns of reasoning that lead to surprising, even alarming, conclusions. These go from fallacious arguments whose mistakes can be clearly pinpointed, to conceptual puzzles whose resolution leads to insights about reasoning, to four genuine paradoxes for which there are no clear solutions at all. Most of these paradoxes have been known since antiquity: Zeno's Paradox, about the concepts of space, time, and motion; the Liar Paradox, about the notions of truth and reference; the Sorites Paradox, about the notion of vagueness; and a surprise paradox to be announced in class. The analysis of fallacies and puzzles leads to the study of deductive logic. On the basis of a working knowledge of logic, we will be in a position to see how the paradoxes challenge both the fundamental assumptions that we make in thinking about the world and the very assumptions that underlie rational thought itself.

GRADING: A-F CREDIT: 1 GEN. ED. 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
FALL 2011 INSTRUCTOR: SHIEH, SANFORD SECT: 01

PHIL233 Riddles of Existence: An Introduction to Metaphysics and Epistemology

Philosophy, according to one of the earliest philosophers, Aristotle, begins in wonder. This course is an introduction to some central aspects of the world and of our lives that give rise to wonder. Specifically, we will begin a rigorous examination of the natures of reasoning, knowledge, identity, mind, body, time, freedom, morality, and beauty.

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

PHIL250 History of Political Philosophy

This course is a critical historical introduction to some of the central questions in political philosophy. We will begin by examining various arguments for and against the legitimacy of the state. We will then proceed to examine classic responses to the anarchist challenge. We will read a variety of positions including the liberal positions of Rousseau, Locke, Jefferson, and Mill; the communist position as expressed by Marx and Engels; and contemporary philosophical responses by Nozick, Rawls, and Sandel. Central to all of the views we will study are the concepts of equality, liberty, and justice. We will see that how these concepts are interpreted varies considerably among political philosophers. Although the bulk of the course will be devoted to analyzing classical and contemporary philosophical positions, we will spend time discussing how such positions inform contemporary controversies and current public policy debates.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: GRUEN, LORI SECT: 01

PHIL251 The Athenian Enlightenment: The Birth of Philosophy in 5th-Century Athens

IDENTICAL WITH: COL295

PHIL252 19th-Century European Philosophy

This course presents a comprehensive survey of the major landmarks in modern European philosophy in the 19th century, from the German Idealists to Nietzsche. Beginning with the problems generated by Kant's doctrine of transcendental idealism, this course charts the flourishing of German idealism (Fichte, Hegel) and its eventual dissolution when it was confronted with rival conceptions of individual religious experience (Kierkegaard) and social emancipation (Marx), culminating in a radically antifoundationalist challenge to both epistemology and ethics (Nietzsche).

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA
PREREQ: ANY PHILOSOPHY COURSE IDENTICAL WITH: COL252

PHIL253 Love and Emotion in Ancient Greek Philosophy

IDENTICAL WITH: COL267

PHIL254 The Descent of Reason: From Logos to Game Theory

IDENTICAL WITH: CHUM254

PHIL258 Post-Kantian European Philosophy

In this study of 19th- and 20th-century philosophy in Europe (primarily France and Germany), special attention will be devoted to the interpretation of science and its significance for understanding the world as distinctly modern and ourselves and the world as natural (or as transcending nature). Related topics include the scope and limits of reason, the role of subjectivity in the constitution of meaning, the conception of ethics and politics in a science-centered culture, and the problems of comprehending historical change. Philosophers to be read include Kant, Hegel, Marx, Nietzsche, Husserl, Heidegger, Weber, Habermas, and Foucault. The course is designed to introduce students to a very difficult but widely influential philosophical tradition and will emphasize close reading and comparative interpretation of texts. This course meets the Social, Cultural, and Critical Theory Certificate's requirement in Philosophical Origins of Theory.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: SISP281

FALL 2011 INSTRUCTOR: ROUSE, JOSEPH T. SECT: 01

PHIL261 Christianity and Philosophy

In this course we will examine a number of different ways in which Christianity and philosophy have crossed paths. After introductions to Christianity and philosophy in late antiquity, we will look at early Christian discussions of whether Christians could also practice philosophy and both early and recent apologetics and anti-apologetics, in which the merits of the Christian faith are disputed. We will then spend a substantial portion of the semester looking at ways that Christian doctrine was synthesized, first with Platonic philosophy and then with Aristotelian philosophy. Finally, we will look at the role religious belief played in the emergence of early modern science and at the dialogue between faith and science that has resulted.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: HORST, STEVEN W. SECT: 01

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 PREREQ: ANY PHILOSOPHY COURSE

PHIL263 Modern Chinese Philosophy

We will critically examine Chinese philosophical discourse from the late 19th century to the present, including liberalism, Marxism, and New Confucianism. Topics will include interaction with the West, human rights, the roles of traditions and traditional values, and the modern relevance of the ideal of sagehood.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: ANY PHILOSOPHY COURSE IDENTICAL WITH: EAST264
SPRING 2012 INSTRUCTOR: ANGLE, STEPHEN SECT: 01

PHIL265 Postanalytic Philosophy: Science and Metaphysics

The analytic movement in early 20th-century philosophy distinguished the domain of philosophy from that of empirical science. The sciences were empirical disciplines seeking facts, whereas philosophy primarily involved the analysis of linguistic meaning, often using the resources provided by formal logic. Criticisms of this conception of philosophy and its relation to the sciences have shaped much of the subsequent development of Anglophone philosophy. This course will examine closely some of the most influential later criticisms of the early analytic movement and the resulting 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 issue raised by the criticisms of the early analytic movement. Among the philosophers most prominently considered are Quine, Sellars, Davidson, Putnam, Dennett, Kripke, Brandom and Haugeland. This course parallels **PHIL262** (Phenomenology, Existentialism, Post-structuralism); **262** explores how European philosophy developed in response to Husserlian phenomenology, whereas **265** explores how Anglophone philosophy developed in response to linguistic analysis, but many of the issues overlap despite differences in idiom, style, and philosophical influences.

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

PHIL266 Primate Encounters

What does it mean to see ourselves as primates, as close evolutionary relatives to other great apes and distant kin to old world and new world monkeys? In this course we will explore the wide-ranging philosophical implications of answers to this question by examining the evolution and behaviors of other primates, the ideas and assumptions (often gendered) of primatologists watching primates, and the thoughts of observers of the primatologists watching primates. We will pursue topics in the philosophy of science, philosophy of mind, and ethics. We will adopt a largely comparative perspective and examine philosophical, scientific, psychological, and popular writing (as well as films). We will end the course exploring how seeing ourselves as primates might have implications for the survival of our primate kin, and, ultimately our own survival.

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: [ENV5266 OR SIS266]

PHIL267 Aesthetics

IDENTICAL WITH: COL266

PHIL270 Environmental Philosophy: Metaphysical and Ethical Issues in Ecological Restoration

IDENTICAL WITH: ENV5270

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
PREREQ: [PHIL212 OR ENV5212] OR PHIL214 OR [PHIL215 OR ENV5215] OR PHIL217 OR PHIL218 OR [PHIL219 OR COL283]

PHIL274 Sex, Morality, and the Law (FGSS Gateway)

IDENTICAL WITH: FGSS221

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: FGSS277

PHIL278 Political Philosophy

The topic for this version of the course is freedom, with a particular focus on philosophical issues raised by contemporary controversies.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: GRUEN, LORI SECT: 01

PHIL279 Freedom and Moral Agency

How can we be free? Is freedom merely the absence of constraint, or does it require its own rules and principles? How does individual freedom connect to our ideas of political self-determination and history? This course examines Kant's ethical theory and places it within the broader context of Kant's views on politics, religion, and the philosophy of history.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: GUENOVA, LUDMILA LUDMILOVA SECT: 01

PHIL282 Reason and Revelation: An Introduction to the Philosophy of Religion

IDENTICAL WITH: RELI292

PHIL286 Philosophy of Mind

This course will examine several questions about the nature of the mind, such as the relationship between mind and body, the ontological status of the mind, and the nature of our access to mental states. Twentieth-century approaches to the mind, including behaviorism, reductive and eliminative materialism, functionalism, artificial intelligence, and cognitive science, will be examined against a backdrop of Cartesian assumptions about the nature of the mind and our ways of knowing it.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: SIS286 PREREQ: NONE
SPRING 2012 INSTRUCTOR: HORST, STEVEN W. SECT: 01

PHIL287 Philosophy of Science

IDENTICAL WITH: SIS202

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
PREREQ: [PHIL201 OR COL359 OR CCIV217] OR [PHIL202 OR COL360] OR PHIL231

PHIL290 Philosophical Logic

This course will study the philosophical and conceptual foundations of deductive reasoning, developing into an exact theory of the fundamental principles of such reasoning. A subsidiary aim is to equip the student with the necessary background for reading contemporary philosophical texts.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM
PREREQ: PHIL231 OR MATH243 OR PHIL230

PHIL292 Reason and Its Limits

In his groundbreaking book, *Critique of Pure Reason*, Immanuel Kant sets himself the task of delineating the boundaries of human knowledge. Can we know whether God exists, or whether we are truly free? Can we be certain that our scientific laws capture the way nature is? And can

we even trust that our most ordinary perceptions are not mere illusions? Maneuvering between the danger of skepticism and the dogmatism of religion and traditional metaphysics, Kant formulates a theory of knowledge that will set the agenda for all modern philosophy to follow.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA
PREREQ: ANY PHILOSOPHY COURSE IDENTICAL WITH: COL292

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

PHIL305 Plato's Moral Psychology

This seminar will explore Plato's views on human motivation and moral psychology from his early period dialogues such as the "Lysis" to later works such as the "Philebus." We will focus in particular on the connection drawn in numerous dialogues between reason and value, especially in the "Republic," "Symposium," and "Phaedrus."

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: IRANI, TUSHAR SECT: 01

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
FALL 2011 INSTRUCTOR: FAY, BRIAN C. SECT: 01

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

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: AMST32

PHIL332 Transcendence and Immanence

Is our human existence in need of, or does it call for, something beyond it to make it fulfilling or worth while—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 experi-

ence? 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

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

PHIL341 Confucianism and Virtue Ethics

In recent Western moral philosophy, virtue ethics has been undergoing a renaissance; many philosophers have been attracted to this approach to ethics that emphasizes a person's character and cultivated dispositions rather than a rule-centred approach to right and wrong. Since the virtue ethics approach was more popular prior to the 20th century, philosophers have looked back to a variety of historical thinkers for inspiration, including Aristotle, Hume, and Nietzsche. In this course, we will explore the merits of drawing on thinkers from the Confucian tradition to develop virtue ethics. In what ways do Confucian thinkers lend themselves to being understood as virtue ethicists? What new stimulæ might Confucianism offer to contemporary philosophers who so far have only drawn on Western sources? Is it fruitful to talk about a contemporary version of Confucianism that can enter into dialogue with both contemporary Western virtue ethicists and their critics?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: ANY TWO PHILOSOPHY COURSES IDENTICAL WITH: EAST341
SPRING 2012 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 function and connotations, does the wise moral critic employ the concept of evil?

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

PHIL344 Moral Motivation

In this seminar, students will explore the systematic philosophical problem surrounding moral motivation and cultivate their own informed stance toward it. The problem is this: Moral expectations and ideals must be in some sense realistic or realizable; otherwise, they threaten to become irrelevant to ordinary lives. Yet morality always implicitly challenges our actual inclinations and habits. Taking morality seriously means holding myself and others to normative ideals and constraints even when we do *not* in any sense "feel like it." So, how can it be realistic to expect or demand that people do what they are, in fact, not motivated to do? Is it helpful—or misguided—to insist that morality has something like reason on its side?

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

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

PHIL360 Topics in Christianity and Philosophy

In this seminar, we will explore classic and contemporary texts by Christian philosophers and their critics. Topics and readings will vary from year to year, ranging from close reading of a classic text such as Augustine's *City of God* or Kierkegaard's *Fear and Trembling* to topics such as Christian thought and the rise of modern science.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: HORST, STEVEN W. 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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: [PHIL286 OR SISP286] OR PHIL289

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. We shall be especially attentive to how these approaches might change how we think about the sciences.

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
IDENTICAL WITH: [PHIL202 OR COL360]
FALL 2011 INSTRUCTOR: SHIEH, SANFORD SECT: 01

PHIL390 Topics in Metaphysics

This course explores recent discussions in metaphysics. Topics change from year to year.

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

PHIL401/402 Individual Tutorial, Undergraduate

GRADING: OPT

PHIL409/410 Senior Thesis Tutorial

GRADING: OPT

PHIL411/412 Group Tutorial, Undergraduate

GRADING: OPT

PHIL465/466 Education in the Field, Undergraduate

GRADING: OPT

PHIL467/468 Independent Study, Undergraduate

GRADING: OPT

Physical Education

ADJUNCT PROFESSORS: John S. Biddiscombe, *Chair*; Drew Black; Mary Bolich; Philip Carney; Patricia Klecha-Porter; Gale A. Lackey; Kate Mullen; Christopher Potter; John Raba; Joseph Reilly; Michael Whalen

ADJUNCT ASSOCIATE PROFESSORS: Kenneth Alrutz; Eva Bergsten-Meredith; John Crooke; Walter Curry; Shona Kerr; Jodi McKenna; Jennifer Shea Lane; Geoffrey Wheeler; Holly Wheeler; Mark A. Woodworth

ADJUNCT ASSISTANT PROFESSOR: Patrick Tynan

Wesleyan does not offer a major program in physical education. A for-credit program emphasizes courses in fitness, aquatics, lifetime sport, and outdoor education activities.

No more than one credit in physical education may be used toward the graduation requirement. Physical education (0.25 credit) courses may be repeated once only.

Limited-enrollment courses. Students taking a class for the first time are given preference over students wishing to take a class a second time, and upper-class students have preference over lower-class students. Performance tests may be required to qualify for intermediate and advanced classes.

Physical Education at Wesleyan—a Statement of Philosophy

“I have always thought that sports are an integral part of liberal education...The reason has to do with the difference between being active and remaining passive. Sports provide the occasion for being intensely active at the height of one’s powers. The feeling of concentrated and coordinated exertion against opposing force is one of the primary ways in which we know what it is like to take charge of our own actions.”—Louis Mink

Professor Mink, in *Thinking About Liberal Education*, said that liberal education is an intensive quest for fulfillment of human potential. It challenges the whole person—mind, body, emotions, and spirit—to pursue mastery of skills, broad and focused knowledge, coherent understanding of human experience, and a passionate desire to exploit one’s capacity in the service of human freedom and dignity. As Mink suggests, structured physical activity is a key part of that pursuit. When it is in harmony with the broader educational purposes of an institution, it contributes to them, draws significance from them, and enhances the educational result.

The Department of Physical Education and Athletics provides the Wesleyan University community with a spectrum of activities that will be of benefit in developing healthy, energetic, and well-balanced lives. The objective is to meet the needs of students and to engage other campus constituencies in physical activity. Physical education and athletics at Wesleyan also reflect a commitment to equal opportunity for men and women at all levels of achievement.

Intercollegiate athletics provides the student with the advantage and privilege to achieve a more sophisticated mastery of skills through practice and contests. The pursuit of excellence can be realized through elite NCAA Division III competition with a focus on regular season and NESCAC conference play.

Programmatic balance is a key criterion of physical education. The program is internally balanced to ensure equal opportunity for the pursuit of its several objectives. Moreover, physical education at Wesleyan is designed within the controlling context of liberal education.

PHED101 Tennis, Beginning

This course is designed for those who have had no formal instruction in tennis. Basic grips and stroke technique will be taught for the forehand, backhand, serve, and volley. Also covered will be equipment selection, court etiquette, and proper scoring of games, sets, and matches. The introduction of basic doubles formation will also be included. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: WHEELER, HOLLY GUTELIUS SECT: 01, 02
SPRING 2012 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 of each quarter will meet in the Freeman Athletic Center lobby.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: ALRUTZ, KENNETH SECT: 01
SPRING 2012 INSTRUCTOR: ALRUTZ, KENNETH SECT: 01, 02

PHED104 Golf

The course is designed to teach the basic information necessary to play and enjoy the game of golf. Each classroom period is spent teaching beginning golfers to play the game correctly from the start: mastering the preswing, fundamentals of grip and aim, addressing the ball, and swing technique. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: POTTER, CHRISTOPHER J. SECT: 01
SPRING 2012 INSTRUCTOR: POTTER, CHRISTOPHER J. SECT: 01

PHED105 Fencing

Activity will include introduction to foil fencing. Included will be footwork and simple parries and attacks. An introduction to compound attacks and bouting will conclude the course. Videotaping of individual skills will be conducted. Rules and scoring will also be covered. All fencing equipment

will be provided. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 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 of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: REILLY, JOSEPH P. SECT: 01
SPRING 2012 INSTRUCTOR: CURRY, WALTER JR. SECT: 01

PHED107 Inner Game of Golf

Golf is traditionally taught with verbal instruction from the teacher to the student. The students in this class will be taught with learning by feel. Through this unique approach, students will learn that their natural swing is already present within themselves and they simply need to allow it to come out. Through various drills and learning techniques, students will also discover that enjoyment of golf comes first, success comes second. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: WOODWORTH, MARK A. SECT: 01
SPRING 2012 INSTRUCTOR: WOODWORTH, MARK A. SECT: 01

PHED116 Step Aerobics

Step aerobics is a high-intensity, low-impact program that involves stepping onto a platform while simultaneously performing upper-torso movements. The class is designed to improve various components of fitness using a series of specific exercises that adapt to all ability levels.

Previous experience in aerobics is required. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: KLECHA-PORTER, PATRICIA SECT: 01
SPRING 2012 INSTRUCTOR: KLECHA-PORTER, PATRICIA SECT: 01

PHED118 Strength Training, Introduction

This course is designed for the individual who is unfamiliar with or has had no experience in programs focusing on building body strength. This course includes an introduction to the strength training facilities at Wesleyan, proper strength training techniques, and various elementary training programs. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: REILLY, JOSEPH P. SECT: 01
INSTRUCTOR: RABA, JOHN G. SECT: 02
SPRING 2012 INSTRUCTOR: WHALEN, MICHAEL F. 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 of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
SPRING 2012 INSTRUCTOR: MULLEN, KATE SECT: 01

PHED120 Swimming, Beginning

The course objective is to equip individuals with basic water safety skills and knowledge to make them reasonably safe while in, on, or about the water. We will introduce skills designed to improve stamina and basic coordination and to increase individual aquatic abilities. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: BOLICH, MARY SECT: 01
SPRING 2012 INSTRUCTOR: TYNAN, PATRICK SECT: 01

PHED121 Swimming, Advanced Beginner

The course is designed to build upon the skills learned in beginning swimming. Emphasis is placed on improving the overhand crawl stroke with rotary breathing. Students will be introduced to the basic skills needed to learn the backstroke and breaststroke. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 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 of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: LANE, JENNIFER SHEA SECT: 01
SPRING 2012 INSTRUCTOR: LANE, JENNIFER SHEA SECT: 01
INSTRUCTOR: LACKEY, GALE SECT: 02

PHED124 Squash

This course is geared toward the beginner but may be taken by those who have played some before. Basic grips and strike technique will be taught for the forehand, backhand, serve, and volley. Also covered will be safety precautions, court etiquette, and proper scoring of games and matches. The intermediate player may not get much attention the first two weeks while the beginners learn the basics. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: KERR, SHONA SECT: 01
SPRING 2012 INSTRUCTOR: WHEELER, GEOFFREY H. SECT: 01

PHED125 First-Year Students' Introduction to Squash

First-year students should take advantage of this opportunity to be introduced to the game of softball squash. In the past few years, first-year

students who do well have been able to go on to play for men's and women's squash teams. Anyone with any racket experience, i.e., tennis, badminton, etc., should consider this class. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE

PHED130 Skating, Beginning

This introduction course to ice skating will include lectures as well as work on ice and covers all basics of skating. Progress is self-paced. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: MCKENNA, JODI SECT: 01
SPRING 2012 INSTRUCTOR: POTTER, CHRISTOPHER J. SECT: 01

PHED137 Rowing for Fitness

This course is designed to introduce individuals to the use and benefit of rowing as a lifetime fitness activity. Through the use of the Concept II rowing ergometer, students will be taught proper rowing technique, conditioning, injury prevention, and ways to include rowing as a part of an overall exercise program. No previous rowing experience is necessary. The first class of each quarter will meet in the lobby of the Freeman Athletic Center. This class meets in the second quarter.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: CARNEY, PHILIP D. SECT: 01
SPRING 2012 INSTRUCTOR: CARNEY, PHILIP D. SECT: 01

PHED138 Indoor Cycling

Indoor cycling, as an organized activity, is a form of exercise with classes focusing on endurance, strength, intervals, high intensity (race days) and recovery that involves using a special stationary exercise bicycle with a weighted flywheel in a classroom setting. During the class the instructor simulates the ride. Together you travel on flat roads, climb hills, sprint and race! This is a truly fantastic cardiovascular class.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: MCKENNA, JODI SECT: 01
SPRING 2012 INSTRUCTOR: MEREDITH, EVA BERGSTEN 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 of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
SPRING 2012 INSTRUCTOR: CROOKE, JOHN T. SECT: 01

PHED140 Racketlon

Racketlon combines tennis, badminton, squash and table tennis into one sport. It is racketsports' answer to other combination sports such as Triathlon or Decathlon. Very commonly played in Europe, opponents play each of the sports to 21 points, and the winner is the person with the highest total points. Racketlon is also played in a doubles format where a team of two opponents play against each other. This class will introduce students to each of the four racketsports and how to play them in combination within the sport of Racketlon. As a capstone experience the class will play both a singles racketlon and a doubles racketlon. Previous racketsport experience will be valuable in this class, although not required.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
SPRING 2012 INSTRUCTOR: KERR, SHONA SECT: 01

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/U CREDIT: 0.25 PREREQ: NONE

PHED152 Outdoor Hiking

Hiking is merely walking on a footpath, whether on a neighborhood path or a more adventurous trail that involves some climbing. Hiking is a moderate cardiovascular activity. Common benefits in-

clude weight loss, prevention of osteoporosis, decreased blood pressure, and relief of back pain.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: CROOKE, JOHN T. SECT: 01

PHED169 Indoor Technical Climbing

This is an introductory course that will feature instruction providing the basic skills necessary for technical rock climbing. The climbing wall in the Freeman Athletic Center will be the site for the course, with some outdoor climbing possible when weather permits. All equipment provided. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: BLACK, DREW SECT: 01
INSTRUCTOR: BIDDISCOMBE, JOHN S. SECT: 02
SPRING 2012 INSTRUCTOR: BIDDISCOMBE, JOHN S. SECT: 01

PHED170 Sculling

This course is designed to give those students that have completed the introductory Rowing for Fitness course (**PHED137**). It gives them the opportunity to take these skills to the water and learn a fitness activity that can last a lifetime. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: 0.25 PREREQ: PHED137
FALL 2011 INSTRUCTOR: TYNAN, PATRICK SECT: 01

Physics

PROFESSORS:	Reinhold Blümel; Fred M. Ellis; Lutz Hüwel; Thomas J. Morgan
ASSOCIATE PROFESSORS:	Tsampikos Kottos; Francis Starr; Brian Stewart, <i>Chair</i> ; Greg A. Voth
ASSISTANT PROFESSOR:	Christina Othon
DEPARTMENTAL ADVISING EXPERTS 2011-2012:	Fred M. Ellis, <i>Class of 2012</i> ; Francis Starr, <i>Class of 2013</i>

Undergraduate Program

“Four decades ago, a liberal arts education was thought to prepare one well for any professional endeavor; the specific course work may have been irrelevant, but the education process instilled intellectual discipline and sobriety. These days, a physics education serves the purpose much better, because it offers the discipline and important tools for tackling new issues. Physics is the liberal arts education for a technological society.” (*Physics Today*, January 1997, p. 46)

Participation in research and proficiency in the main subject areas of physics are the twin goals of the physics program. The major program is designed to develop competency in quantum theory, electromagnetism and optics, thermodynamics and statistical mechanics, classical dynamics, and condensed-matter physics. Preparation in mathematical and computational methods is an integral part of the program.

Interested and qualified students may pursue several opportunities for advanced work, including graduate courses and participation with graduate students and faculty in research. The department encourages its students to “do physics” at the earliest opportunity by making arrangements to work with one of the research groups or by arranging an independent research tutorial. Research may be experimental or theoretical and may, but need not, result in a senior honors thesis. Most majors who intend to write a thesis begin research no later than the junior year and continue it through the summer into the senior year. Current research interests include chaos theory, soft condensed-matter physics, granular flow, third sound in superfluid films, laser plasmas, spectroscopy and collision studies involving excited atoms and molecules, and wave transport in complex media.

The science machine shop, located on the ground floor of the Exley Science Center, maintains a well-equipped student shop. It is open to all students who have satisfied the shop foreman of their competence in handling machine tools. Many students also take advantage of Wesleyan’s computing facilities in their research or course work. In addition to the usual workstations, the department has three state-of-the-art computer clusters available for students working in the theory groups, and the University has a large computer cluster available to all who are doing research.

Each semester, opportunities exist to serve as a teaching apprentice, course assistant, or department assistant in one of the introductory or intermediate-level courses. Many physics majors have found that this is a stimulating way to learn more about the fundamentals of the discipline and how to teach them. The Cady Lounge in the department serves as a focus for the major by providing a place where students can study and talk physics. There is also a study room where students in the introductory courses can come to get help and to work together. Students are encouraged to attend the weekly colloquium series and to participate in the weekly research seminars in atomic and molecular physics, chemical physics, condensed-matter physics, and theory.

Pathways to the major. The appropriate course for students considering a physics major depends primarily on their preparation. There are three common tracks beginning in the fall semester.

- **PHYS113** General Physics I is a calculus-based introductory mechanics course requiring one semester of calculus, taken in either secondary school or in college, at about the level of **MATH121**. A student who has had no calculus is advised to take calculus during the first year, then **PHYS113** in the first semester of the sophomore year.
- Students who have had a strong preparation in physics and calculus may take **PHYS215** Special Relativity and **PHYS217** Chaos. These two half-credit courses are offered sequentially in two halves of the fall semester but are not sequential in content. They are intended for majors but are available to first-year or other students who have had both integral and differential calculus at about the level of **MATH121/122** and a solid course in mechanics with calculus at the level of **PHYS113**.
- Students from both of the above tracks merge into the electricity and magnetism course of **PHYS116** General Physics II in the spring. Students intending to major in physics should complete either track no later than the end of their sophomore year and preferably by the end of their first year.
- Exceptionally well-prepared students may begin with **PHYS213** Waves and Oscillations. Students who feel that they fall into this category should consult with a member of the physics faculty.

Laboratory courses. The **PHYS113/PHYS116** General Physics I/II sequence has associated laboratory courses, **PHYS121** in the fall, and **PHYS122** in the spring. These laboratory sections are half-credit courses associated with the lecture courses but are not required. We encourage students to take the laboratory courses for a firsthand opportunity to observe, both qualitatively and quantitatively, some of the physical phenomena discussed in the lectures.

Major program. To major in physics, you must complete **PHYS116** no later than the end of your sophomore year; if you can complete it by the end of your first year, it will give you more flexibility to construct your major. You should also have completed **MATH121**, **122**, and **221** by the end of the sophomore year. It is desirable for those who are considering graduate work in physics, or who wish to pursue an intensive major, also to complete **PHYS213** and **214** by the end of the sophomore year. You should note that a few of the advanced courses may not be offered every year, and you should plan your program of study accordingly.

To fulfill the major in physics, a student must complete the following:

- Eight lecture courses, including: (a) four core physics courses, **PHYS213**, **214**, **316** and **324** (note that **PHYS324** requires **MATH222**); and (b) at least four other physics course credits at the **200**, **300**, or **500** level, not including the laboratory courses or **MATH221** or **222**. For most majors, the department strongly recommends **PHYS315**, followed in importance by **313**, and **358**.
- Two laboratory courses: **PHYS342** Experimental Optics and **PHYS345** Electronics Lab. An experimental research or thesis tutorial with a physics faculty may be substituted for one of these.
- Students planning graduate study in physics should take a minimum of 14 credits, at the **200** level or higher, in physics, mathematics, and computer science. **PHYS215**, **313**, **315** and **358** are essential. In addition, the department strongly recommends **MATH222**, **MATH226**, **PHYS565**, and **MATH229**. Graduate physics courses may be elected with permission, and experience in computer programming is also extremely valuable.
- Students not planning graduate study in physics and who are interested in applying their knowledge of physics to other areas of the curriculum may choose up to four courses from other departments to satisfy requirement 1(b) above. This must be done in consultation with the physics major advisor, and the selections must constitute a coherent, coordinated program of study.

Honors in physics. To be a candidate for departmental honors in physics, a major must submit a thesis describing the investigation of a special problem carried out by the candidate under the direction of a member of the department. In addition, the candidate must have attained a minimum average in the eight lecture courses applied to the major, except those taken in the final semester of the senior year, of B (85.0) for honors and B+ (88.3) for high honors. Honors status is voted by the faculty on the basis of students' thesis work.

Combined 3-2 programs in science and engineering. Wesleyan maintains a 3-2 program with Columbia and the California Institute of Technology for students wishing to combine the study of engineering with a broad background in liberal arts. A student participating in this program spends three years at Wesleyan followed by two at the engineering school. After completing all degree requirements from both schools, he or she receives two degrees, a BA from Wesleyan and a BS in engineering from the participating school. During the three years at Wesleyan, a prospective 3-2 student enters a normal major program and completes the minimal requirements for the major and, in addition, fulfills the science and mathematics requirements for the first two years of the engineering school he or she plans to enter. During the final two years at the engineering school, the student follows its regular third- and fourth-year program in whatever field of engineering is selected and, in addition, may need to take other specific courses to satisfy its degree requirements. (This is more likely to be the case at Columbia, which has a core curriculum required of all students.) Contact the department's 3-2 advisor for further information. Please also consult with your class dean to ensure that you can meet all University requirements for graduation. In addition, a 4-2 option exists for Columbia University, allowing students to complete four years at Wesleyan before pursuing the engineering degree. Otherwise, requirements are the same as those for the 3-2 program.

Certificate Program in Informatics and Modeling. The Certificate Program in Informatics and Modeling enhances student choices and options. The certificate program provides students with a coherent set of courses and practical instruction in two pathways: (1) integrative genomics and (2) computational science and quantitative world modeling.

Study abroad for physics majors. The Physics Department encourages study abroad for majors since it allows our physics majors to play an active part as citizens of the world scientific community. As with any major, careful planning is needed to be sure that requirements for the major are fulfilled, and sophomores intending to declare a physics major are strongly urged to study these requirements for the major so that they can determine the optimum semester to study abroad. At Wesleyan we believe that the best study-abroad experience will include work done in the major, since this provides the student with a natural community of fellow students with shared interests and background and greatly facilitates the process of cultural integration. Physics majors are thus urged to consider direct enrollment in a university abroad where they can take courses related to their major interests.

The Physics Department cooperates with Dublin City University in Ireland to offer a preferred exchange program for physics majors. The spring semester opportunity allows students to study in a fully integrated environment under the guidance of members of the Dublin City physics faculty who engage in collaborative research work with members of the Wesleyan Physics Department. Students will be placed in a laboratory and will participate actively in current research activities, working closely with Dublin City physics faculty.

BA/MA program in physics. This is a curricular option for those students who feel the need for the intensive research experience that a fifth year of study can afford. During the fifth year, the student will do additional course work and write an MA thesis based on original research. Tuition is not charged for the fifth year. Students interested in this possibility should consult their physics major advisors as early as possible, since it takes some planning to complete the requirements for both the BA and MA degrees in five years.

Program for nonmajors. The Physics Department offers two two-semester survey courses covering many of the main subject areas of physics (mechanics, electromagnetism and optics, thermodynamics, and kinetic theory), **PHYS111/112** (no calculus) and **PHYS113/116** (calculus). Laboratory courses **PHYS121/122/123/124** are also offered. Either of these two-semester course sequences (with the lab) should satisfy the physics requirement for admission to most schools of medicine, dentistry, or architecture, but occasionally schools require the calculus-based series, so attention to these details is necessary.

General education courses. While the above courses are all excellent for general education, the Physics Department offers two topical general education courses: Physics for Future Presidents (**PHYS102**) and Newton to Einstein (**PHYS104**). Designed for a general audience, these courses explore in greater depth particular areas of physics. The courses offered differ from year to year and they are listed in the course catalog.

Advanced Placement credit. Students may receive a maximum of two physics AP credits, one with a score of 5 on the AP physics C mechanics exam and one with a score of 5 on the AP physics C electricity and magnetism exam. However, special regulations apply. Please check with the registrar or a departmental advisor. Students may also receive AP credit with a score of 5 on the AP physics B exam. Again, special regulations apply.

Graduate Program

The Physics Department offers graduate work leading to the PhD and MA. The small size of the program (nine full-time faculty and about 15 graduate students) permits the design of individual programs of study and allows the development of a close working collegiality among students and faculty. The department wants its students to "do physics" right from the start rather than spend one or two years solely on course work before getting into research. To this end, graduate students are expected to join in the research activities of the department upon arrival and must have done some work in at least two research areas before embarking on a thesis project. An interdisciplinary program in chemical physics is available to interested students. For more details, see the listing for chemical physics in the Chemistry Department.

For the PhD degree, in addition, students must have taken (or placed out of) five PhD-level graduate core courses and five Advanced Topics courses. Students must have demonstrated proficiency in the main subject areas of physics by the time they have completed the program. Each student, during the first year of graduate study, selects an advisory committee of three faculty members. The committee assists the student to design a program of study, monitors, and makes annual recommendations to the department regarding the student's continuation in the program. The advisory committee also administers the examinations as described below.

Although the emphasis in the program is on independent research and scholarly achievement, graduate students are expected to improve their skills at teaching and other forms of oral communication. Each student is given the opportunity for some undergraduate teaching under direct faculty supervision. While this usually consists of participation in 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, granular and fluid flows, and dynamics in biological systems. Current theoretical and computational research areas include nonlinear dynamics, quantum chaos, properties of nanostructures, soft condensed matter, and wave transport in complex media.

Requirements for the degree of doctor of philosophy

- *Courses:* In consultation with the advisory committee (or, for incoming students, with the graduate advisor), each student plans a program of study that will ensure an adequate grasp of the main subject areas of physics, e.g., quantum theory, including atomic and condensed-matter physics; electromagnetism and optics; classical dynamics; and thermal and statistical physics. While these would normally be graduate-level (500) physics courses, under special circumstances a lower-level physics course, a course in a related discipline, or a tutorial may be chosen.
- *Research:* During the first year, each student should associate with at least two different research groups by spending a semester with each group. During the second year, research with one of these groups may be continued or still another research area may be explored. This second-year research activity will normally form the basis for the PhD candidacy examination and may develop into the subject matter of the thesis.
- *Examinations:* Three formal examinations serve to define the various stages of the student's progress to the degree. The first, usually taken at the beginning of the second year, is a written examination on material at an advanced undergraduate level. Advancement to the second stage of candidacy depends on passing this examination as well as on course work and demonstrated research potential. Usually during the second semester of the second year, each student takes the PhD candidacy examination. This consists of an oral presentation before the student's advisory committee, describing and defending a specific research proposal. (The proposal might—but need not—grow out of previous research, nor need the proposal be adopted by the student as a thesis topic.) The committee then recommends to the department whether to admit the student to the final stage of PhD candidacy or whether to advise the student to seek an MA degree. The final oral examination, taken when the dissertation is completed, is described below.
- *Dissertation:* Each candidate is required to write a dissertation on original and significant research, either experimental or theoretical, supervised by a member of the faculty. The work must be defended in a final oral examination administered by the advisory committee. This oral examination covers the dissertation and related topics and is open to all members of the Wesleyan community. It is expected that the candidate will submit the results of his or her work to a scholarly journal for publication.

Requirements for the degree of master of arts

- A minimum of eight credits with grades of B- or better is required for the MA degree. These may include three in research leading to the thesis, which is also required. Course selection is flexible and is done in consultation with the faculty advisor and with the members of the student's committee.

PHYS102 Physics for Future Presidents

Physics of terrorism, energy, nukes, global warming, and space travel. This course offers the opportunity to students who previously have not studied physics to learn about the physics of timely topics that influence our lives. Students who are interested in having a working knowledge of physics to assist their decisions as citizens on the above topics are encouraged to enroll. Students who have already taken a high school physics course or other introductory physics courses may be too overqualified to enjoy this course.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
FALL 2011 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. Along the way, we will examine the properties of light and our perceptions of light, including topics on color, vision, and art. The emphasis will be on principles, not problem solving (although there will be weekly problems).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
SPRING 2012 INSTRUCTOR: HÜWEL, LUTZ 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

PHYS111 Introductory Physics I

This is the first of two noncalculus courses covering the fundamental principles of physics and is targeted specifically toward life-science

majors and students planning to enter the health professions. Note that **PHYS111** and **PHYS112** may be taken in any order. By drawing on examples from everyday life, such as car crashes, basketball, and dance, as well as drawing from examples of interest to life scientists, the physics of mechanics, atoms, and nuclei will be covered in the first semester. The emphasis will be on developing a conceptual understanding of the physical processes as well as problem-solving skills. The lab **PHYS121** is recommended.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
FALL 2011 INSTRUCTOR: WESTLING, LYNN ADREA SECT: 01

PHYS112 Introductory Physics II

This is the second in the series of two noncalculus courses covering fundamental principles of physics and is targeted specifically toward nonscience majors. Note that **PHYS111** and **PHYS112** may be taken in any order. By drawing on examples from everyday life, such as tasers, defibrillators, household electrical power, and cameras, **PHYS112** covers the physics of electricity and magnetism, waves, sound, light, and optics, as well as buoyancy and flight. The emphasis will be on developing a conceptual understanding of the physical processes as well as problem-solving skills. The associated lab **PHYS122** is recommended.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
SPRING 2012 INSTRUCTOR: WESTLING, LYNN ADREA SECT: 01

PHYS113 General Physics I

This course is the first term of a general physics course with calculus. The focus is on Newtonian dynamics and its ramifications for mechanics and heat. This course seeks to develop both conceptual understanding and the ability to use this understanding to obtain precise, quantitative predictions of how the universe works. The associated lab **PHYS123** is recommended.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
FALL 2011 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 give 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. The associated lab **PHYS124** is recommended.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM IDENTICAL WITH: PHYS113
SPRING 2012 INSTRUCTOR: BLÜMEL, REINHOLD SECT: 01

PHYS121 Physics Laboratory I

This laboratory course provides experience with phenomena discussed in **PHYS111** lectures. Video cameras and computer analysis of captured video clips will be the primary tools for data acquisition and investigation. While this course is not required by the Physics Department, students planning to enter the health professions should be aware that a year of physics *with laboratory* is usually required for admission. Consult your major advisor if you are in doubt about similar requirements in your field. Each laboratory is limited to 12.

GRADING: CR/U CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE
FALL 2011 INSTRUCTOR: MORGAN, THOMAS J. SECT: 01-07

PHYS122 Physics Laboratory II

This course provides laboratory experiences for students taking **PHYS112**.

GRADING: CR/U CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE
SPRING 2012 INSTRUCTOR: HÜWEL, LUTZ SECT: 01

PHYS123 General Physics Laboratory I

This laboratory course provides experience with phenomena discussed in **PHYS113** lecture. Video cameras and computer analysis of captured video clips will be the primary observational tools. While this course is not required by the Physics Department, students planning to enter the health professions should be aware that a year of physics *with laboratory* is usually required for admission. Consult your major advisor if you are in doubt about similar requirements in your field.

GRADING: CR/U CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE
FALL 2011 INSTRUCTOR: STEWART, BRIAN A. SECT: 01 04

PHYS124 General Physics Laboratory II

This laboratory course is designed to be taken in conjunction with **PHYS116**. Students will get hands-on experience with physical systems that demonstrate the principles being studied in the lecture courses. Hands-on experience helps in developing a physical intuition and in understanding the material.

GRADING: CR/U CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE
SPRING 2012 INSTRUCTOR: BLÜMEL, REINHOLD SECT: 01

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/U CREDIT: .5 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
PREREQ: (PHYS113 AND PHYS116)
FALL 2011 INSTRUCTOR: KOTTOS, TSAMPIKOS 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 IDENTICAL WITH: PHYS213
SPRING 2012 INSTRUCTOR: WESTLING, LYNN ADREA SECT: 01

PHYS215 Special Relativity

This calculus-based half-credit, half-semester introduction to Einstein's theory of special relativity promotes both a qualitative understanding of the subject and a quantitative problem-solving approach.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE
FALL 2011 INSTRUCTOR: ELLIS, FRED M. SECT: 01

PHYS217 Chaos

This calculus-based course provides an introduction to the physics of chaos. Chaos is everywhere, in economics, biology, political science, chemistry, and physics.

GRADING: A-F CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE
FALL 2011 INSTRUCTOR: OTHON, CHRISTINA MARIE SECT: 01

PHYS219 Introduction to General Relativity

This course introduces students to Einstein's general relativity.

GRADING: A-F CREDIT: .5 PREREQ: PHYS215

PHYS313 Classical Dynamics

This course will present classical dynamics, with emphasis on one- and two-particle systems of continued importance in physics and astrophysics. Lagrangian and Hamiltonian methods and nonlinear dynamics are among the topics that will be discussed.

GRADING: A-F CREDIT: 1
PREREQ: (PHYS213 AND MATH221 AND MATH222 AND MATH122)
IDENTICAL WITH: PHYS513
SPRING 2012 INSTRUCTOR: STEWART, BRIAN A. SECT: 01

PHYS315 Quantum Mechanics II

This course will begin with the development of the formalism of quantum mechanics in three dimensions to include spin and angular momentum. The quantum theory of identical particles will be developed and applied to multi-electron atoms. The remainder of the course will explore approximation methods for applying quantum mechanics to more complex systems.

GRADING: OPT CREDIT: 1 PREREQ: (PHYS214 AND MATH221)
IDENTICAL WITH: PHYS515
FALL 2011 INSTRUCTOR: VOTH, GREG A. 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 PREREQ: PHYS214 IDENTICAL WITH: PHYS516
SPRING 2012 INSTRUCTOR: OTHON, CHRISTINA MARIE SECT: 01

PHYS324 Electricity and Magnetism

Covering the first seven chapters of the course book, we will study the principles of electricity and magnetism.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM
PREREQ: (PHYS116 AND MATH222) IDENTICAL WITH: PHYS524
FALL 2011 INSTRUCTOR: BLÜMEL, REINHOLD SECT: 01

PHYS340 Computational Physics: Algorithms and Clusters

The aim of this course is to introduce students to both numerical techniques and the computer hardware and software used in modern computational physics. In the first part of the course, we will learn how to work with computers running the Linux operating system and how those computers can be linked together to make a Beowulf cluster. The majority of material in the course will focus on the most important numerical techniques that we will implement in weekly exercises. A functional knowledge of Linux/Unix is preferred but not required.

GRADING: CR/U CREDIT: .5 GEN. ED. AREA: NSM
PREREQ: (MATH222 AND PHYS213)
SPRING 2012 INSTRUCTOR: STARR, FRANCIS W. SECT: 01

PHYS342 Experimental Optics

An experimental course in optics, including lenses, lens combinations, interference and diffraction, interferometry, and spectrometry.

GRADING: A-F CREDIT: .5 PREREQ: (PHYS116 AND PHYS213)
IDENTICAL WITH: PHYS542
FALL 2011 INSTRUCTOR: OTHON, CHRISTINA MARIE SECT: 01

PHYS345 Electronics Lab

This laboratory course will cover the fundamentals of analog and digital electronics: passive DC and AC circuits, linear transistor and integrated circuits, and digital integrated circuits.

GRADING: CR/U CREDIT: .5
PREREQ: PHYS112 OR PHYS116 OR (PHYS324 OR PHYS524)
IDENTICAL WITH: PHYS545
SPRING 2012 INSTRUCTOR: VOTH, GREG A. 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 PREREQ: NONE IDENTICAL WITH: PHYS558

PHYS395 Structural Biology Laboratory

IDENTICAL WITH: MB&B395

PHYS500 Graduate Pedagogy

IDENTICAL WITH: BIOL500

PHYS505 Condensed Matter Physics Seminar I

Presentations and discussions of material at the forefront of the discipline emphasizing emerging novel physics topics.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: OTHON, CHRISTINA MARIE SECT: 01

PHYS506 Condensed Matter Physics Seminar II

Presentation and discussion of material at the forefront of the discipline emphasizing emerging novel physics topics.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
SPRING 2012 INSTRUCTOR: OTHON, CHRISTINA MARIE SECT: 01

PHYS507 Atomic and Molecular Physics Seminar I

Presentations and discussions of material at the forefront of the discipline emphasizing current research at Wesleyan.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: MORGAN, THOMAS J. SECT: 01

PHYS508 Atomic and Molecular Physics Seminar II

Presentations and discussions of material at the forefront of the discipline emphasizing current research at Wesleyan.

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE
SPRING 2012 INSTRUCTOR: MORGAN, THOMAS J. SECT: 01

PHYS509 Theoretical Physics Seminar I

Presentations and discussions of material at the forefront of the discipline emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: 0.25 PREREQ: ([PHYS313 OR PHYS513] AND PHYS214 AND [PHYS315 OR PHYS515] AND [PHYS316 OR PHYS516])
FALL 2011 INSTRUCTOR: BLÜMEL, REINHOLD SECT: 01

PHYS510 Theoretical Physics Seminar II

Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: 0.25 PREREQ: ([PHYS315 OR PHYS515] AND [PHYS324 OR PHYS524] AND [PHYS316 OR PHYS516])
SPRING 2012 INSTRUCTOR: STARR, FRANCIS W. 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/U CREDIT: 0.25 PREREQ: NONE
FALL 2011 INSTRUCTOR: KOTTOS, TSAMPIKOS

PHYS522 Physics Colloquium II

Presentations by outside experts and discussion of material at the forefront of the discipline emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: 0.25
PREREQ: ([PHYS315 OR PHYS515] AND [PHYS313 OR PHYS513])
SPRING 2012 INSTRUCTOR: MORGAN, THOMAS J. SECT: 01

PHYS524 Electricity and Magnetism

IDENTICAL WITH: PHYS324

PHYS542 Experimental Optics

IDENTICAL WITH: PHYS342

PHYS545 Electronics Lab

IDENTICAL WITH: PHYS345

PHYS558 Condensed Matter

IDENTICAL WITH: PHYS358

PHYS563 Analytical Mechanics

Advanced classical mechanics and mathematical physics, description of multidimensional motion, vibrations, perturbation theory, and chaos.

GRADING: A-F CREDIT: .5 PREREQ: (PHYS213 AND PHYS217 AND [PHYS313 OR PHYS513] AND [PHYS316 OR PHYS516])
SPRING 2012 INSTRUCTOR: VOTH, GREG A. SECT: 01

PHYS565 Mathematical Physics

Much of mathematical physics has grown from the need to solve ordinary and partial differential equations. The course will emphasize certain techniques that are employed for this purpose, including complex analysis and Fourier and Laplace transforms. We will also introduce the notion of Green's function and apply them for the solution of differential equations.

GRADING: OPT CREDIT: 1
IDENTICAL WITH: MATH222 AND (MATH221 OR MATH223)

PHYS566 Electrodynamics

Boundary value problems, Green's functions, multipoles, fields in dielectric and magnetic media, electromagnetic radiation, and wave guides.

GRADING: OPT CREDIT: 1 PREREQ: NONE

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 IDENTICAL WITH: [PHYS316 OR PHYS516]
FALL 2011 INSTRUCTOR: STARR, FRANCIS W. SECT: 01

PHYS568 Quantum Mechanics

This course will develop advanced aspects of theory and application of quantum mechanics.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: [PHYS315 OR PHYS515]

PHYS571 Advanced Topics in Atomic and Molecular Physics

Discussion of aspects of atomic and molecular structure and dynamics with application to current research topics.

GRADING: OPT CREDIT: .5 PREREQ: NONE

PHYS572 Advanced Topics in Atomic and Molecular Physics

The course will treat advanced topics in structure, spectroscopy, and dynamics of atoms and molecules.

GRADING: OPT CREDIT: .5 PREREQ: NONE

PHYS573 Advanced Topics in Condensed Matter

The course will treat advanced topics in condensed-matter physics with emphasis on current research problems within the department.

GRADING: OPT CREDIT: .5
PREREQ: ([PHYS358 OR PHYS558] AND [PHYS315 OR PHYS515])
FALL 2011 INSTRUCTOR: ELLIS, FRED M. SECT: 01

PHYS574 Advanced Topics in Atomic, Molecular, and Optical Physics

The course will treat advanced topics in condensed-matter physics with emphasis on current research problems within the department.

GRADING: CR/U CREDIT: .5 PREREQ: NONE

PHYS575 Advanced Topics in Theoretical Physics

This introduction to quantum computing formulates physical models that provide the basis for understanding how our world works at its most fundamental level.

GRADING: OPT CREDIT: .5 PREREQ: (PHYS214 AND [PHYS315 OR PHYS515])

PHYS576 Advanced Topics in Theory

This graduate course will present advanced topics in theory of relevance for current research in the department.

GRADING: OPT CREDIT: .5 GEN. ED. AREA: NSM PREREQ: NONE
SPRING 2012 INSTRUCTOR: STARR, FRANCIS W. SECT: 01

PHYS577 Lab Pedagogy

Course taken by graduate students teaching PHYS121

GRADING: CR/U CREDIT: 0.25 PREREQ: NONE

PHYS578 Lab Pedagogy

Course taken by graduate students teaching PHYS122

GRADING: OPT CREDIT: .5 PREREQ: NONE

PHYS587 Seminar in Chemical Physics

IDENTICAL WITH: CHEM547

PHYS588 Seminar in Chemical Physics

Weekly seminars presented jointly with the Chemistry Department under the auspices of the Chemical Physics Program. These informal seminars will be presented by students, faculty, and outside visitors on current research and other topics of interest.

GRADING: CR/U CREDIT: 0.25 IDENTICAL WITH: CHEM548 PREREQ: NONE
SPRING 2012 INSTRUCTOR: STEWART, BRIAN A. SECT: 01

PHYS401/402 Individual Tutorial, Undergraduate

GRADING: OPT

PHYS409/410 Senior Thesis Tutorial

GRADING: OPT

PHYS411/412 Group Tutorial, Undergraduate

GRADING: OPT

PHYS465/466 Education in the Field, Undergraduate

GRADING: OPT

PHYS467/468 Independent Study, Undergraduate

GRADING: OPT

PHYS501/502 Individual Tutorial, Graduate

GRADING: OPT

PHYS503/504 Selected Topics, Graduate Science

GRADING: OPT

PHYS511/512 Group Tutorial, Graduate

GRADING: OPT

PHYS561/562 Graduate Field Research

GRADING: OPT

Psychology

PROFESSORS: Lisa Dierker, *Chair*; Jill G. Morawski; Scott Plous; John G. Seamon; Robert S. Steele; Ruth Striegel

ASSOCIATE PROFESSOR: Matthew Kurtz; Andrea L. Patalano

ASSISTANT PROFESSORS: Hilary Barth; Barbara Juhasz; Patricia Rodriguez Mosquera; Charles Sanislow; Anna Shusterman; Steven Stemler; Clara Wilkins

DEPARTMENTAL ADVISING EXPERTS 2011–2012: Robert Steele; Steven Stemler

The Department of Psychology offers introductory courses to provide a general overview of the entire field. Statistics and research methods courses familiarize students with research tools and techniques. The breadth requirement courses assure that students take an array of medium-level courses that provide an intensive exposure to the theories, practices, and results associated with important investigative areas.

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 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) 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 expectation 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**), Psychological Statistics (**PSYC201**), or Applied Data Analysis (**QAC201**) is required. Alternatively, this requirement can be fulfilled with one of the following approved courses from outside the department: **MATH132**, **MATH232**, **ECON300**, **SOC256/GOVT366**, or **BIOL320/E&ES320**.

Research methods. These courses provide specific skills with which to evaluate and perform research. One course in methods of research is required. These courses are numbered **PSYC202–219**. Alternatively, this requirement can be fulfilled by taking one of the Advanced Research courses (**PSYC380–399**), but seats are more limited in these advanced courses.

Breadth requirement. Students must choose a minimum of one course from each of the three columns:

COLUMN 1

PSYC220 Cognitive Psychology
PSYC221 Human Memory
PSYC222 Sensation and Perception
PSYC 223 Psycholinguistics
PSYC225 Cognitive Neuroscience
PSYC228 Clinical Neuropsychology
PSYC239 Functional Anatomy of the Human Brain
PSYC240 Behavioral Neurobiology
PSYC247 Neuroscience Perspectives on Psychopathologies

COLUMN 2

PSYC230 Developmental Psychology
PSYC233 Adolescent Psychology
PSYC245 Psychological Measurement
PSYC251 Psychopathology
PSYC259 Discovering the Person
PSYC 271 Life-Span Development
PSYC274 Cultural and Historical Perspectives on Psychological Disorders

COLUMN 3

PSYC260 Social Psychology
PSYC261 Cultural Psychology
PSYC263 Exploring Social Psychology
PSYC 265 Culture in Psychology: An Introduction to Theory and Research
PSYC277 Psychology and the Law
PSYC290 The Psychology of Gender

Specialized. These courses (**PSYC300–398**) aim to ensure that students study at least one subfield of psychology in-depth. A student must take one specialized course that deepens the knowledge she or he gained in a breadth requirement course.

Electives. Any other courses, tutorials, or teaching apprenticeships offered by the department, or any courses approved by the chair, may also be counted toward completion of the requirements.

Foreign language requirement (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 the chair to fulfill the requirement with a cultural immersion experience within the United States, with a summer program, or with other equivalent experience.

Honors thesis in psychology. By the beginning of their spring semester junior year, psychology majors who have earned at least a B+ average in all psychology courses and who have earned at least a B average in all nonpsychology courses may pursue honors in psychology by writing a thesis. Honors will be awarded only if both readers evaluate the thesis worthy of honors.

High honors thesis in psychology. In addition to the above, psychology majors 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 (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 requirement. An AP credit may not be counted toward admission to the major. An AP credit will count as a transfer credit as well as the nongraded course (refer to the section Major Requirements).

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**), Sensation and Perception (**PSYC222**), Human Memory (**PSYC221**), Clinical Neuropsychology (**PSYC228**), Developmental Psychology (**PSYC230**), Behavioral Neurobiology (**PSYC240**), 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 Capstone Seminar (**PSYC345/346**). 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.

BA/MA degree program. The Psychology Department offers the BA/MA degree program. It is available only to Wesleyan psychology major students in their junior year. Please contact the department or visit the Office of Graduate Student Services' web site, wesleyan.edu/grad.

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 2011 INSTRUCTOR: STEMLER, STEVEN E. SECT: 01
SPRING 2012 INSTRUCTOR: CARNEY, SARAH KRISTIN 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.

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

PSYC111 Myth, Magic, and Movies

We will examine how the mythic is made and what purposes myth and magic serve in modern culture. Guided by classic psychoanalytic ideas, we will seek to understand both the conscious and unconscious power of myths. The seven volumes in J. K. Rowling's "Harry Potter" series will be the core texts for the course, and we will explore how these texts were transformed by the eight Potter movies.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: STEELE, ROBERT S. SECT: 01
SPRING 2012 INSTRUCTOR: STEELE, ROBERT S. SECT: 01

PSYC112 Positive Psychology

Positive Psychology seeks to identify and define, investigate, and promote the development of human strengths, growth, and potential. This First Year Initiative seminar will examine the history, theories, methodology, and research findings in the subfield of positive psychology and it will challenge students to apply what they have learned in class toward personal or social change.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: STRIEGEL, RUTH H. SECT: 01

PSYC131 Service-Learning Clinical Experience at Connecticut Valley Hospital

IDENTICAL WITH: BIOL131

PSYC200 Statistics: An Activity-Based Approach

This course will introduce the concepts and methods used in the analysis of quantitative data in the behavioral and life sciences. The approach will emphasize activity-based learning. Lectures will be used for the initial presentation and wrap-up of topics, but most class time will be devoted to activities in which students perform analyses. The topics covered will include descriptive statistics, sampling distributions, estimation, hypothesis testing, analysis of variance, and regression.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
SPRING 2012 INSTRUCTOR: KURTZ, MATTHEW M. SECT: 01
INSTRUCTOR: JUHASZ, BARBARA JEAN SECT: 02

PSYC202 Qualitative Research Methods in Psychology

Students in the course will learn about the topic of qualitative research methods through the process of designing and conducting an interview study. Students will work together in small groups and be introduced to other methods of collecting qualitative data throughout the term, but the focus of this course is on semistructured interviewing. Students gain firsthand experience with entry issues, data collection, and analysis (e.g., thick description, theme interpretation, grounded theory), and writing up ethnographic research. Throughout the course we will discuss the theoretical paradigms and tensions regarding the role of qualitative methods in the field of psychology.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: PSYC101 OR PSYC105
IDENTICAL WITH: [AMST241 OR FGSS203]

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 IDENTICAL WITH: PSYC261
SPRING 2012 INSTRUCTOR: STEELE, ROBERT S. SECT: 01

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

PSYC206 Research Methods in Cognitive Development and Education

This course introduces students to translational research in psychology: research that draws on psychological science to inform practice. The course is built around a central case study, the acquisition of numerical concepts in deaf children. We will cover existing research on cognitive and language development, deaf education, and teaching strategies to understand the relationship between research and practice in these areas.

The service-learning component of the course, in which students will spend two hours per week in a preschool, provides a hands-on opportunity to interact with preschool children and learn firsthand about their learning environment and styles. Although the service-learning component will generally entail work in hearing preschools, opportunities will be available for observation and volunteering in schools for deaf children.

GRADING: A-F CREDIT: 1.25 GEN. ED. AREA: SBS
PREREQ: PSYC101 OR PSYC105 OR PSYC110
FALL 2011 INSTRUCTOR: SHUSTERMAN, ANNA 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
IDENTICAL WITH: PSYC105 OR PSYC110
SPRING 2012 INSTRUCTOR: SCHUG, MARIAH GABRIELLE SECT: 01

PSYC208 Research Methods on Emotion

This course will focus on methods and techniques to study emotions in their social context, including emotional narratives, interviews, experiments with emotional stimuli (e.g., mood induction), surveys, and daily diaries. We will study which methods and techniques are best suited to study different positive and negative emotions. The course will give special attention to ethical issues in emotion research.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: PSYC260 AND PSYC265

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 PREREQ: PSYC101 OR PSYC105
FALL 2011 INSTRUCTOR: CARNEY, SARAH KRISTIN SECT: 01

PSYC217 Research Methods and Design in the Behavioral Sciences

This course will provide students with an overview of the scientific methods used in the behavioral sciences, with an emphasis on design and analysis. The course combines lecture and discussion to critically evaluate basic and applied research. Students will also design and implement an observational study, collect and analyze data, and report the results of their study using guidelines set forth by the American Psychological Association.

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

PSYC220 Cognitive Psychology

This course offers a broad introduction to scientific theory and research in the study of human mental processes. Topics include perception, attention, memory, thinking, and language. The course draws on both behavioral and cognitive neuroscience approaches and emphasizes the relationship between mind and brain. Class activities include lectures, short discussions, and demonstrations.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM
PREREQ: PSYC105 OR [NS&B213 OR BIOL213 OR PSYC240] IDENTICAL WITH: NS&B220
FALL 2011 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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS
PREREQ: PSYC105 OR [PSYC220 OR NS&B220] OR [NS&B213 OR BIOL213 OR PSYC240] OR [PSYC222 OR NS&B222] IDENTICAL WITH: NS&B221

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
PREREQ: PSYC105 OR [NS&B213 OR BIOL213 OR PSYC240] IDENTICAL WITH: NS&B222
FALL 2011 INSTRUCTOR: JUHASZ, BARBARA JEAN SECT: 01
SPRING 2012 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 GEN. ED. AREA: SBS PREREQ: NONE

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
PREREQ: [NS&B213 OR BIOL213 OR PSYC240] IDENTICAL WITH: NS&B228
SPRING 2012 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
PREREQ: PSYC101 OR PSYC105 OR PSYC110
FALL 2011 INSTRUCTOR: SCHUG, MARIAH GABRIELLE SECT: 01
SPRING 2012 INSTRUCTOR: SCHUG, MARIAH GABRIELLE SECT: 01

PSYC233 Adolescent Psychology

Adolescence is marked by major changes in youths' physical, cognitive, emotional, and social development. This course examines these changes, taking an applied perspective to examine theory and current research.

GRADING: A-F CREDIT: 1 PREREQ: NONE

PSYC239 Functional Anatomy of the Human Brain

IDENTICAL WITH: BIOL239

PSYC240 Behavioral Neurobiology

IDENTICAL WITH: NS&B213

PSYC245 Psychological Measurement

This course will discuss various approaches to the measurement of psychological constructs such as intelligence and personality. Topics covered will include ability tests (e.g., IQ tests), achievement tests (e.g., classroom assessments), and diagnostic clinical assessments (e.g., the draw-a-person test). The strengths and weaknesses associated with different methods of measurement (e.g., self-report vs. performance measures) will also be discussed. Special attention will be given to the criteria used to critically evaluate the psychometric quality of measurement instruments. Students will learn the steps necessary to develop psychometrically sound, practically useful, and legally defensible tests.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: STEMLER, STEVEN E. SECT: 01

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 PREREQ: PSYC105
FALL 2011 INSTRUCTOR: SANISLOW, CHARLES A. SECT: 01

PSYC259 Discovering the Person

This course surveys major developments in psychology and psychiatry from 1860 to 1980. Through readings and lectures, the course introduces the major schools, theories, and systems in the American “psy” sciences. We examine the kinds of persons who were “discovered,” the techniques of discovery, the extensions of psychological ideas to institutions and policy formulations, and the consequences of these discoveries for public as well as private life. We examine characteristics of the new persons who were located, catalogued, and explained by these sciences including irrationality, sexuality, cognitive powers (and fallibilities), personality types, emotional processes, neurotic behaviors, intelligence, addictive tendencies, and a receding if not nonexistent will. Attention is given, also, 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 PREREQ: PSYC105

IDENTICAL WITH: [AMST259 OR SISP259]

SPRING 2012 INSTRUCTOR: MORAWSKI, JILL G. SECT: 01

PSYC260 Social Psychology

How does prejudice develop, and how can it be reduced? What leads us to become attracted to one person rather than another? Can psychology help avert climate change, and if so, how? This course offers an overview of classic and contemporary social psychology, covering topics such as stereotyping, romantic attraction, conformity, obedience, and conflict resolution.

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

FALL 2011 INSTRUCTOR: PLOUS, SCOTT L. SECT: 01

SPRING 2012 INSTRUCTOR: WILKINS, CLARA L. SECT: 01

PSYC261 Cultural Psychology

Through essays, novels, videos, and film, we will explore the intersection of culture, ideology, and psychology. We will examine how gender, ethnicity, and class are interwoven in the social fabric and individual identity. Employing feminist, psychoanalytic, and deconstructive interpretive methods, we will try to decipher the many ways we inscribe ourselves in culture.

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

FALL 2011 INSTRUCTOR: STEELE, ROBERT S. SECT: 01

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 PREREQ: PSYC101 OR PSYC105

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 PREREQ: PSYC105

PSYC266 Community Psychology

This course serves as an introduction to community psychology, a discipline that blends elements of sociology, anthropology, social psychology, clinical psychology, developmental psychology, and urban planning (to name a few). Class topics include levels of analysis, ecologies, prevention and intervention, feminism, and community psychology, empowerment, self-help, sense of community, coalition building, and social justice and action.

GRADING: A-F CREDIT: 1 GEN. ED. 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 PREREQ: PSYC101 OR PSYC105

FALL 2011 INSTRUCTOR: CARNEY, SARAH KRISTIN SECT: 01

SPRING 2012 INSTRUCTOR: CARNEY, SARAH KRISTIN SECT: 01

PSYC280 Applied Data Analysis

IDENTICAL WITH: QAC201

PSYC290 The Psychology of Gender

This course will examine gender as a construct with biological, social, and psychological dimensions. Theories of gender and gender differences will be reviewed and critiqued. We will also take an empirical look at gender differences across a variety of psychological and social phenomena and look at varying ways in which gender can be conceptualized and measured for the purpose of psychological inquiry. A major focus of the course will be on diverse experiences of gender identity, our ever-expanding terminology of gender (e.g., “gender queer”), and the psychological and social implications of those identities.

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

IDENTICAL WITH: FG55290

PSYC298 World History: A Psychohistory of the Modern World

IDENTICAL WITH: HIST251

PSYC309 Social Stigma

This seminar aims to introduce students to theoretical and empirical social psychological research on prejudice and social stigma. The topics covered will include examinations of why individuals stigmatize: exploring cognitive, evolutionary, self, and system justification explanations. The course will examine the effects of stigmatization for low status groups (stereotype threat, dis-identification, compensation, and health outcomes). We will explore the role of stigma in intergroup interactions. Finally, we will explore perceptions of bias from the perspective of high status groups (e.g. perceptions of anti-white prejudice).

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

PREREQ: (PSYC101 AND PSYC260) OR (PSYC105 AND PSYC260)

FALL 2011 INSTRUCTOR: DIERKER, LISA C. SECT: 01

INSTRUCTOR: WILKINS, CLARA L. SECT: 01

PSYC311 The Behavioral and Neural Basis of Attention

Attention is a topic of growing research interest that still provides many opportunities for further investigation. This course will provide an introduction to the field as students gain insight about both the behavioral and neural basis of attention. Topics that will be covered include, but are not limited to, discussion of the research methods specific to the field, the interaction between memory and attention, auditory and cross-modal 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

PSYC312 Culture, Cognition, and Motivation

This seminar aims to provide an in-depth exploration of research and theory in cultural psychology that focuses on cognitive and motivational processes. Students are introduced to recent cross-cultural literature (e.g., comparing North Americans and East Asians) to learn culturally divergent psychological tendencies such as self-views, values, reasoning, attention, as well as various motivational factors that regulate people's thoughts and behaviors. We will also examine how such different psychological tendencies are interrelated to each other, how they are functional within a given cultural context, how they are fostered and transmitted through generations, as well as their historical origins.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 SPRING 2012 INSTRUCTOR: IMADA, TOSHIE SECT: 01

PSYC313 Speech and Hearing

How are ripples of air pressure instantly converted into words in the mind? Why do some foreign language learners have strong accents and others none? What does it take to engineer a bionic ear? This course will provide a focused review and discussion of topics related to how we hear and how we receive, perceive, and produce speech, including: phonetics, phonology, auditory and speech perception, articulatory behavior, speech development, disorders of speech, hearing and speech prostheses, speech sound systems, second language acquisition of speech, and other 'speech' modalities (e.g., sign language, writing), as well as the physics of sound, the mechanics of how the ear works, and the neuroscience of speaking and hearing.

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

PSYC314 Theories in Psychology

Theory is a central tool in psychology, directing empirical investigations and interpretations of human action. Psychology theory likewise has come to significantly guide social policy and personal understandings of human actions. This course introduces the practice of theory construction and appraisal. We will ask, What is a good psychological theory, what are its origins, and how should it be appraised? The theories to be considered include classic works from learning theory to psychoanalysis, "mid-range" theories such as dissonance, mass action, script, and role theory, and contemporary theories emerging in social psychology, cognitive psychology, emotion research, and neuroscience.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 IDENTICAL WITH: SISP314

FALL 2011 INSTRUCTOR: MORAWSKI, JILL G. SECT: 01

PSYC321 Memory in the Movies

This course is designed to show how memory works, and it serves as a complement to and is conceptually linked to **PSYC/NS&B221** Human Memory in terms of topics covered, but it is an independent course. Students may take either course alone or both courses (concurrently or sequentially). Whereas **PSYC/NS&B221** provides an in-depth overview of memory by examining psychology and neuroscience research, **PSYC321** covers memory through major films and documentaries. Topics include amnesia, person recognition, savant memory, altered memories in science fiction, autobiographical memory, false memory, troubled memory, and memory changes in old age. Two films per week will be used to illustrate aspects of memory. This is not a course about film; it is a course about memory that uses film to inform viewers about memory.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 FALL 2011 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 human judgment and decision making in light of descriptive data drawn primarily from empirical studies in cognitive psychology and neuroscience.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: [PSYC220 OR NS&B220]
 SPRING 2012 INSTRUCTOR: PATALANO, ANDREA L. SECT: 01

PSYC329 Neural Costs of War

The sequelae of psychological and physical trauma of war will be covered, and the neurobiological systems involved in stress reactions taught. Students will learn about resilience factors (genetic, biological, and psychological) to extreme stress, the diagnosis of posttraumatic stress disorder, including the neural and psychological mechanisms that underlie the diagnosis. Social and interpersonal effects of war will be considered, reasons behind the burgeoning suicide rates will be exam-

ined, and recent scientific initiatives to address these problems of war will be examined.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 IDENTICAL WITH: NS&B329

PSYC332 Feelings and Emotions

IDENTICAL WITH: CHUM332

PSYC337 Mathematical Cognition and Children's Learning

Students will be introduced to the psychological study of children's mathematical thinking and learning through a variety of theoretical and experimental readings from laboratory- and school-based studies. Students will also review selected sections of grade-school mathematics textbooks from commonly used curricula to identify connections between particular theoretical viewpoints and their curricular implementations.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 FALL 2011 INSTRUCTOR: BARTH, HILARY C. SECT: 01

PSYC338 Masculinity

Masculinity and the broader subject of the psychology of men often stand as unmarked categories in psychology and the human sciences generally. The course surveys psychologies of masculinity, including psychoanalysis, evolutionary notions, cognitive models, and queer theory. Consideration will be given to historical and cultural dynamics of masculinity. We ask how the psychological attributes associated with the masculine relate to private life and public spaces, notably commerce, science, and political affairs. We consider, too, the claims of the masculine epistemic grounding of the science and the "natural" status of masculine human kinds.

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

PREREQ: [PSYC290 OR FGSS290] OR [BIOL148 OR FGSS148] OR FGSS209 OR [SOC228 OR FGSS231] OR [ANTH312 OR SISP313 OR FGSS312] OR [SISP202 OR PHIL287] OR [SISP205 OR PHIL288 OR ENV5205]

IDENTICAL WITH: [FGSS338 OR SISP338]

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

FALL 2011 INSTRUCTOR: SCHUG, MARIAH GABRIELLE SECT: 01

PSYC340 Psychology of the Self

This course will examine current issues on the self from both personal 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/U CREDIT: .5 PREREQ: NONE

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/U CREDIT: .5 PREREQ: NONE

PSYC348 Origins of Knowledge

In this course we will discuss in-depth a selection of current topics in cognitive development, centering on questions concerning the origins of knowledge. (What kinds of knowledge do we possess even very early in life? How does that knowledge change over time?) We will examine these questions within specific subject areas such as object perception, space perception, number understanding, and understanding of other minds, surveying evidence from different stages of human individual development as well as evidence from different nonhuman species.

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: NS&B348
SPRING 2012 INSTRUCTOR: SLUSSER, EMILY BETH SECT: 01

PSYC350 Seminar in Eating Disorders

This advanced seminar will explore contemporary psychological theories and multidisciplinary empirical research of anorexia nervosa, bulimia nervosa, and binge eating disorder. Using eating disorders as an example, we will study how culture, familial factors, and personal vulnerability contribute to risk for psychiatric disorders.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: FG55318
FALL 2011 INSTRUCTOR: STRIEGEL, RUTH H. SECT: 01

PSYC353 Neurobiology of Neurological Disorders

IDENTICAL WITH: NS&B353

PSYC355 Psychology of Reading

The study of the psychology of reading encompasses many aspects of human cognition: from sensation and perception to comprehension and reasoning. This class will provide an overview of research in the psychology of reading. Topics such as word recognition, eye movements during reading, comprehension, learning to read, methods of teaching reading, the brain and reading, reading in different languages, and reading impairments in children and adults will be covered.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
FALL 2011 INSTRUCTOR: JUHASZ, BARBARA JEAN SECT: 01

PSYC357 Seminar on Language and Thought

This course is an advanced seminar on the relationship between language and thought, a central question in cognitive science and a very active area of research and theory in recent years. Students will be exposed to theoretical and empirical work evaluating the hypothesis that the language you speak influences or even determines the thoughts you can think. The case studies to be evaluated will include object kinds, number, spatial relations, time, gender, theory of mind, and causality.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: NSM PREREQ: NONE
SPRING 2012 INSTRUCTOR: SHUSTERMAN, ANNA SECT: 01

PSYC361 The Psychology of Prejudice and Discrimination

This seminar offers a social psychological analysis of different forms of prejudice and discrimination, including racism, sexism, anti-Semitism, heterosexism, and less recognized forms of bias, such as the exploitation and domination of indigenous peoples, animals, and the natural environment.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: PSYC260 OR PSYC263
IDENTICAL WITH: AFAM361

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 PREREQ: PSYC105 OR PSYC101

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 IDENTICAL WITH: PSYC105

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 PREREQ: PSYC261 OR PSYC204

PSYC380 Advanced Research Seminar in Ethnic Minority Psychology

The course will focus on psychological processes that are especially relevant to ethnic minorities and to the intergroup relations between majority and minority groups, for example, prejudice and discrimination, integration, immigration, and acculturation. Small teams of students will design a research project related to the topic of the seminar and will carry out these research projects during the semester. They will also learn how to properly analyze and interpret both qualitative and quantitative data.

GRADING: A-F CREDIT: 1 PREREQ: (PSYC265 AND PSYC200)

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.

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: NS&B381
FALL 2011 INSTRUCTOR: SEAMON, JOHN G. SECT: 01

PSYC382 Advanced Research in Decision Making

This course is designed to allow students to conduct supervised research in the area of the cognitive psychology of reasoning and decision making. Working as a team with the instructor and other members of the research group, students will undertake a semester-long experimental research project on a topic in reasoning and decision making.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: NS&B382

SPRING 2012 INSTRUCTOR: PATALIANO, ANDREA L. SECT: 01

PSYC383 Psychology of Conflict Resolution

This course will focus on the psychological causes and consequences of interpersonal, intergroup, and international conflict. Topics discussed will include such issues as the role of power, status, trust, and social identity. Students will learn about various theories related to the causes of conflict, as well as practical techniques for navigating conflict, including negotiation, mediation, and facilitation. Educational programs that teach conflict-resolution skills will also be examined.

GRADING: A-F CREDIT: 1 PREREQ: NONE

PSYC384 Advanced Research in Cognitive Development

This course is designed to allow advanced students to conduct a supervised group research project in cognitive development. Working with the instructor, students will conduct an experiment that seeks to answer a current question in the field of cognitive development.

GRADING: A-F CREDIT: 1 PREREQ: NONE

PSYC386 Advanced Research in Developmental Psychology

Students in this course work on new and ongoing research projects in the Cognitive Development Laboratory. Students will be individually matched to a research project and participate in all aspects of research including background literature review and designing, running, and analyzing experiments.

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

PSYC388 Advanced Research in Measurement

In this advanced seminar on psychological measurement, students will receive individualized mentoring from the instructor on each aspect of the course, including conducting an in-depth literature review on a topic, developing a new measurement instrument, gathering and analyzing pilot data using a variety of advanced statistical methods (e.g., factor analysis, Rasch measurement, item response theory), and writing up a professional paper reporting on the results and future directions.

GRADING: A-F CREDIT: 1 PREREQ: NONE

SPRING 2012 INSTRUCTOR: STEMLER, STEVEN E. SECT: 01

PSYC390 Experimental Investigations into Reading

Experienced readers can easily recognize thousands of words. The mental dictionaries of these readers are efficiently organized to allow rapid and seemingly effortless word recognition. There are still many unanswered questions about the processes involved in visual word recognition. In this class, students will work together with the instructor to design and carry out an experimental investigation relating to reading and word recognition. The semester will provide students with a chance to integrate all aspects of the experimental process: idea formation, experimental design, data collection and analysis, interpretation, write-up, and presentation.

GRADING: OPT CREDIT: 1 PREREQ: NONE IDENTICAL WITH: NS&B390

SPRING 2012 INSTRUCTOR: JUHASZ, BARBARA JEAN SECT: 01

PSYC391 Culture and Denial

Intensive research on cultural illusion using interpretive methods will be done. Books and movies about women escaping patriarchy will be our primary focus.

GRADING: OPT CREDIT: 1 PREREQ: PSYC261

PSYC392 Behavioral Methods in Affective Neuroscience

This research methods course will teach skills in experimental design and provide students with the tools to conduct behavioral research in cognitive-affective neuroscience. Students will evaluate studies from the contemporary research literature pertaining to cognition and emotion interactions and consider implications for psychopathological disorders of affect. Methods will include the use of repeated measures ANOVA and computer programming stimuli presentation for behavioral studies. Students will participate in data collection by running subjects during the semester and will be exposed to the ways these methods can be integrated with neuroimaging studies.

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

IDENTICAL WITH: NS&B392

PSYC393 Advanced Research in Cognition and Neuropsychiatric Illness

Students in this advanced undergraduate research course will work in teams on novel and ongoing research studies focused on understanding neurocognitive dysfunction and its treatment in neuropsychiatric illness. Students will be matched to a research project and will participate in different aspects of this research including background literature review, acquiring elementary skills in neurocognitive and symptom assessment, and collecting and/or analyzing extant data using SPSS. Students may also be involved in learning cognitive training procedures.

GRADING: OPT CREDIT: 1 PREREQ: NONE IDENTICAL WITH: NS&B393

FALL 2011 INSTRUCTOR: KURTZ, MATTHEW M. SECT: 01

PSYC469 Education in the Field, Undergraduate

GRADING: OPT CREDIT: 2.00 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

PSYC401/402 Individual Tutorial, Undergraduate

GRADING: OPT

PSYC409/410 Senior Thesis Tutorial

GRADING: OPT

PSYC411/412 Group Tutorial, Undergraduate

GRADING: OPT

PSYC465/466 Education in the Field, Undergraduate

GRADING: OPT

PSYC467/468 Independent Study, Undergraduate

GRADING: OPT

PSYC501/502 Individual Tutorial, Graduate

GRADING: OPT

PSYC503/504 Selected Topics, Graduate Science

GRADING: OPT

PSYC511/512 Group Tutorial, Graduate

GRADING: OPT

Quantitative Analysis Center

The Quantitative Analysis Center (QAC) is a collaborative effort of academic and administrative departments. It coordinates support for quantitative analysis across the curriculum and provides an institutional framework for collaboration across departments and disciplines in the area of data analysis. Through its programs it facilitates the integration of quantitative teaching and research activities and the further implementation of the logical reasoning and quantitative reasoning key capabilities as outlined in the March 1, 2005, faculty legislation.

QAC201 Applied Data Analysis

This course allows you to ask and answer questions that you feel most passionately about through the analysis of existing data. The focus is on helping you develop and complete your own research project. The course offers unlimited one-on-one support; ample opportunities to work with other students who share your interests; training in numerous skills that prepare you to work in many different research labs across the University that collect empirical data; and a final project that can be submitted for possible publication in one of Wesleyan's student-run journals. It is also an opportunity to fulfill an important requirement in several different majors.

GRADING: A-F CREDIT: 1.50 GEN. ED. AREA: NSM PREREQ: NONE
IDENTICAL WITH: [SOC257 OR GOVT201 OR PSYC280 OR NS&B280]
FALL 2011 INSTRUCTOR: DIERKER, LISA C. SECT: 01-04

QAC380 Introduction to Statistical Consulting

In this course, students will be exposed to realistic statistical and scientific problems that appear in typical interactions between statisticians and researchers. The goal is for students to apply what they have learned in their basic statistics and data analysis courses to gain greater experience in the areas of research collaboration, data management and analysis, and writing and presenting reports on the results of the analyses. An important objective of the course is to help develop communication skills, both written and verbal, as well as the professional standards and the interpersonal skills necessary for effective statistical consulting.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: NSM
PREREQ: MATH132 OR ECON300 OR PSYC200 OR [QAC201 OR SOC257 OR GOVT201 OR PSYC280 OR NS&B280]

QAC401/402 Individual Tutorial, Undergraduate

GRADING: OPT

QAC465/466 Education in the Field, Undergraduate

GRADING: OPT

QAC467/468 Independent Study, Undergraduate

GRADING: OPT

Religion

PROFESSORS:	Ronald Cameron; Peter S. Gottschalk, <i>Chair</i> ; Janice D. Willis
ASSOCIATE PROFESSORS:	Elizabeth McAlister; Mary-Jane Rubenstein
ASSISTANT PROFESSORS:	Attiya Ahmad, <i>Feminist, Gender, and Sexuality Studies</i> ; Justine Quijada
ADJUNCT ASSISTANT PROFESSOR:	Dalit Katz, <i>Hebrew</i>
DEPARTMENT ADVISING EXPERT 2011–2012:	Ronald 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 approaches to the study of religion, the department provides opportunities to analyze practices of interpretation, systems of belief, and patterns of religious behavior; the history of religious traditions; the effects of religion in society; the ways religions can form collective identity through race, nationalism, gender and sexuality, class, caste, language, and migration; and various forms of religious phenomena such as myth, ritual, texts, theological and philosophical reflection.

A range of courses is available to students interested in taking one or two courses. Clusters of courses can be devised in consultation with members of the staff for those who wish to develop a modest program in religion in support of another major. A student who chooses a double major must fulfill all requirements for the religion major.

The department enthusiastically encourages students to study abroad and will count up to two courses taken outside Wesleyan toward the major. The department offers four categories of courses through which students organize their curriculum of studies. Please note that some courses fit more than one category.

- **Introductory course.** The department encourages the beginning student to take Introduction to the Study of Religion (**RELI151**). It serves as the most effective way to acquire broad knowledge about religion and the methods employed by scholars in the field of religious studies.
- **Historical traditions courses.** Many offerings in the department deal with the historical content of the major religious traditions such as Buddhism, Christianity, Hinduism, Islam, and Judaism, as well as 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. And, in general, courses that are not thematic approach or method and theory courses are considered historical traditions courses.
- **Thematic approach courses.** These courses are designed to focus on the encounter of religious groups and their contemporaneous cultural settings within a defined social space past or present. They concentrate on the relationships between a particular religious formation and its larger social context, aiming to understand that formation's reflective, critical, and decisive interaction within, for, and/or against its context.
- **Method and theory courses.** These courses review and critically analyze methods, theories, and strategies employed by scholars of religion.

The department's Majors Colloquium in Religious Studies (**RELI398**) is required of all majors and is to be taken in junior year. The task of this course is to reflect upon the theoretical and methodological pluralism in the field of religious studies with the opportunity to apply these theories and methods to specific texts, concrete issues, or other cultural formations.

Program for Majors

- All majors are required to take Introduction to the Study of Religion (**RELI151**), in which they must earn a grade of B- or better. This introductory course is taught every semester. Majors are required to take it before the end of their junior year. It is strongly encouraged that students take **RELI151** in their first two years at Wesleyan.
- To complete a major in religion, students are required to take a minimum of nine courses (with a maximum of 14, including thesis credits) numbered **200** or above.

The minimum of nine courses will be distributed as follows:

- Four courses in two areas of historical traditions
- Two courses in thematic approaches
- Two courses in method and theory, one of which must be the Majors Colloquium in Religious Studies (**RELI398**)
- The additional course may be taken in any of these areas at the student's option. Or, the student can include one Hebrew course (Hebrew 202 or higher).

(Please note that although some courses may fit more than one category, they cannot be included more than once in the overall count of courses taken.)

Religion majors are strongly encouraged to develop knowledge in an ancient and/or modern foreign language.

Assessment Portfolio and Capstone Symposium. During their time in the major, students assemble a portfolio of three or four papers (of at least four pages length each) that they have written in the department: one from the introductory course (**RELI151**), one from the Major's Colloquium (**RELI398**), and a third of their choice that was written in their junior or senior year. Taken together, these papers should give evidence of the development of the students' learning, as well as their command of critical, analytical, and interpretative skills.

In either the fall or spring term, all senior majors enroll in a .25 credit pass/fail tutorial, for which they will write a three to four page paper reflecting on the portfolio of papers they have assembled, and perhaps on other work in the department. This paper allows students an opportunity to assess the arc of their intellectual development as a religion major. In the spring semester, faculty and senior majors will meet for a symposium discussion of these self-assessments, to be followed by a festive meal.

Honors program. Religion majors with a B+ (88.3) average in the department may choose to write a senior honors thesis. Candidates for honors must submit to the department chair a 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. A student must be General Education Stage 1 compliant by graduation in order to be awarded honors or high honors. High honors may be awarded after a student's work has been submitted for a departmental colloquium.

RELI151 Introduction to the Study of Religion

This course will examine the many ways in which religion is understood and practiced by a variety of communities as well as the ways it is critically engaged and understood by scholars in the field of religious studies. The three divisions of the curriculum of the Department of Religion (religious traditions, thematic approaches, and method and theory) will be represented in the course's examples and approaches. Topics covered in this course include religious violence and conflict, the significance of myth and narrative in providing schemes of meaning, the production of community solidarity and difference through rituals, the construction and transmission of traditions through texts and objects, and religious conflict.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 FALL 2011 INSTRUCTOR: MCALISTER, ELIZABETH SECT: 01, 02
 SPRING 2012 INSTRUCTOR: RUBENSTEIN, MARY-JANE VICTORIA SECT: 01, 02

RELI201 Old Testament/Hebrew Bible

This course offers an introduction to the Hebrew Bible and to modern biblical scholarship. We will examine texts from various parts of the Bible as well as different types of scholarly approaches to those texts. Approaches that we will address include source criticism, form criticism, feminist criticism, historical-critical criticism, anthropological criticism, rhetorical criticism, liberation theology, and Jewish theology. The aim of the course is to engage with the biblical text in a way that fosters critical discussions of its content and fluency with scholarly methodologies, such that students will be prepared to further navigate the field of biblical studies on their own.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: MDST203
 FALL 2011 INSTRUCTOR: GLAUZ-TODRANK, ANNALISE ELIZABETH SECT: 01

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

RELI204 Judaisms

This course will examine varieties of Jewishness in its contemporary and historical forms. We will focus on topics and texts that provide a focal point from which to discuss significant religious, historical, and cultural components of Jewish traditions. The course texts draw on several types of literature, including philosophical and theological writing about God, Yiddish short stories, American graphic novels, ethnographic studies of Jewish communities, personal narratives, and critical histories. This wide array of texts is intended to introduce students to Jewish history, thought, practice, stories, and identities from different gendered, geographical, and cultural perspectives.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 SPRING 2012 INSTRUCTOR: GLAUZ-TODRANK, ANNALISE ELIZABETH SECT: 01

RELI205 Hindu Lives

Through fiction, autobiography, biography, art, a comic book, a city, and a village, this course explores some of the myriad understandings of what it is to be Hindu. In an effort to introduce students to Hindu culture and religion, a number of approaches shall engage the questions, What is Hindu dharma? and What is it to be Hindu? The class will also investigate the issue of "Hinduism," a term created in the 19th century to identify a Hindu "religion" rejected by many 21st-century Hindus. This issue expresses just one of many arising from the Indian experience of contact with the West. Overall, the course immerses students in the lives of Hindu individuals and communities so that we, as a class, can draw our conclusions about Hindu practices and meanings in different political, mythic, social, and cultural contexts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 SPRING 2012 INSTRUCTOR: GOTTSCHALK, PETER S. SECT: 01

RELI212 Introduction to the New Testament

The purpose of this course is to provide an introduction to those writings of the earliest Christians that came to be included in the New Testament. These writings will be examined critically with respect to their social-historical origin, religious content, and place within the development of early Christianities. Interpreting early Christian texts constitutes the most important task in the study of the New Testament. We will, therefore, focus on a close reading of the New Testament in light of historical situations and social contexts in the Greco-Roman world, having as one of the chief aims of the course the acquisition of critical skills in reading and understanding the New Testament.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: MDST214
 SPRING 2012 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 2011 INSTRUCTOR: CAMERON, RON SECT: 01

RELI219 Jewish Attitudes Toward Leisure and Entertainment in the Ancient World

This course will examine how Jews adapted, exploited, or rejected the leisure activities and entertainments that were common in the ancient world. By examining theories of social play, students will develop an understanding of how Jews used games and leisure activities to strengthen communal bonds, transmit ethical values, and map the boundaries of Jewish identity.

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

RELI220 Modern Christian Thought

This course will provide an introduction to the field of Christian thought by exploring the relationship between conceptions of God and conceptions of selfhood, from St. Augustine through liberation, feminist, process, and neo-orthodox theologies. How do the ways people think about God reflect, support, or even interrupt the ways they think about the human subject? And what are the politics of thinking in different ways about the relationship between God and humanity?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: COL220

RELI221 Islam and Muslim Cultures

This course provides an introduction to Islam and Muslim societies. It familiarizes students with the basic teachings and practices of Islam and examines commonalities and diversity in how Islam has been and continues to be practiced by Muslims, paying particular attention to peoples and places in South Asia and the Middle East. We further examine colonial and postcolonial relations through which the West and Islamic world have come to understood as mutually distinct and antithetical to one another and as historical and contemporary forms of global and transnational interrelatedness that belie simplistic binaries and oppositions.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 FALL 2011 INSTRUCTOR: GOTTSCHALK, PETER S. SECT: 01, 02

RELI224 Hasidism: European Origins and American Identities

This course approaches Hasidism as a significant Jewish movement that began in the 18th century and continues today. The course is structured as two case studies. The first half of the course addresses how Hasidism emerged and the mystical content of Hasidic teachings, and the second half of the course focuses on questions of Jewish authenticity, identity, racialization, gender roles and civil rights in the United States.

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

RELI234 Sophomore Seminar: East European Jewish Experience

IDENTICAL WITH: HIST156

RELI236 Duty, Power, Pleasure, Release: Key Themes in Classical Indian Thought

IDENTICAL WITH: ARHA291

RELI242 Buddhism: An Introduction

This course is an introduction to Buddhism in its major historical variations. Using both selected secondary sources and primary texts in translation, we will examine “Buddhism” as the product of two ongoing and historically situated discourses: the one belonging to scholars of Buddhism, and the other to the tradition itself. The course begins with the “mainstream” tradition of early India, continues through the Mahayana transformation in South and East Asia, and concludes with a comparative look at the Buddhist traditions of Tibet and Japan and the relevance of these movements for contemporary “Western” Buddhism.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: EAST242
FALL 2011 INSTRUCTOR: WILLIS, JANICE D. SECT: 01

RELI253 Islamic Civilization: The Classical Age

IDENTICAL WITH: HIST231

RELI257 Protestantism: From the Reformation to the Religious Right

IDENTICAL WITH: HIST261

RELI259 Islam and/in the West

Is there a “clash of civilizations” between Islam and the West? What distinguishes the two and why the conflict? This course, which assumes no familiarity with Islam, explores these questions and the assumptions underlying them. Through a historical and thematic exploration, we will delve into the notions of difference and the interests these have served, as well as the cultural, religious, and political dimensions of interaction at specific historical moments. These will include Arab imperialism, the Crusades, the Spanish Reconquista, European imperialism, Zionism, Islamist revivalism, Western Muslims, and the War Against Terror.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: GOTTSCHALK, PETER S. SECT: 01

RELI261 Jewish History: From Biblical Israel to Diaspora Jews

IDENTICAL WITH: HIST247

RELI262 Jewish History: From Spanish Expulsion to Jon Stewart

IDENTICAL WITH: HIST248

RELI266 Talking About the Other: Jewish-Christian-Muslim Religious Polemic

IDENTICAL WITH: HIST329

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 socio-cultural worlds negotiate a shared urban space and shared public sphere?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [ANTH255 OR AMST297]

RELI274 Romans and Christians: The World of Late Antiquity

IDENTICAL WITH: CCIV275

RELI275 Chosen Peoples, Chosen Nation

This course will examine a range of social, political, and philosophical issues surrounding the concept of chosenness—the belief that a particular community (usually one’s own) has been singled out by God for some special favor or purpose. We will trace the roots of this concept in the Hebrew Bible and examine a number of religious communities (including Orthodox Jews, Black Hebrew Israelites, Puritans, and Rastafarians) who have claimed divine chosenness through narratives of Israelite descent. Above all, however, we will examine the role of chosenness in popular understandings of American national identity, tracing the history of United States claims to be a chosen nation.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: AMST216

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

RELI279 Liberation Theology and Pentecostalism in the Americas and Africa

This course tackles the question: If liberation theology advocates a preferential option for the poor, why do the poor in the Americas often choose a preferential option for evangelical Protestantism? We will examine how liberation theology offers those concerned with human rights a moral compass for future action. For liberation theology, “the poverty of the poor is not a call to generous relief action, but a demand that we go and build a different social order” (Gutierrez, 1983). Indeed, liberation theology has been a powerful influence in many human rights movements in the Americas, from the Sandinista revolution to social movements in grassroots Brazil and Haiti. In contrast, for evangelical Christianity, the largest-growing religious movement in the Americas today, the common good is a by-product of the righteous lives of believers as they enact the outward signs of personal salvation. This course examines both religious thought and analysis of various Christianities of the Americas, with particular attention to the ways religious thinkers and communities grapple with and resolve questions of human rights, evangelizing, and structural inequalities that arise in the recent era of globalization and neoliberal capitalism. Other topics will include the prosperity gospel, the growth of Christian NGOs, gender and machismo, and spiritual warfare. Case studies will include readings on Colorado Springs, in the United States; Colombia; Brazil; Haiti; and Nigeria.

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 bi-religious changed in the course of history in the United States? What has occasioned these changes, and what patterns can we observe? We will explore questions of racial construction; religious boundary-making; rites of passage, gender, sexuality and marriage; and some literary and media representations of mixed-heritage people.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [AFAM282 OR AMST242]
SPRING 2012 INSTRUCTOR: MICALISTER, ELIZABETH SECT: 01

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

RELI285 Topics in United States Intellectual History: Religion and National Culture

IDENTICAL WITH: HIST235

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

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: [RELI242 OR EAST242]
IDENTICAL WITH: EAST286

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

FALL 2011 INSTRUCTOR: RUBENSTEIN, MARY-JANE VICTORIA SECT: 01, 02

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 *Framy and Zooey*, 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

RELI295 Cosmopolitan Islams

The widespread transnational migration of Muslims to North America, Australia, and Europe and the proliferation of interregional and globalizing Islamic movements raise a number of thematic issues this course will explore: How do Muslims understand differences between themselves and non-Muslims, how do Muslims apprehend and manage differences among themselves, and what transnational and interregional forms of identification and sociopolitical forms of organizing do they develop? We will examine these questions not only in relation to contemporary Muslim movements, but historical precursors as well.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: ANTH294

FALL 2011 INSTRUCTOR: AHMAD, ATTIYA SECT: 01

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
IDENTICAL WITH: HIST276

RELI298 Religion and History

IDENTICAL WITH: HIST323

RELI299 The Anthropology of Nationalism and Religion

Do Hamas, the Taliban, and the Christian Coalition have anything in common? All have been described as forms of religious nationalism.

Recent conflicts in the former Yugoslavia, Sri Lanka, the Middle East, and elsewhere have led political scientists and the popular media to the conclusion that when religion is mixed with nationalism the results are inherently explosive. Yet the annals of anthropology show that violent religious nationalism is only one of many forms of the relationship between religion and politics. Anthropological approaches allow us to think beyond the simplistic picture often presented in the media. Why is religion so effective at mobilizing groups? Is secular nationalism really secular? How does religious nationalism create arguments and motivate its adherents? This course examines the theoretical underpinnings of the current debate on religious nationalism, exploring arguments about the relationships between religion and group identity, religion and modernity, modernity and religious nationalism.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: QUIJADA, JUSTINE BUCK SECT: 01

RELI301 History of Religion

A study of the history of the academic study of religion, using critical themes (e.g., myth, ritual) as points of entrée into the discipline.

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

RELI302 Parable and Paradox: Kierkegaard's Pseudonymous Works

In addition to the works written under his own name, the quasi-philosopher/quasi-theologian Soren Kierkegaard attributed a number of "his" texts to characters he had created. Each of these pseudonymous authors has a distinct personality and set of concerns, but the texts all attempt in various ways to express the 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 ask why this body of work appears under names other than Kierkegaard's and what they had to say that couldn't be said directly.

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

RELI304 God After the Death of God: Postmodern Echoes of Premodern Thought

The proclamation is well known: Nietzsche's madman cries throughout the marketplace that "God himself is dead, and we have killed him." This message has appeared on magazine covers, T-shirts, and coffee mugs, but what, exactly, does it mean? Which "God" is it that "we" have killed, and how? Even more puzzlingly, how is it that Christian thought is not entirely disabled by this claim? This advanced seminar will explore various post-Nietzschean attempts to come to terms with the eclipse of the very source of traditional Christian thinking and will track the ways in which these strategies resonate with premodern, mystical theologies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: MDST305

RELI305 Gender and Islam: Beyond Burkas, Fatawas, and the Shariah

IDENTICAL WITH: FGSS305

RELI306 The Variety of Religious Expressions: Movements, Mediation, and Embodiment in an Anthro. Perspective

This course takes as its point of departure today's global proliferation of religious movements and media, and explores the following questions: What are the similarities and differences between India's Hindutva movement, Christian Evangelical groups in the United States., Hamas and the Muslim Brotherhood in the Middle East, and protests led by Buddhist monks in Myanmar? What role do various forms of mediation—including the body and embodied practice—and religious texts, cassette sermons, television serials, documentaries, the Internet, and blog sites play in promoting, shaping, spreading, and containing religious practices and belief? A seminar designed for mid- to upper-year undergraduate students who want to learn about the myriad forms of religious expression in today's world, this course consists of three thematic sections. In the first section we will explore various theorists' attempts to carve out a universal category of religion and the ways in which this categorization has been problematized. In the second thematic section, our class will examine how "religion" comes to be separated analytically from other categories of experience such as politics, economics, and the secular, and we examine how interrelations between these categories are reestablished. In the third and final thematic section, students will bring their sharpened

analytic faculties to bear on contemporary religious expressions and examine a variety of contemporary religious media and movements.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE IDENTICAL WITH: ANTH313
SPRING 2012 INSTRUCTOR: AHMAD, ATIYA SECT: 01

RELI308 Tracing Transcendence: Emmanuel Levinas's Talmudic Lectures

IDENTICAL WITH: HIST315

RELI311 Ethnicity, Religion, and Class in the Middle East and the Balkans

IDENTICAL WITH: HIST311

RELI333 Global Christianity

IDENTICAL WITH: HIST265

RELI343 Tibetan Buddhism

For centuries Tibet and Tibetan Buddhism have held an allure and mystique for Westerners that is akin to the magical kingdom of Shangri-la. This course will explore the realities as well as the myths of Tibet and Tibetan Buddhism. We shall survey the geographical, cultural, and religious landscape of Tibet prior to the advent of Buddhism and, thereafter, focus upon the introduction of Buddhism and its subsequent development there. We shall attempt to plumb the complex interface of religion, culture, and politics as practiced within the Tibetan context as well as to glean an appreciation of the distinctly Tibetan flavor of Buddhist tantric theory and practice. To do the latter, we shall draw both upon a number of Tibetan biographies as well as specific Tibetan Buddhist rituals. Finally, we shall look at the contemporary situation of Tibetans today.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: [RELI242 OR EAST242]
IDENTICAL WITH: EAST343

RELI355 Mystical Traditions in Islam

IDENTICAL WITH: HIST337

RELI371 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

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 IDENTICAL WITH: SISP373

RELI374 Scribes, Seers, and Sages: The Cultures of Early Judaism

This seminar will trace the roots of Jewish society in the Mediterranean during the first thousand years of Jewish history. These Jewish communities produced a variety of literatures, including the Dead Sea Scrolls, apocalyptic and apocryphal texts, Greco-Jewish philosophy, drama, and poetry, as well as the classics of the Rabbinic tradition. By investigating this literature along with ancient archives, inscriptions, and Jewish art and architecture, this course demonstrates the richness and diversity of the Jewish experience and explores the institutions and experiences that bound Jews scattered throughout the Mediterranean together as a collective. Special attention will be paid to the formation of Jewish identity in the context of imperial cultures, the efflorescence of Jewish literary

and cultural expression in the Hellenistic Diaspora, the boundaries of Jewish sectarianism, the birth of the ancient synagogue, and the evolution of Rabbinic Judaism.

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

RELI376 The Peoples of the Books: Sacred Texts in Social Contexts

This course will explore the diverse roles of sacred texts in the everyday lives of religious communities. It will focus, in large part, on differing understandings of scripture in the Jewish, Christian, and Muslim traditions, but it will pose a set of theoretical questions about textual interpretation and authority that are relevant to a wide range of religious (and secular) traditions. How, we will ask, do individuals and communities engage with religious texts and narratives? How do social structures and institutions shape the process of textual interpretation? How is the immense authority of sacred texts negotiated in the context of everyday social life? How are ancient texts reimagined in contemporary literary works and artistic productions? How, in short, do texts and communities—peoples and their books—work to construct each other in religious life?

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

RELI377 Worlding the World: Creation Myths from Ancient Greece to the Multiverse

This course will focus on two questions that have thwarted and enthralled scientists, philosophers, and theologians for millennia: Where have we come from? and Where are we going? By reading ancient Greek and early Christian sources alongside contemporary astrophysicists, we will witness the reconfigured resurrection of some very old debates about the creation and unmaking of the world. Is the universe eternal, or was it created? Is it finite or infinite? Destructible or indestructible? Linear or cyclical? And is ours the only universe, or are there others?

The semester will be divided into four sections. The first will explore the dominant, or “inflationary,” version of the big bang hypothesis in relation to the Christian doctrine of creation. The second will consider the possibility that the whole universe might be a negligible part of a vast “multiverse,” in conversation with the early Greek atomists, who posited an extra-cosmic space teeming with other worlds. The third will explore contemporary cyclical cosmologies—that is, theories that posit a rebirth of the cosmos out of its fiery destruction—in relation to early Stoic philosophy and cross-cultural cyclic mythologies. The fourth will explore quantum cosmologies, in which the universe fragments into parallel branches each time a particle “decides” upon a position. We will examine these varied “cosmologies of multiplicity,” not with a view toward adjudicating among them, but toward pointing out their mythic and ontological genealogies and consequences.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [CHUM377 OR SISP377]

FALL 2011 INSTRUCTOR: RUBENSTEIN, MARY-JANE VICTORIA 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 theories 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: [FGS309 OR AMST379]

SPRING 2012 INSTRUCTOR: RUBENSTEIN, MARY-JANE VICTORIA SECT: 01

RELI380 The Gospel of Mark and Christian Origins

Borges has written that “the generations of men, throughout recorded time, have always told and retold two stories—that of a lost ship which searches the Mediterranean Sea for a dearly beloved island and that of a god who is crucified on Golgotha.” This seminar will examine the fateful construction of an epic hero myth of Christian origins by tracing the social history and patterns of sectarian formation coursing through and under the Gospel of Mark. Through a close reading of Mark’s parables and controversies, aphorisms and anecdotes, miracle stories and passion narratives, analyzed contextually with contemporaneous Jewish, Greek, Roman, and Christian literature, the Gospel will be exposed as an apologetic rationalization of a specific apocalyptic mythology.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: CAMERON, RON SECT: 01

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

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

RELI385 Performance Studies

IDENTICAL WITH: THEA316

RELI388 Socially Engaged Buddhism—East and West

For the past several decades, a new movement within Buddhist communities has been emerging that aims at joining the tenets and practices of the tradition with various forms of activism—involving social, political, economic, and ecological concerns. Termed “socially engaged Buddhism,” this phenomenon and perspective can be seen throughout Asia—in examples such as the work of Thich Nhat Hanh in Vietnam, Sulak Sivaraksa in Thailand, the Dalai Lama on behalf of Tibetans, and Aung San Suu Kyi in Burma—as well as, more recently, in various forms and locations throughout the West. This course will explore in some depth the history and contours of this emerging religious and social phenomenon.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS
IDENTICAL WITH: [RELI242 OR EAST242]
FALL 2011 INSTRUCTOR: WILLIS, JANICE D. SECT: 01

RELI391 Religion and the Social Construction of Race

In this course we examine aspects of the intersections between race and religion in a number of historical and social contexts. We place at the center of our discussions the question of how race and religion are co-constructed categories that function as a prism through which people come to understand and experience their own identities and those of others. We will privilege interpretations that emphasize (a) the intersections of race and religion as a process in which power plays a pivotal role; and (b) means through which communities form collective identities.

We will read a range of historical analysis and primary source materials from the United States and the Caribbean. After a theory module, we will examine a colonial-era captivity narrative, antebellum pro-slavery document, missionary works, analyses of anti-Semitism, works on Father Divine, the Nation of Islam, Rastafari, Haitian Vodou, Jonestown, the Christian White Supremacy movement, as well as the contemporary United States relationship to the Middle East.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [AFAM280 OR AMST297]
SPRING 2012 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

RELI396 Performing Jewish Studies: History, Methods, and Models

Jewish studies is broad in terms of disciplinary approaches and diverse in the ways it conceives its subject matter. This course will focus on the historical roots of the field of Jewish studies, models that advance theories and methods of Jewish studies, and on how such studies are being differently forged and performed in different disciplines, including Jewish history, Jewish literary studies, anthropology, sociology, and religious studies. For each of these areas of study, the seminar will examine a classical seminal work as well as outstanding recent ones that are on the frontiers of knowledge. Talks by a number of invited guest speakers will be a required part of the seminar.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: HIST313
SPRING 2012 INSTRUCTOR: TETER, MAGDA SECT: 01

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 2012 INSTRUCTOR: CAMERON, RON SECT: 01

RELI474 Secularization and Secularism

This course examines historical processes of secularization, religious adaptation, resistance to secularization, and varieties of modern secularism.

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

RELI475 Religion and Politics: Faith and Power in Comparative-Historical Perspective

This course examines the relationship between religion and politics historically and in the contemporary world and across diverse religious traditions. We discuss the relationship of religion to the rise of the modern state, church-state relations, religious social movements, and the sources of religious conflict and violence.

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

RELI476 Introduction to the Sociology of Religion

This course examines classical and contemporary theoretical perspectives on the nature of religion as a social institution and cultural system. Themes will include sociological definitions of religion and the rise of capitalism, modernity, and belief and patterns of religion's reconciliation with modern society.

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

RELI477 Conversion: Patterns of Individual and Cultural Transformation

This course examines conversion as an individual, social, and cultured process involving a change from one system of beliefs and behaviors to another. We will evaluate social-scientific approaches to the phenomenon of conversion and examine and compare examples drawn from history and the contemporary world. Readings will focus on the conditions and outcomes of conversion processes, the missionary/convert relationship and the contexts of cultural interaction in which conversion succeeds or fails.

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

RELI478 Buddhist Art of Asia

Study of the philosophical underpinnings, use, and social significance of select genres of Buddhist art in India, China, Tibet and Indonesia.

Special attention will be given to ways of representing Buddhist concepts, values, and practices through visual narrative strategies.

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

RELI479 Judaism and Race

Before race became a named category used to differentiate between human bodies, Jewish converts to Catholicism in medieval Spain became suspect subjects due to the "purity" of their "blood" (*limpieza de sangre*). Beginning with the Spanish debates regarding pure and impure bodies, this course traces the relationship between Jews and racial categories to the 21st century. The course focuses on how evolving definitions of "race" and "Jewishness" have correlated and conflicted in varied and sometimes surprising ways. We will read about theories of race, examine their direct ties to European colonial projects, and discuss the pervasive impact of these theories and projects on contemporary societies. We will consider questions such as: What does "race" mean in particular times and places? How have Jews been racialized and how have Jews represented themselves in terms of racial categories? Why does race continue to inform social thought and institutions in such prominent ways and how do we situate Jews in these contexts? Case studies will address the question of Jewish "whiteness" in various geographical contexts, crypto-Jews in the United States, and *mizrahim* ("eastern" Jews) in Israel.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
FALL 2011 INSTRUCTOR: GLAUZ-TODRANK, ANNALISE ELIZABETH SECT: 01

RELI484 Religion and Law in the United States

This course addresses the complex and continually contested relationship between law and religion in the United States. The course will include three main components: (1) a historical overview that examines how this relationship has changed over time, starting with the colonial period; (2) a study of varied theoretical approaches from the fields of religious studies and law and society on subjects such as the boundaries of state power, what counts as religion, and how state actors (judicial and legislative bodies) have justified legal decisions regarding religious practices and identities; and (3) an analysis of significant Supreme Court decisions pertaining to religion and law but also related to intersecting issues of race, gender, and homosexuality. Among other topics, we will discuss the criminalization of religious practices such as peyote consumption and snake handling and civil rights protection for religious groups such as the Supreme Court's decision to grant race-based rights to Jews.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: GLAUZ-TODRANK, ANNALISE ELIZABETH SECT: 01

RELI401/402 Individual Tutorial, Undergraduate

GRADING: OPT

RELI409/410 Senior Thesis Tutorial

GRADING: OPT

RELI411/412 Group Tutorial, Undergraduate

GRADING: OPT

RELI465/466 Education in the Field, Undergraduate

GRADING: OPT

RELI467/468 Independent Study, Undergraduate

GRADING: OPT

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 2011 INSTRUCTOR: KATZ, DALIT SECT: 01

HEBR102 Elementary Hebrew II

This course is a continuation of **HEBR101** with emphasis on enlarging vocabulary, grammar, composition, and further developing language skills. Videotapes and computer programs will be used to enhance listening and comprehension. Exposure to cultural material will also be included. Independent lab work, as well as participation in the Israeli film festival, is required.

GRADING: A-F CREDIT: 1 PREREQ: HEBR101
SPRING 2012 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 PREREQ: HEBR102
FALL 2011 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. Audiotapes, computer programs, and the Internet will be used to enhance listening, composition, and comprehension skills. Exposure to appropriate cultural material such as Israeli films and newspapers will also be included. Lab work with digitized film is required, as well as participation in the Israeli film festival.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: HEBR201
SPRING 2012 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 PREREQ: HEBR202
FALL 2011 INSTRUCTOR: KATZ, DALIT SECT: 01

HEBR401/402 Individual Tutorial, Undergraduate

GRADING: OPT

HEBR409/410 Senior Thesis Tutorial

GRADING: OPT

HEBR411/412 Group Tutorial, Undergraduate

GRADING: OPT

HEBR465/466 Education in the Field, Undergraduate

GRADING: OPT

HEBR467/468 Independent Study, Undergraduate

GRADING: OPT

HEST215 Yiddish Cultural Expression: Music, Theater, Literature, Film

IDENTICAL WITH: MUSC297

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

HEST236 Revival of the Israeli Cinema

This course will analyze the possible reasons for the current revival of Israeli cinema. We will explore the history of Israeli filmmaking in the context of the changes the political and social climates in Israel have undergone over the years, focusing on the developing cinematic styles and the rises and falls of various cinematic movements. Selected Israeli films will be examined and discussed.

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

HEST401/402 Individual Tutorial, Undergraduate

GRADING: OPT

HEST409/410 Senior Thesis Tutorial

GRADING: OPT

HEST411/412 Group Tutorial, Undergraduate

GRADING: OPT

HEST465/466 Education in the Field, Undergraduate

GRADING: OPT

HEST467/468 Independent Study, Undergraduate

GRADING: OPT

Romance Languages and Literatures

PROFESSORS: Andrew Curran, *French*; Bernardo Antonio González, *Spanish*; Ellen Nerenberg, *Italian, Chair*; Jeffrey Rider, *French*; Norman R. Shapiro, *French*

ASSOCIATE PROFESSORS: Michael Armstrong-Roche, *Spanish*; Robert Conn, *Spanish*; Fernando Degiovanni, *Spanish*; Typhaine Leservot, *French, College of Letters*; Catherine Poisson, *French*

ADJUNCT PROFESSOR: Octavio Flores-Cuadra, *Spanish*; Ana Pérez-Gironés, *Spanish*

ASSISTANT PROFESSOR: Maria Ospina, *Spanish*

ADJUNCT ASSISTANT PROFESSOR: Louise Neary, *Spanish*

ADJUNCT INSTRUCTOR: Daniela Viale, *Italian*

ADJUNCT LECTURER: Catherine Ostrow, *French*

DEPARTMENTAL ADVISING EXPERTS 2011–2012: Catherine Poisson, *French Studies*; Bernardo Antonio González, *Spanish and Iberian Studies*; Ellen Nerenberg, *Romance Studies and Italian Studies*

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.

Beginning with the Class of 2013, all students graduated with a major in the department will be required to complete a capstone project in the course of their senior year.

FRENCH STUDIES

The French studies major provides students with a command of the French language sufficient to live and work successfully in a French-speaking environment. It enables them to develop an in-depth knowledge of French-language literatures and critical approaches, and, through it, an awareness of French and Francophone modes of thought and expression. It also offers them the opportunity to develop simultaneously a broad knowledge of French and Francophone cultures through a flexible, interdisciplinary program combining course work in a number of fields that may serve as the basis for future work or further academic or professional studies. The major consists of a minimum of eight courses:

* Four FREN courses numbered 220-399.

- **FREN215** or the equivalent is the prerequisite for all **FREN** courses numbered **220** or higher.
- Courses numbered **220–299** are introductory courses intended for students who have completed **FREN215**, have taken an equivalent course elsewhere, or who have placed out of **FREN215** through the placement test. In general, these courses are designed for students who have not yet studied abroad in a French-speaking country.
- **300**-level courses are upper-level courses intended for students who have already completed two courses in French beyond **FREN215** or who have studied abroad in a French-speaking country for at least a semester.

* Four other courses whose content is devoted substantially to the study of French or Francophone literature, history, culture, or society.

These courses may be in French or English and may include

- Courses from the French section's normal offering of **200**- or **300**-level courses.
- Courses listed as **FRST** (French Studies) or **FIST** (French, Italian, Spanish in Translation).
- Courses taken through approved study-abroad programs.
- Courses offered by other departments and programs on campus that treat French or Francophone culture, politics, or history. These courses must be approved by the student's major advisor.

A minimum grade of B- is required for courses taken on campus to count toward the **FRST** or the **RMST** major where the student is combining French with one or two other Romance cultures.

All majors are strongly encouraged to spend at least one semester studying abroad in a French-speaking country. In addition to Wesleyan's program in Paris (the Vassar-Wesleyan Program), Wesleyan-approved study-abroad programs currently exist in Cameroon, France (Aix-en-Provence, Grenoble), Madagascar, and Senegal. Wesleyan also sends one exchange student a year to the Institut d'Etudes Politiques in Paris. Students who have strong academic reasons for wishing to participate in other French-based programs may also petition the International Studies Committee for permission to do so. For information on the approved programs and the petition process, contact the Office of International Studies, 105 Fisk Hall (gwinter@wesleyan.edu).

ITALIAN STUDIES

The Italian studies major consists of nine courses above the level of basic language. **ITAL221**, **ITAL222**, or an equivalent course taken elsewhere are the prerequisites for all **ITAL** courses numbered **222** or higher. 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 **VWWB**: The Vassar-Wellesley-Wesleyan conorstial program, also known as ECCO):

I. Courses in Wesleyan Italian Section <i>Courses given in Italian</i>	II. Related courses <i>Courses may be in English</i>
• ITAL221 (jun yr)	VWWB206 Leonardo to Caravaggio
• VWWB231 Cultural Studies	COL234 Dante and Medieval Culture I
• VWWB208 Modern Italian Literature	
• ITAL249 (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)

I. Courses in Wesleyan Italian Section <i>Courses given in Italian</i>	II. Related courses <i>Courses given in Italian</i>	III. Related courses <i>Courses may be in English or Italian</i>
• ITAL221 (F jun yr)	VWWB230 Government/Politics Italy	FIST246 (S First yr)
• ITAL241 (F sen yr)	VWWB268 Politics/Institutions of the EU	ARHA207 Survey of Roman Archaeology and Art
• ITAL250 (S sen yr)	VWWB227 Contemporary History	ARHA224 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 highly 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-course 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.
- Please note: Courses taken overseas, and particularly courses taken at an Italian university (at the University of Bologna or elsewhere) must *plainly* and *explicitly* concern subject matter pertinent to Italian culture and society to be applicable toward the Italian studies major. Courses treating, for example, the art and architecture of ancient Syria or economics of sub-Saharan Africa will not be viable for the major, even though they were taken at an Italian university and through the medium of Italian. On the other hand, a course in earth and environmental sciences concerning the maritime science of the Venice Lagoon would make an excellent related course for the Italian studies major. When in doubt, students should check with the major advisor before enrolling.
- 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 advisors' 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 student's 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) unless students are also majoring in **COL** or are a transfer student (in which case courses graded credit/unsatisfactory may be counted toward the Iberian studies major).

Students in Spanish and Iberian studies 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 (www.wesleyan.edu/romance). 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 or visit the OIS at Fisk Hall 105. You may also call the OIS or write gwinter@wesleyan.edu. A detailed web site on the Vassar-Wesleyan Madrid program can be found at 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 (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).

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**, 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.

* **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**, 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 **221** and higher, taught in the medium of Italian. **ITAL221**, **ITAL222**, or an equivalent course taken elsewhere are the prerequisites for all **ITAL** courses numbered **222** and higher. 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, taught either in the medium of Italian and/or English.** 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 **221** or higher, taught in the medium of Italian. **ITAL221**, **ITAL222**, or an equivalent course taken elsewhere are the prerequisites for all **ITAL** courses numbered **222** and higher. 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, taught either in the medium of Italian and/or English.** 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** 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** 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 STUDIES

FRST102 *Outsiders in European Literature*

IDENTICAL WITH: COL102

FRST212 *France Since 1870*

IDENTICAL WITH: HIST220

FRST232 *Days and Knights of the Round Table*

IDENTICAL WITH: HIST276

FRST239 *Paris, 19th Century*

IDENTICAL WITH: COL239

FRST254 *French Feminisms: Texts, Pretexts, and Contexts*

IDENTICAL WITH: COL269

FRST275 *Histories of Race: Rethinking the Human in an Era of Enlightenment*

A spurious abstraction when it was first “invented” during the 18th century, the concept of race has nonetheless forever left its imprint on history, not to mention the human condition. This class will interrogate the conceptual status of race in two ways. In seminar, we will chart the slow and halting creation of the concept of race as it crystallized in European thought during the 18th century. During this broad assessment of the era’s proto-raciology, we will examine several competing histories of race, including religious accounts of race, anatomical understandings of race, conjectural histories of humankind, and the rise of conceptual classification schemes of humankind in an era of human chattel slavery. In addition to charting the birth of race in the Enlightenment-era life sciences, we will also expand the seminar’s scope to include discussion on eras both previous to and after the Enlightenment “invention” of race (circa pre-1700, post-1800). This will take place during a weekend conference that will bring together students, Wesleyan faculty, Wesleyan alumni, and outside scholars. The ultimate goal of this course is to provide students with a historicized understanding of race that will inform their reactions to race and ethnicity in the future.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [SISP375 OR HIST275 OR COL257]

FRST290 *Modernism and Modernity in 19th-Century French Painting*

IDENTICAL WITH: ARHA240

FRST292 *European Architecture and Urbanism, 1750–1910*

IDENTICAL WITH: ARHA244

FRST297 *Comparative French Revolutions*

IDENTICAL WITH: HIST377

FRST299 *African History and Art*

IDENTICAL WITH: ARHA299

FRST339 *Wagner and Modernism*

IDENTICAL WITH: ARHA339

FRST355 *Translation: Theory and Practice*

IDENTICAL WITH: WRCT255

FRST401/402 *Individual Tutorial, Undergraduate*

GRADING: OPT

FRST409/410 *Senior Thesis Tutorial*

GRADING: OPT

FRST411/412 *Group Tutorial, Undergraduate*

GRADING: OPT

FRST465/466 *Education in the Field, Undergraduate*

GRADING: OPT

FRST467/468 *Independent Study, Undergraduate*

GRADING: OPT

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 2011 INSTRUCTOR: HUMPHRIES, MARK SECT: 01
INSTRUCTOR: OSTROW, CATHERINE R. SECT: 02, 03

FREN102 *French in Action II*

This multimedia course combines video, audio, and print to teach French language and culture as complementary facets of a single reality. It puts you in the presence of authentic, unsimplified French and trains you to use it in the dynamic context of actual communication. A complete, carefully sequenced course, it involves you actively in your own learning and

emphasizes communicative proficiency—not the study of rules and regulations, but the development of skills, self-expression, and cultural insight.

FREN102 is the second semester of the four-semester introductory and intermediate French language sequence.

GRADING: A-F CREDIT: 1 PREREQ: FREN101
SPRING 2012 INSTRUCTOR: OSTROW, CATHERINE R. SECT: 01, 02
INSTRUCTOR: SHAPIRO, NORMAN R. SECT: 03

FREN111 *Intermediate French I*

This multimedia course combines film and print to teach French language and culture as complementary facets of a single reality. It puts you in the presence of authentic, unsimplified French and trains you to use it in the dynamic context of actual communication. A complete, carefully sequenced course, it involves you actively in your own learning and emphasizes communicative proficiency—not the study of rules and regulations, but the development of skills, self-expression, and cultural insight.

FREN111 is the third semester of the four-semester introductory and intermediate French language sequence.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: TBD

FREN112 *Intermediate French*

The fourth semester of our language program features an intensive review of basic grammar points that frequently cause problems. A variety of readings will introduce contemporary literature and serves as a springboard to conversation. Movies will be used to develop students’ listening skills.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: LALANDE, CHRISTINE SECT: 01, 02
SPRING 2012 INSTRUCTOR: LALANDE, CHRISTINE SECT: 02

FREN215 *Composition and Conversation*

This course prepares students for upper-level French courses and for study abroad. It offers students the opportunity to review and strengthen their speaking, writing, and reading abilities in French. Class time is devoted to discussing short reading assignments (literary and nonliterary) from the French-speaking world (France, Africa, and the Caribbean). The semester ends with students reading an entire novel in French. Daily class discussions, oral presentations, weekly discussions with French teaching assistants, laboratory practice, outside-of-class grammar review, and compositions are to be expected.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: LESERVOT, TYPHAINE SECT: 01
INSTRUCTOR: SHAPIRO, NORMAN R. SECT: 02
INSTRUCTOR: LALANDE, CHRISTINE SECT: 03
SPRING 2012 INSTRUCTOR: POISSON, CATHERINE SECT: 01
INSTRUCTOR: LALANDE, CHRISTINE 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
FALL 2011 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 2011 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 LST220 OR FGSS222]
FALL 2011 INSTRUCTOR: LESERVOT, TYPHAINE SECT: 01

FREN226 Topics and Genres in French Popular Culture

Spanning the mid-19th century to the present, the course will present and examine the expansion of such genres as newspapers' *feuilletons* (serialized novels), *romans de gare* (easy literature), detective novels, and *bandes dessinées* (graphic novels). Though at times poor in their execution, such productions are a revealing window into French society, and their popularity has only increased. The course will particularly focus on the participation of renowned writers in so-called low-cultures genres, as well as on women writers' growing presence in the field.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 SPRING 2012 INSTRUCTOR: POISSON, CATHERINE SECT: 01

FREN227 From Theater to Cinema in the French Avant-gardes

At the beginning of the 20th century, actors, directors, and playwrights were confronted with two significant upheavals: a shift from theater to silent films and then from silent films to "talking pictures." This transition was greeted by the French avant-gardes alternately with enthusiasm and reservations, especially by the authors we will study: Antonin Artaud and Jean Genet. We will read both their literary and theoretical texts, focusing on the questions they raise within the avant-garde movement: How does one avoid the pitfalls of representation? How can one use, or, indeed, mix, theater and film to change, enlarge, or upset our perception of the world? We will study two silent films by Artaud and Genet, paying particular attention to their technical, aesthetic, political, and legal implications. Throughout the semester, we will likewise study some 20th-century film adaptations made from the works of these two major playwrights.

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

FREN231 Paris and Its Representations: Realities and Fantasies

This course investigates some of the myths and realities of Paris. Starting from an analysis of Paris in late 19th-century novels and paintings, we will explore the shifting perceptions of the city during the 20th century in fiction, poetry, photography, painting, and film. We will focus on such themes as the role of history in the structuring of the city, the importance of architecture in the ever-changing social fabric, and the recurrent opposition between the city and its suburbs. Students will be asked to attend various screenings.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: COL256

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

FREN256 From the Diary to the Stage: Women Writers and Literary Genres from the 17th to the 20th Centuries

While women in France were not welcomed in the literary sphere, they have nonetheless participated in the various movements that have radically affected literature from the 17th century on. The purpose of this course is to discuss women's space within the literary field. Through the study of various texts, this course will examine women's compliance and defiance toward literary trends. It will also investigate the roles of literary categories (letters, plays, fairy tales, poems, novels, and essays) in women's production.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: FG55260 PREREQ: NONE

FREN272 Exoticism: Imaginary Geographies in 18th- and 19th-Century French Literature

This course will consider the fascination with the exotic—with foreign landscapes, customs, and culture—in 18th- and 19th-century French fiction and poetry. Discussions will focus on the representation of foreignness and the construction of the exotic woman, as well as on the status of the European gaze. Major authors may include Bernardin de Saint-Pierre, Chateaubriand, Balzac, Mérimée, Loti, Flaubert, Hugo, Baudelaire, and Gautier.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: COL272

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 épistolaire*, the novel composed entirely of letters. In this class we will read epistolary novels that vary widely in both form and content: from Madame de Graffigny's critique of European society (*Lettres d'Une Peruvienne*), to Mme de Charrière's praise of female independence (*Lettres de Mistress Henley*), to Laclós' portrait of aristocratic libertinage (*Les Liaisons Dangereuses*). We will also read two examples of the epistolary novel's stylistic counterpart, the *roman-mémoire*.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: COL301

FREN280 French Cinema: An Introduction

This course introduces students to the history of French cinema (the evolution of its aesthetics as well as of its main themes), from the films of the Lumière brothers in 1895 until now with French filmmakers of Maghrebi origins. One leading question of the course will be: What makes French cinema "French"?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: COL286

SPRING 2012 INSTRUCTOR: LESERVOT, TYPHAINE 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

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 semiweekly sessions devoted to mutual criticism and discussion. Each student will also work throughout the semester on an individual translation project of his or her choice. A number of relevant critical texts will be read.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 SPRING 2012 INSTRUCTOR: SHAPIRO, NORMAN R. SECT: 01

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 Topics in Francophone Literature:**"This Island's Mine," Postcolonial Paradigms in the Francophone Caribbean**

From the moment of the Caribbean's first regional declaration of independence in 1804, through its embrace and subsequent rejection of the totalizing narratives of both Marxism and Negritude, to its ultimate conception of itself as a discreet cultural unit, the Caribbean has managed to express its own will to power. In this course we will consider the processes through which it managed to do so, as well as those which tried to stop it.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: [LAST256 OR COL305]

FREN305 Negotiating French Identity II: Migration and Identity in Contemporary France

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 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, *faute-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 IDENTICAL WITH: COL310 PREREQ: NONE

FREN320 Paris—New York: French Writers of the Beat Generation

The founders of the Beat Generation—William Burroughs, Allen Ginsberg, and Jack Kerouac—were all deeply inspired by the works of many French writers. From Paris to New York and from New York to Paris, we will reconstruct the narrative of this significant but often overlooked, literary relationship. To conduct our investigation, we will proceed in three stages and look at three eras, that is to say, we will read works by Burroughs, Ginsberg, and Kerouac, but will focus on several short texts by their French precursors to ask ourselves which aspects of French literature Burroughs, Ginsberg, and Kerouac might have transmitted to American culture. A thorny question that will lead us to a discussion of crucial issues in the field of modern comparative literature.

GRADING: OPT CREDIT: 1 IDENTICAL WITH: COL320 PREREQ: NONE

FREN325 The French Enlightenment's Africa, 1650–1800

With a few notable exceptions, European missionaries, soldiers, slavers, and natural historians rarely penetrated into the interior of sub-Saharan Africa until the 19th century. Nonetheless, travel accounts by those who did venture to the continent during the early modern era provided an abundance of raw material for a sustained and complex discussion of the black African in Europe. Not surprisingly, whatever the context within which the African was evoked, be it in discussions of cultural relativism, the state of nature, or comparative anatomy, the Ethiopian, Hottentot, or Guinean functioned as a yardstick against which European civilization measured its presumed technical, cultural, and, increasingly, biological superiority. This was, of course, most acutely true after the later part of the 18th century when pseudoscientific racial theories were used to justify the continued existence of the slave trade. In this seminar we will examine both the genres of representation and the ideology behind European

views of the black African in French thought. While this class will begin with an overview of the history of cultural contacts existing between North Africa, Europe, and sub-Saharan Africa, this seminar is anything but a class on African history. Rather, the members of this seminar will become familiar with the European representation of Africa and Africans by reading selections from travel accounts and natural history treatises as well as novels featuring European perceptions of the African. Works to be studied include Buffon's *Histoire naturelle*, Raynal's *Histoire des deux Indes*, Montesquieu's *De l'esprit des lois*, Bernardin de Saint-Pierre's *Paul et Virginie*, and Voltaire's *Candide* and *Essai sur les moeurs et l'esprit des nations*.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: COL325 PREREQ: NONE

FREN326 19th-Century Fictions of Desire

From romantic passion to decadent perversion, 19th-century fictions place desire at the core of identity, even and especially if it is unsatisfied. But is desire ours? Do we really know what we want? In this course, we will read a range of short stories and longer fictions about love and desire, asking where desire is located, how it may be gendered, how it is affected by time, how its objects are found, and how literary forms are structured by desire's many manifestations. Authors may include Constant, Balzac, Sand, Flaubert, and Maupassant. All readings and discussion in French.

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

IDENTICAL WITH: [COL326 OR FG55327]

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: MDST230

FREN357 Autobiography and Photography

Over the last decades the question of autobiography as a genre has been thoroughly analyzed. The issue is further complicated by the use of photography within autobiographical texts, whether they are included in the text or merely described. In this course, we will examine the various roles of photography in autobiography. Is photography a way to trigger memory? Is it more referential than the word? How is the reader to read the coexistence of word and image? Such are some of the questions that will be discussed.

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

FREN358 Confession in French 20th-Century Literature

Since the *Confessions* of St. Augustine, the subject and function of confession has gone through considerable change. After exploring the notion of secret and the distinctions between autobiography and confession, this course will discuss the main developments that have occurred in the literature of confession. We will focus on the shift from confession of vice to confession seemingly lacking an object. Among other topics, we will discuss the conditions that appear to make confession a masculine rather than a feminine undertaking.

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

FALL 2011 INSTRUCTOR: POISSON, CATHERINE SECT: 01

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 2011 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
IDENTICAL WITH: COL392

FREN401/402 Individual Tutorial, Undergraduate

GRADING: OPT

FREN409/410 Senior Thesis Tutorial

GRADING: OPT

FREN411/412 Group Tutorial, Undergraduate

GRADING: OPT

FREN465/466 Education in the Field, Undergraduate

GRADING: OPT

FREN467/468 Independent Study, Undergraduate

GRADING: OPT

FRENCH, ITALIAN, AND SPANISH IN TRANSLATION**FIST223 Heroes, Zombies, Despots, and Exiles: A Haitian Introduction to Postcolonialism**

Among the many phenomena associated with the catchall category of “postcolonial studies,” the island nation of Haiti stands alone. It is here, after all, and for the first time in history, that an army of slaves successfully prosecuted a revolutionary war and made a nation. As the world’s first black republic, Haiti was likewise the first state to abolish slavery definitively, and according to at least one Haiti scholar, even “invented the process of decolonization that would only take hold in the majority of European colonies a century and a half later.” Haiti is consequently an ideal prism through which students may be introduced to the broader concepts of postcolonialism. In this course we will track Haiti’s remarkable trajectory from being the wealthiest colony in the world to being the poorest nation in the Western hemisphere. We will examine both internal and external literary representations of Haiti’s people, its revolution, its unapologetic embrace of Vodou (including its still-unsung invention of the Hollywood zombie), its despots, its exiles, and lastly, its indefatigable insistence on its own legitimacy.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
SPRING 2012 INSTRUCTOR: HUMPHRIES, MARK SECT: 01

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 Niccolo 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

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-Graail 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]

FIST290 Reading Theories

IDENTICAL WITH: ENGL295

FIST401/402 Individual Tutorial, Undergraduate

GRADING: OPT

FIST409/410 Senior Thesis Tutorial

GRADING: OPT

FIST411/412 Group Tutorial, Undergraduate

GRADING: OPT

FIST465/466 Education in the Field, Undergraduate

GRADING: OPT

FIST467/468 Independent Study, Undergraduate

GRADING: OPT

IBERIAN STUDIES**IBST221 Introduction to Hispanic Literature and Advanced Practice in Spanish**

IDENTICAL WITH: SPAN221

IBST223 Modern Spain: Literature, Painting, and the Arts in Their Historical Context

IDENTICAL WITH: SPAN223

IBST230 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History

IDENTICAL WITH: SPAN230

IBST231 Sex, Violence, and (Poetic) Justice: Spanish and New World Classical Theater

IDENTICAL WITH: SPAN231

IBST232 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America

IDENTICAL WITH: SPAN232

IBST233 History of Spain: From the Middle Ages to the Present

IDENTICAL WITH: HIST255

IBST236 Cervantes

IDENTICAL WITH: SPAN236

IBST242 Colonial Fantasies: Rethinking the Conquest through Film

IDENTICAL WITH: SPAN242

IBST250 Orientalism: Spain and Africa

IDENTICAL WITH: SPAN250

IBST251 Urban Fantasies: The City, Sexuality, and National Identity in the Modern Spanish Novel

IDENTICAL WITH: SPAN251

IBST252 Spain and Its Cinema: A Different Mode of Representation

IDENTICAL WITH: SPAN252

IBST253 Families on Stage: Individual, Society, and the Nation in Spanish Theater from 1600 to the Present

IDENTICAL WITH: SPAN253

IBST254 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde

IDENTICAL WITH: SPAN254

IBST260 Between Word and World: Major Spanish Poets of the 20th Century

IDENTICAL WITH: SPAN260

IBST261 Sites of Resistance and Memory: Theater, Performance, and Political Consciousness in Contemporary Spain

IDENTICAL WITH: SPAN261

IBST262 Between Local and Global: Contemporary Iberian Cultures and Identities

IDENTICAL WITH: SPAN262

IBST303 Sophomore Seminar: The Spanish Civil War, 1936–1939

IDENTICAL WITH: HIST160

IBST326 Public Life in the Age of Theater: Madrid and London, 1580–1680

IDENTICAL WITH: COL223

IBST355 Translation: Theory and Practice

IDENTICAL WITH: WRCT255

IBST391 The Spanish Empire in the Early Global Age 15th–17th Centuries

IDENTICAL WITH: COL391

IBST401/402 Individual Tutorial, Undergraduate

GRADING: OPT

IBST409/410 Senior Thesis Tutorial

GRADING: OPT

IBST411/412 Group Tutorial, Undergraduate

GRADING: OPT

IBST465/466 Education in the Field, Undergraduate

GRADING: OPT

IBST467/468 Independent Study, Undergraduate

GRADING: OPT

ITALIAN STUDIES**ITAL101 Elementary Italian I**

This gateway course is the first half of a two-semester elementary sequence and an ampersand (&) course. Our emphasis is on the development of basic oral and written competence, and reading and aural comprehension skills. In this course you will master the linguistic skills necessary to function in day-to-day circumstances in Italian, and you will begin to explore similarities and differences between your native culture and Italian culture and society.

Specifically, you will learn to talk about things in your own immediate environment, such as family, friends, daily routine, likes and dislikes, and you will learn how to handle basic social interactions such as meeting people, planning events, eating out, inquiring about other people's lives, and relating information in simple terms. We will explore roughly five units of the textbook; additionally, your linguistic experience will be broadened by reading authentic texts and by viewing, listening to and discussing cultural artifacts such as films, songs and commercials.

Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

GRADING: A-F CREDIT: 1 PREREQ: NONE FALL 2011 :

ITAL102 Elementary Italian II

This course is the second half of a two-semester elementary sequence. Our emphasis is on the continuing development and strengthening of oral and written competence, and reading and comprehension skills. Specifically, you will master the linguistic skills necessary to describe and narrate simple events in the past and in the future, make comparisons, express possibility, express your point of view, and agree and disagree with the opinions of others. You will also reach a better understanding of culture, society, and everyday life in Italy. By the end of this course you can expect to be able to function quite ably and with assurance in day-to-day circumstances in Italian.

We will explore roughly five units of the textbook; additionally, your linguistic and cultural experience will be broadened by reading authentic texts and by viewing, listening to, and discussing cultural artifacts such as films, songs, and commercials. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively.

Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

GRADING: A-F CREDIT: 1 PREREQ: ITAL101

SPRING 2012 INSTRUCTOR: VIALE, DANIELA SECT: 02

ITAL111 Intermediate Italian I

This is the first half of a two-semester intermediate sequence and an ampersand (&) course. Authentic artifacts such as literary excerpts, films, newspaper articles, and commercials constitute the starting points (*spunti*) of this course. These *spunti*, which include topics ranging from stereotypes and perceptions, to family and student life, employment, and environmental awareness, shed light on the rich diversity and complexities within Italy and help you develop an understanding of the society and culture of contemporary Italy. Each *spunto* provides varied activities for the improvement of your linguistic competence. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Specifically, you will build on previously learned grammatical structures and acquire more complex ones that will allow you to improve your ability to relate information, narrate stories, make hypotheses, express your opinions, and debate the opinions of others, both in writing and in conversation.

Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: ITAL102

FALL 2011 INSTRUCTOR: LEISAWITZ, DANIEL ABRAM SECT: 01, 02

ITAL112 Intermediate Italian II

This course is the second half of a two-semester intermediate sequence and a gateway to more advanced courses. Authentic artifacts such as literary excerpts, films, newspaper articles, and a short novel constitute the starting points (*spunti*) of this course. These *spunti*, which include topics ranging from the Italian experience in the Second World War to the problem of organized crime and issues raised by recent immigration, shed light on the rich diversity within Italy and help you develop an understanding of the history, society, and culture of contemporary Italy.

Each *spunto* provides varied activities for the improvement and refinement of your linguistic competence. Grammar undergirds everything we do and say in this course; whether or not we are engaged in an explicit grammar exercise, you are always learning grammar that enables you to communicate effectively. Specifically, you will acquire more complex language structures that will allow you to refine your ability to relate information, narrate stories, express your opinions, and debate the opinions of others, both in writing and in conversation. By the end of the course, you can expect to be able to express yourself articulately and feel comfortable in an Italian setting, linguistically and culturally.

Class is conducted entirely in Italian. Because you will work collaboratively with your classmates and your instructor, your attendance, participation, and preparation are of the utmost importance.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: ITAL111

SPRING 2012 INSTRUCTOR: VIALE, DANIELA SECT: 02

ITAL221 Advanced Italian Practice in Context I

This course is designed for students who have completed at least two years of college-level Italian or who have achieved equivalent competency through study in Italy. Our primary objective is to enhance students' speaking abilities and Italian cultural literacy through exposure to a variety of Italian texts and contexts. The course will be organized both thematically and chronologically. Some groups of themes that might organize the course include the following groupings: *l'amore, la morte, e l'altro; la città, la campagna, i sogni; il passato il presente, e il futuro*. We examine these themes in literary texts, paying attention to the different genres, and in opera, and film. Students are expected to participate actively in this seminar setting. Class is conducted entirely in Italian.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: ITAL112

FALL 2011 INSTRUCTOR: NERENBERG, ELLEN SECT: 01

ITAL222 Advanced Italian Practice in Context II

This course is a continuation of **ITAL221**. Whereas that course addresses specific themes in Italian texts, from Dante until the end of the 20th century, this course focuses instead on several key events of the 20th century from World War II onward. Each event narrates a particular moment in Italian history of the last century. We will examine each event from a variety of perspectives and in a variety of genres, including prose fiction, prose nonfiction, poetry, cinema, and history. Combinations of events will change from one academic year to the next.

Some, but not all, possible thematic events include the retreat from the Russian front in World War II, the deportation of the Jews beginning in 1943, the 1966 flood of the Arno River, the ratification of the divorce law in 1974, the 1977 killing of Francesco Lo Russo by the Bologna police, the 1978 assassination of Aldo Moro by the left-wing terrorist group the Red Brigades, the 1992 Mafia assassinations of Judges Giovanni Falcone and Paolo Borsellino, the Tangentopoli corruption scandals of the 1990s, the economic phenomenon of "Made in Italy" in the 1990s, and Berlusconi's terms as Prime Minister in 1994–95 and again in the 2000s. How does each event resonate through the varied genres? How do the fictional representations treat the facts of the events and the themes that emerge from them? These are two of the questions we will reflect on as we go along.

GRADING: OPT CREDIT: 1 PREREQ: ITAL112

SPRING 2012 INSTRUCTOR: TBD

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 Poets and Politics in Early Modern Italy: In Search of the State

This course, taught in Italian, focuses on how poetry, literature, and film represent political Italy (or lack thereof) in the early modern age. Through the works presented, the course investigates concepts such as republic, monarchy, fortune, virtue, exile, and utopia. Authors and directors include Dante, Petrarca, Alberti, Pontano, Ariosto, Castiglione, Machiavelli, Campanella, Olmi, and Montaldo.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: ITAL221

ITAL236 The Power and the Mask: Unveiling the Renaissance Italian Court

A great deal of recent critical attention has focused on the performative aspects of Renaissance courtly culture as represented through both textual and visual means. This course will examine enactments of power games in the courts of 16th-century Italy and, in particular, the papal courts of Julius II and Leo X, through reading texts written about or dealing with courts: Ariosto's *Cassaria*, Machiavelli's *Mandragola*, Bibbiena's *Calandria*, Aretino's *Cortigiana* that were actually written for and performed in them. We will study the ways in which public spectacles and processions both enacted and affected the ideological programs of their authors/performers. All texts will be read in Italian. We will also screen the movie *Il viaggio di Capitan Fracassa*, directed by Ettore Scola.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: ITAL221 OR ITAL222

ITAL239 The Courtier and the Courtesan in Renaissance Italy

Notions of gender and class in Renaissance Italy center this course, which explores the worlds of two social figures of great significance during this period: the courtier and the courtesan. We will study the self-fashioning of the male courtier, his aims, duties, desires, and concerns. Similarly, we will explore the world of the Renaissance Italian courtesan, who rose to wealth and social significance by way of various exchanges, literary, erotic, and otherwise. To understand the worlds of these two figures and those who employed them, we will read several treatises aimed at teaching the courtier and courtesan how to attain (and retain) power. In addition, we will study the representation of these two figures in another popular genre in the Italian Renaissance, the treatise taking the form of a dramatic dialogue. Further, we will read poetic texts authored by the figures themselves. Finally, representations in theatrical form round out the types of texts under consideration. All of these texts and the world of these figures will be brought to life with the aid of paintings, prints, and examples of early modern erotica.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: (ITAL221 AND ITAL222)
FALL 2011 INSTRUCTOR: LEISAWITZ, DANIEL ABRAM SECT: 01**ITAL240 Fascism, Futurism, and Feminism: Forces of Change in 20th-Century Italy**

This course investigates three forces at work in Italy in the first half of the 20th century. We explore Italian fascism, futurism, and feminism through a variety of media, including literary, cinematic, and artistic expressions, and will consider each movement in its sociohistorical context. How 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 ultraviolence and misogyny of futurism and the instrumentalization of gender under Italian fascism. We explore similarly varied texts representative of the Fascist era: examples of rationalist architecture and urban planning; Alberto Moravia's novel of social mores during Fascism, *Gli indifferenti*; selections from Antonio Gramsci, political prisoner of the regime, *Quaderni del carcere* and *Lettere dal carcere*; and at least one film made under the conditions (economic, industrial, and propagandistic) of fascism. Our goal is an understanding of the ideological 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 PREREQ: ITAL222 OR ITAL112
SPRING 2012 INSTRUCTOR: NERENBERG, ELLEN SECT: 01**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, Martone, Mazzantini, Nove, Tabucchi, Tondelli, Vallorani, and Vassalli.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: ITAL221

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? We end the course by examining films made since 2000 set in the late '60s and 1970s that reflect on the social turmoil that 1968 gave rise to.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: ITAL221

ITAL401/402 Individual Tutorial, Undergraduate

GRADING: OPT

ITAL409/410 Senior Thesis Tutorial

GRADING: OPT

ITAL411/412 Group Tutorial, Undergraduate

GRADING: OPT

ITAL465/466 Education in the Field, Undergraduate

GRADING: OPT

ITAL467/468 Independent Study, Undergraduate

GRADING: OPT

SPANISH STUDIES**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 2011 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 PREREQ: SPAN101
SPRING 2012 INSTRUCTOR: NEARY, LOUISE C. SECT: 01**SPAN103 Elementary Spanish for High Beginners**

This course provides an intense review of elementary Spanish to allow students to advance to the intermediate level. Emphasis is placed on the four basic skills: speaking, listening, reading, and writing. Attention is also given to cultural issues concerning the Spanish-speaking world. Conversational fluency is practiced and highly expected.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: FLORES-CUADRA, 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 PREREQ: SPAN102 OR SPAN103
FALL 2011 INSTRUCTOR: NEARY, LOUISE C. SECT: 01, 03INSTRUCTOR: FLORES-CUADRA, OCTAVIO SECT: 02, 04
SPRING 2012 INSTRUCTOR: FLORES-CUADRA, OCTAVIO SECT: 01**SPAN112 Intermediate Spanish II**

With cultural issues continuing to serve as a backdrop, this course leads students through a review and in-depth examination of advanced Spanish

grammar issues and vocabulary expansion, while providing the experience of working with written texts and other media materials. Students will explore an array of cultural topics relevant to the Spanish-speaking world. Assignments will be both written and oral.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: SPAN111
 FALL 2011 INSTRUCTOR: PÉREZ-GIRONÉS, ANA M. SECT: 01, 02
 SPRING 2012 INSTRUCTOR: PÉREZ-GIRONÉS, ANA M. SECT: 01, 02
 INSTRUCTOR: NEARY, LOUISE C. SECT: 03
 INSTRUCTOR: FLORES-CUADRA, OCTAVIO SECT: 04

SPAN203 Spanish for Heritage Speakers

This course is designed to meet the specific needs of students who are heritage speakers of Spanish to increase their language skills and confidence. Students who take this course must have placed into SPAN112 or above. Emphasis is placed on the following: development of linguistic strategies that advance students' written and oral expression beyond the colloquial level; grammatical and orthographic norms of Spanish; critical reading (reading for understanding and analyzing what is read); and expansion of vocabulary. The linguistic work will be conducted through course materials that explore, through a variety of literary and nonliterary texts, the use of Spanish in the United States. Materials include a textbook or manual, and topics related to the experience of Spanish speakers in the United States.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 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: IBST221

FALL 2011 INSTRUCTOR: GUERRERO, JAVIER SECT: 01, 02
 INSTRUCTOR: OSPINA, MARIA SECT: 03
 INSTRUCTOR: CONN, ROBERT T. SECT: 04
 SPRING 2012 INSTRUCTOR: GUERRERO, JAVIER SECT: 01
 INSTRUCTOR: OSPINA, MARIA SECT: 02

SPAN223 Modern Spain: Literature, Painting, and the Arts in Their Historical Context

In this course we study the so-called "masterpieces" of modern and contemporary Spanish literature, painting, and film (18th century to the present). The works chosen represent the major literary and cultural movements of the past three centuries: the Enlightenment, Romanticism, Realism and Naturalism, the Generations of 98 and 27, the Avant-Garde, Neorealism and Postmodernism. As "masterpieces" they have achieved canonical status through either the influence they have come to exercise over successive generations or their popular reception at the time of their production. In our close analysis of these works, we will interrogate the processes and conditions of canonicity. We will emphasize as well the relationship between cultural production and historical context, seeking to draw analogies at all times between the short stories, novels, poems, plays, paintings, and movies under consideration and the social, political, and economic milieu from which they emerge.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: [IBST223 OR COL219]

FALL 2011 INSTRUCTOR: GONZALEZ, BERNARDO ANTONIO SECT: 01

SPAN226 Spanish American Literature and Civilization

A close study of texts from the colonial period to the present will serve as the basis for a discussion of some of the major writers and intellectuals in Latin America: Las Casas, Sor Juana, Bolívar, Sarmiento, Martí, Mariátegui, Vallejo, Neruda, Borges, Paz, García Márquez, Poniatowska, 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 2011 INSTRUCTOR: CONN, ROBERT T. SECT: 01
 SPRING 2012 INSTRUCTOR: DEGIOVANNI, FERNANDO SECT: 01

SPAN230 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History

This course is designed to develop students' ability to make informed and creative sense of four fascinating, complex, and influential medieval and Renaissance Spanish texts in their multiple (literary, historical) contexts: the "national" epic *El Cid* (12th–13th century); the bawdy and highly theatrical prose dialogue known as *La Celestina* (1499); the anonymous *Lazarillo* (1554), the first picaresque novel; and María de Zayas's proto-feminist novella *The Wages of Vice* (1647). Through these and selected historical readings, the course is also intended to provide students with a basic knowledge of Spanish culture (in its plurality) from the 11th through the 17th centuries, the texture of everyday life as well as the larger movements of long-term historical change. We will draw on literature and history to imagine the world of chivalry and crusade in the medieval Spain of "the three religions of the book" (Judaism, Christianity, and Islam); of mercantile values, courtly love, and prostitution in the Renaissance city; of social injustice and religious hypocrisy in imperial Spain; and of the exacerbated gender and caste tensions that followed from the political crises of the 1640s. We will reflect on the interplay of literature and history in our efforts to come to grips with a past both familiar and strange; address the crossing of linguistic, artistic, ethnic, religious, caste, and gender boundaries that has long been a conspicuous feature of Spanish society; and consider what texts and lives of the past might still have to say to us today. No prior historical or literary preparation is required, only a willingness to engage the readings closely (textually and historically).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: [COL229 OR MDST228 OR IBST230]

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: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: [COL313 OR IBST231 OR THEA231]

SPAN232 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America

This course samples the rich tradition of Spanish-language verse from its beginnings to the present. It is structured by four primary dialogues: (1) the creative reception of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz) by leading 20th-century poets from Spain and Latin America (Neruda, Lorca, Machado, Borges, Paz, and Rossetti, among others); (2) the interplay of poetry and essays by those same poets; (3) the round-trip fertilization of popular and elite, oral and written forms of poetry; and (4) the crossing of linguistic, ethnic, religious, and gender boundaries that has shaped Spanish-language verse from its beginnings as love lyrics embedded in Hebrew and Arabic poems (*jarchas*), to the creative stimulus of other romance languages (especially Galician and Catalan) in Spain, through Latin American poets open to Amerindian and African influences, and Hispanic-American poets exploring bilingualism in the U.S. We will read lyric, epic, and burlesque verse on a wide variety of themes (mysticism, sex, history, reason, travel, love, politics, sensory perception, death, and poetry itself, among others); reflect on how poetry can best be enjoyed and understood; and consider how poetry has been produced, heard, read, and used (ritual and spontaneous song; minstrel performance of epic and ballads; courtly patronage, literary academies, and manuscript circulation; private reading of printed texts and commodification; and 20th-century singer-songwriter musical

settings and politics). Although no prior expertise in poetry is expected, a willingness to engage it closely (textually and historically) is essential.

GRADING: A-F CREDIT: 1 PREREQ: NONE IDENTICAL WITH: [IBST232 OR LAST232]

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 reevaluation 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 MDS254 OR IBST236]

SPAN242 Colonial Fantasies: Rethinking the Conquest through Film

In 1992, the commemoration of the Fifth Centennial of the Conquest of America proposed a revision of the traditional narratives of the "Discovery." Many films, novels, essays and exhibitions approached the topic rethinking the period and revealing new episodes, perspectives, bodies and sensibilities excluded from the official history and the Western imaginary. The seminar explores different visual representations of the Conquest of America from Spain, Latin America and other countries. Through film, we will discuss the debate carried out in the last two decades of the twentieth century and examine how these narratives strengthen or respond to the colonial and neocolonial fantasies awakened by the Fifth Centennial in a post-Cold War world.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [IBST242 OR LAST290]

FALL 2011 INSTRUCTOR: GUERRERO, JAVIER SECT: 01

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 IBST250]

SPAN251 Urban Fantasies: The City, Sexuality, and National Identity in the Modern Spanish Novel

The novel as we know it today reached maturity in Europe in the 19th century against the backdrop of a rapidly changing social and economic context and the emergence of the metropolis as a "capital" coordinate (literally and figuratively) on the map of national cultures. The rapid growth of a powerful bourgeoisie is equally important within this cultural dynamic,

manifesting itself as it does through demographic changes, urban expansion, and the predominance of a bourgeois aesthetic in art and literature. In Spain these phenomena are acutely reflected by two novelists, Benito Pérez Galdós and Leopoldo Alas, alias Clarín. Through a close reading of what are widely regarded as masterpieces of the modern Spanish novel, *Fortunata y Jacinta* (Galdós) and *La Regenta* (Clarín), we will seek to evaluate how narrative and the cityscape form interlocking textualities within each of which the family is protagonist, and sexuality a central theme.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [COL248 OR IBST251]

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 Almodóvar. 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 the conceptual tools necessary to analyze cinematic texts.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [COL242 OR IBST252]

SPAN253 Families on Stage: Individual, Society, and the Nation in Spanish Theater from 1600 to the Present

Theater showcases conflict, and conflict tends to be experienced most acutely within the intimate confines of the family. This is why the family and its spatial correlate, the home, have been treated as the privileged scenario for dramatic literature since the days of Oedipus and Hamlet. The parallel between the stage and the family and the allegorical implications that derive therefrom are a key incentive for much of the writing for the stage in Spain, from the Golden Age (1600s) to the present. In this course we will evaluate these implications at different stages of Spanish history to see how the portrayal on stage of family conflict evolves over time and is adapted to highlight social trends and questions of nationhood and collective identity within an evolving national domain.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [IBST253 OR COL263 OR THEA253]

SPAN254 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde

Our focus will be the Spanish avant-garde as mirrored in the poetry and plays of Federico García Lorca, one of Europe's most celebrated authors. A substantial portion of the syllabus includes the poetry and plays of writers who represent the literary traditions (classical, medieval, Golden Age) and contemporary intellectual context (1900–1936) that influenced Lorca. These readings will help us to understand how the modern and the popular interact in the literature and visual arts (Picasso, Dalí, Buñuel) of this period of intense intellectual ferment. Since intellectual and ideological ferment run parallel during these years, we will also study the relationship between the arts and ideology, concentrating on the portrayal of Lorca as a modern bard—his theories of the "people's playwright" and the activities of his wandering theater troupe *La Barraca*—in the context of the Second Republic (1931–1939), Spain's first important experiment with a progressive democracy.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [COL237 OR IBST254 OR THEA254]

FALL 2011 INSTRUCTOR: GONZALEZ, BERNARDO ANTONIO SECT: 01

SPAN260 Between Word and World: Major Spanish Poets of the 20th Century

Our goal in this course is to study how the leading poets in 20th-century Spain use the lyric mode to negotiate the relationship between themselves and their community at key junctures in the nation's history. In doing so, we will also identify and assess the various notions of community that arise in modern Spanish poetry, attempting to evaluate how those notions evolve or are affected by such events or movements as (1) the avant-garde and the 2nd Republic (1920–1936), (2) the Civil War and the Franco regime (1939–1975), and (3) sweeping political and social transformations of the past 30 years as signaled by the country's democratization, integration into the European Union, economic development, and by the massive influx of immigrants from Africa, Latin America, and Eastern Europe (1977–present). Key essays (critical and theoretical), some by the poets themselves,

are included in the syllabus to provide critical tools for discussing how the public experience is lyricized through the intimate filter of the poet's own sensitivity. We will seek to understand the role played by context in conditioning the decisions poets make in adopting the epic, elegiac, didactic, or testimonial mode of expression, to name just a few. The image of the poet standing at the crossroads of lyrical creativity—word—and historical circumstance—world—will be central to our critical inquiry.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [COL260 OR IBST260]
SPRING 2012 INSTRUCTOR: GONZALEZ, BERNARDO ANTONIO SECT: 01

SPAN261 Sites of Resistance and Memory: Theater, Performance, and Political Consciousness in Contemporary Spain

Compared to other literary genres, and given its essentially social (public) format, the theater is an especially vulnerable mode of cultural expression and therefore becomes the natural prey of both overt (institutionalized) and covert (social) systems of censorship. The tendency for authoritarian regimes to scrutinize stage practices is exemplified by the official (state) censorship that prevailed under Franco (1939–1975) and that prompted Spanish playwrights to develop subtle strategies for resisting authority in the name of democracy and for dialoguing with their society, as playwrights are wont to do, regarding the crucial social and political concerns of the day. The parliamentary regime born in aftermath of the dictator's death ushered in an era of fervor and experimentation unprecedented in recent Spanish cultural history, one in which playwrights have increasingly embraced the struggle against more covert (social) forms of censorship in attempting to craft a new social order for a new political context: a democratic mindset that will serve to solidify the foundations of the young democratic state. Our goal in this course is to trace these trends through a close reading of key works by the major Spanish playwrights active since 1939. We will focus on context, on how the theater, society, and politics are intertwined, through evaluating both works of dramatic literature and the place and meaning of the public, commercial, and alternative theater circuits where many of these plays were premiered. Our aim, broadly, is to understand the extent to which collective memory and national identity, as staged over the past half century, have become a battleground where Spaniards either seek or resist reconciliation with their shared history.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: IBST261

SPAN262 Between Local and Global: Contemporary Iberian Cultures and Identities

How do artists respond locally to global culture during times of profound social change? This question will guide us in our analysis of Spanish film, fiction, theater, art, and music of the past four decades (1977 to the present). The dominant trends of this period—economic development, immigration, informational technology and the consolidation of democracy—have given rise to a multilingual and transcultural society whose tensions it shares broadly with other European and American societies. As elsewhere, the close proximity and regular intermingling of peoples from different linguistic, cultural, and national backgrounds raise new questions concerning identity, both individual and collective: concerning, that is, the means by which individuals construct their sense of community and the rules and assumptions by which they interact. Our objective in this course is to analyze the particular way in which Spanish filmmakers, novelists, and playwrights, visual artists and musicians address these concerns as they represent—and thereby propagate—new understandings of identity within this fluid social framework. We will concentrate primarily on film (Pedro Almodóvar), theater, literature, art, music and dance (flamenco) and the media, and on such issues as the popular versus the elite, the present and past (historical memory), gay and straight, native and foreign, and national and regional. We will also seek to relate these literary and artistic works to key events (exhibits, performances), to sites of special significance (urban, institutional, monumental), and to high-profile practices (cuisine) to bring into focus the network of hidden correlations and ideologies that define Spanish culture today. In doing so, we will pay special attention to how Spaniards defend local cultural formulations against the homogenizing dominance of global systems.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [IBST262 OR COL277]
SPRING 2012 INSTRUCTOR: GONZALEZ, BERNARDO ANTONIO 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 watershed developments such as the Wars of Independence, the Mexican Revolution, and the establishment of dictatorial regimes from 1930s on, we will analyze the ways in which these key events have informed a series of 20th-century texts. We will also study the role played by fiction in recreating, counteracting, and questioning official historical narrations. By doing so, this class will explore the complex interactions between language and reality, the place of fiction in the construction of truth, and the symbolic strategies developed by canonical intellectuals to resist self-legitimizing historical discourses and present alternative versions of the past.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: LAST260

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
SPRING 2012 INSTRUCTOR: DEGIOVANNI, FERNANDO SECT: 01

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

SPAN273 The Idea of Latin America

Since the end of the 19th century, writers and artists involved in the dissemination of revolutionary discourses of political and symbolic identity have reflected upon the possibility of representing Latin America as a single cultural entity. The emergence of some of the most enduring images of the region is indeed intertwined with the outbreak of political conflicts that transformed the continent's history (the Spanish-American war, the Mexican Revolution, the Cuban Revolution), as well as with the activity of numerous intellectuals who played leading roles in the public arena as cultural and social organizers. This course will analyze popular images of Latin America with the purpose of understanding their historical and ideological meaning; it will also explore how these images were circulated and appropriated in different political and cultural circumstances to convey alternative ideological tenets. In particular, we will discuss how some intellectuals have used them to endorse or challenge official projects of political reform, community change, and cultural agency. In assessing these issues, we will raise questions of hegemony-building and cultural resistance, ideological legitimization, and social control in Latin America.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: LAST273

SPAN275 Jorge Luis Borges

Jorge Luis Borges is one of the most well-known writers of the 20th century. His short stories and essays have exerted a significant influence on philosophers, historians, filmmakers, and fiction writers across the globe. In this course, we will examine Borges's literary work, as well as the production of a wide array of cultural critics who have appropriated and

discussed his ideas to develop their own intellectual projects. We will pay special attention to the ways in which Borges' conception of literature has played a special role in developing new notions of authorship, fiction, history, and modernity.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: LAST284 FALL 2011 INSTRUCTOR: DEGIOVANNI, FERNANDO SECT: 01

SPAN276 Body Fictions: Latin American Visual Culture and the 20th Century

The French philosopher Jean-Luc Nancy maintains that we do not have bodies, we *are* bodies. The subject is mere exteriority, infinite exposition: the body emptying itself outward. This exteriority, however, regularly metaphorizes itself, submerging within and taking on allegories; at other times it manages to call attention to itself as matter. This seminar explores the diverse representations of the body in Latin America from a visual culture perspective. To this end, it proposes an exploration of different bodies in direct relationship to their matter, races, and sexualities. The seminar makes visible both canonical and marginalized bodies through visual representations (films, performances, photographs, exhibitions) and literary texts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: LAST276

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

SPAN281 Pathological Citizens: The Politics and Poetics of Disease in Latin American Literature

In this course we will examine canonical and marginal texts—both fictional and testimonial, essays and film—that present disease as the main metaphor for Latin American political crises since the end of the 19th century. The presence of diseases such as tuberculosis, cancer, and AIDS in these texts will allow us to explore artistic, cultural, and political debates in different sociopolitical contexts. Special emphasis will be given to the strategies through which the diseased portray themselves and are portrayed by others in relation to the nation and the various phenomena known as globalization.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: LAST283

SPAN282 Narratives of Crisis: Violence and Representation in Contemporary Latin American Culture

How have Latin American literature, film, and performance of the past three decades articulated the many forms of violence in a region facing complex armed conflicts, wars deployed around the drug trade, and diverse forms of political unrest? Focusing on Colombia, Peru, Central America, and Mexico, we will investigate how contemporary cultural artifacts reflect on the linguistic, ethical, and social dimensions of subjectivity in times of crisis and provide productive analytical frameworks to examine violence, history, and memory in the region.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: LAST285 FALL 2011 INSTRUCTOR: OSPINA, MARIA SECT: 01

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

SPAN286 Simón Bolívar: The Politics of Monument Building

No figure has been seized upon more as a symbol of cultural and political unity in Latin America than the liberator Simón Bolívar. In this course, we will examine not only the case of contemporary Venezuela with its cult-like tradition but also several of the countless appropriations of Bolívar that have occurred across the Americas and in Europe in the 180 years since his death. From the Cuban José Martí to the Colombian García Márquez, from the Spaniard Miguel de Unamuno to the U.S. socialist Waldo Frank, from, to be sure, the powerful tradition of the Latin America essay with its identity politics to the U.S.-led Pan Americanism of the 1920s, 1930s, and 1940s, Bolívar has been made to serve complex and important functions in discourse about national and continental identity. To consider all this, we will study a number of rewritings of Bolívar's life and works, focusing on the dynamic process in which literary, cultural, and political traditions have been formed around him, while giving special attention to issues bearing on race, gender, and modernization. A wide range of texts will be examined, including letters, essays, poems, novels, screenplays, and films.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: [SPAN226 OR LAST226] OR [SPAN221 OR IBST221] OR [SPAN223 OR IBST223 OR COL219] IDENTICAL WITH: LAST258

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

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

SPAN355 Translation: Theory and Practice

IDENTICAL WITH: WRCT255

SPAN401/402 Individual Tutorial, Undergraduate

GRADING: OPT

SPAN409/410 Senior Thesis Tutorial

GRADING: OPT

SPAN411/412 Group Tutorial, Undergraduate

GRADING: OPT

SPAN465/466 Education in the Field, Undergraduate

GRADING: OPT

SPAN467/468 Independent Study, Undergraduate

GRADING: OPT

Russian Language and Literature

PROFESSORS: Susanne Fusso, *Chair*; Priscilla Meyer

ASSOCIATE PROFESSOR: Duffield White

ADJUNCT PROFESSOR: Irina Aleshkovsky

DEPARTMENTAL ADVISING EXPERTS 2011–2012: 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 Russian Federation to be determined in consultation with the major advisor.

Russian House. Students may choose to live in the Russian House, which organizes department events, cooperative dining, and Russian conversation hours, with the participation of native speakers.

Intensive summer study. Students are encouraged to accelerate their learning of Russian by attending intensive summer programs, including an intensive course in intermediate Russian that Wesleyan offers in mid-May to June.

Study in the Russian Federation. Russian majors are encouraged to spend a summer and/or a semester studying in the Russian Federation after completing at least two years of language study or the equivalent. Some scholarship money is available for summer study. Academic credit (under **RUSS465/466**) will be given for successful completion of Wesleyan-approved programs.

Departmental honors. To qualify to receive honors or high honors in the Russian Department, a student must write a senior thesis to be submitted for evaluation to a committee consisting of the tutor, a second reader with expertise in Russian literature or history, and one additional faculty reader. This committee makes the final decision on departmental honors.

Language and Literature

- **RUSS101/102** Elementary Russian
- **RUSS201/202** Intermediate Russian
- **RUSS301/302** Third-Year Russian
- **RUSS205** The 19th-Century Russian Novel
- **RUSS206** A Matter of Life and Death: Fiction in the Soviet Era
- **RUSS209** The Poor Clerk: Origins of the Petersburg Tale
- **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
- **RUSS256** Tolstoy's *Anna Karenina*
- **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
- **RUSS277** Gogol and His Legacy: Witches, Con Men, and Runaway Noses
- **RUSS285** Short Prose of the 20th Century
- **RUSS303** Advanced Russian: Stylistics

RLIT355 Translation: Theory and Practice

IDENTICAL WITH: WRCT255

RLIT401/402 Individual Tutorial, Undergraduate

GRADING: OPT

RLIT409/410 Senior Thesis Tutorial

GRADING: OPT

RLIT411/412 Group Tutorial, Undergraduate

GRADING: OPT

RLIT465/466 Education in the Field, Undergraduate

GRADING: OPT

RLIT467/468 Independent Study, Undergraduate

GRADING: OPT

RULE205 The 19th-Century Russian Novel

IDENTICAL WITH: RUSS205

RULE206 A Matter of Life and Death: Fiction in the Soviet Era

IDENTICAL WITH: RUSS206

RULE207 Russia's Art of Empire, 18th–21st Centuries

IDENTICAL WITH: RUSS207

RULE220 Speak, Memory: Autobiography and Memoir in Russian Literature

IDENTICAL WITH: RUSS220

RULE232 The Real McCoy: Constructing Identity

IDENTICAL WITH: RUSS232

RULE240 Reading Stories

IDENTICAL WITH: RUSS240

RULE251 Dostoevsky

IDENTICAL WITH: RUSS251

RULE252 Tolstoy

IDENTICAL WITH: RUSS252

RULE257 21st-Century Russian Literature

IDENTICAL WITH: RUSS257

RULE258 Russia's Storyteller Playwrights

IDENTICAL WITH: RUSS258

RULE263 Nabokov and Cultural Synthesis

IDENTICAL WITH: RUSS263

RULE277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses

IDENTICAL WITH: RUSS277

RULE279 Theater of Anton Chekhov: Research, Analysis, and Performance

IDENTICAL WITH: THEA214

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 2011 INSTRUCTOR: ALESHKOVSKY, IRENE SECT: 01

RUSS102 Elementary Russian II

This beginning course in Russian language teaches basic grammar while providing extensive practice in speaking and listening to contemporary Russian.

GRADING: A-F CREDIT: 1 PREREQ: RUSS101

SPRING 2012 INSTRUCTOR: ALESHKOVSKY, IRENE SECT: 01

RUSS201 Intermediate Russian I

This course presents a continued study of Russian grammar with an emphasis on a complete analysis of the verb system. Exercises in class and in the language lab develop fluency in speaking and understanding spoken Russian while teaching the rules of Russian grammar. The readings used for analysis of the verb system are classic short stories by Chekhov, Tolstoy, Zoschenko, and others.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: (RUSS101 AND RUSS102)

FALL 2011 INSTRUCTOR: ALESHKOVSKY, IRENE 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 PREREQ: (RUSS101 AND RUSS102)
 SPRING 2012 INSTRUCTOR: FUSSO, SUSANNE GRACE 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 OR RULE205]

FALL 2011 INSTRUCTOR: FUSSO, SUSANNE GRACE SECT: 01

RUSS206 A Matter of Life and Death: Fiction in the Soviet Era

The great Russian writers of the 20th century risked their lives in insisting on moral absolutes to counter Soviet doctrine. Zamyatin's *We* inspired *Brave New World* and 1984; Bulgakov's *Master and Margarita* remained hidden for 27 years; Solzhenitsyn dared to submit *Ivan Denisovich* during Khrushchev's Thaw—each decade has its characteristic masterpiece. Students who wish to read excerpts from the course readings in the original Russian should see the instructor to enroll in a half-credit tutorial.

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

IDENTICAL WITH: [REES206 OR RULE206]

SPRING 2012 INSTRUCTOR: MEYER, PRISCILLA SECT: 01

RUSS207 Russia's Art of Empire, 18th–21st Centuries

The course will consider how Russia's imperial ambitions and conquests are reflected and debated in Russian culture from the 18th-century odic tradition, through the 19th-century novel, to recent film. The focus will be on Russia's involvement with the Caucasus (including Chechnya), Iran (historically Persia), the Ottoman Empire, and Afghanistan. We will discuss recent interpretations, some that excoriate Russian culture for serving the imperialist project (Susan Layton, Ewa Thompson), and others that take a more nuanced attitude toward the place of the Russian artist vis-à-vis empire (Harsha Ram, Alexander Etkind).

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

IDENTICAL WITH: [REES207 OR RULE207]

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 PREREQ: RUSS302

IDENTICAL WITH: REES209

SPRING 2012 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 OR RULE220]

FALL 2011 INSTRUCTOR: FUSSO, SUSANNE GRACE SECT: 01

RUSS232 The Real McCoy: Constructing Identity

We are what we read: The critical reader has the ability to form his/her identity consciously, while literary characters are destroyed by failing to

recognize the forces and assumptions shaping them. Active interpretation of texts allows the reader to become an author instead of a character.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: [REES232 OR RULE232]

FALL 2011 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, Jakobson, and Lotman joined fiction writers in developing a powerful and useful critical vocabulary for describing and understanding narrative. Their work led them and writers of their generation into innovative experiments in short fiction. This course looks at the creative interplay between story writing and thinking about stories in modern Russian literature. We will read short stories and short novels by Pushkin, Gogol, Turgenev, Tolstoy, Dostoevsky, Chekhov, Zoshchenko, Platonov, and Petrushevskaja. We will also read articles and selected chapters on theory by Iser, Hirsch, Chatman, Booth, Culler, White, Caws, Bakhtin, Lotman, Frye, and Jakobson.

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

IDENTICAL WITH: [REES240 OR RULE240]

SPRING 2012 INSTRUCTOR: WHITE, DUFFIELD SECT: 01

RUSS250 Pushkin

Reading Pushkin in Russian is a rich reward for the hard work of studying the Russian language. This seminar is for students who are at or above the third year of language study. The main focus will be on *Evgeny Onegin*, but we will also read Pushkin's lyric poems, *Skazki*, *Kapitanskaja 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 PREREQ: RUSS202

IDENTICAL WITH: REES284

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: [REES251 OR RULE251]

RUSS252 Tolstoy

During the 19th century when Tolstoy wrote his novels and stories, literature was viewed in Russia as the intelligentsia's primary medium for debating its big questions (such as how to resolve the inequalities that had been institutionalized under serfdom, or how to choose between new and old values as Russia experienced modernization). Writers like Tolstoy and Dostoevsky willingly assumed the responsibility to address a broad range of political, historical, and philosophical-religious questions in their fiction, and they wrote novels with radical formulations as well as solutions to these questions. However, they also viewed literature, particularly the novel, as a medium with rich potential for innovative formal experimentation, and so they resisted the call for conventional ideological novels. Each of Tolstoy's best works is an innovative formal experiment that creates an unprecedented, new type of novel. Who in Russia could have expected a novel like *War and Peace* in the 1860s, *Anna Karenina* in the 1870s, *The Kreutzer Sonata* in the 1880s, *Resurrection* in the 1890s, or *Hadzhi Murad* on the eve of Russia's 1905 Revolution? This course will study how Tolstoy's writings both responded to and transcended their times by creating new novelistic forms and new truths within those forms.

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

IDENTICAL WITH: [REES252 OR COL262 OR RULE252]

FALL 2011 INSTRUCTOR: WHITE, DUFFIELD SECT: 01

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 REES254]

RUSS255 The Central and East European Novel

This course presents a survey of 20th-century prose fiction of Eastern and Central Europe, with an emphasis on the Czech novel. Some of the questions we will explore are the impact of World War II and its displacement and devastation on Eastern and Central European literature; the relationship of Eastern and Central European writers to Communism and Soviet

domination; the idea of Central Europe as a shaping force in literary identity; and the relationship of Eastern and Central European literature to the Western and Russian literary traditions, especially the *avant-garde*.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: REES255

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.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: REES256

RUSS257 21st-Century Russian Literature

This seminar explores Russian literature during the Yeltsin decade, 1991–2000, and the Putin/Medvedev decade that has followed. The 1990s were difficult years for Russians. The dismantling of the Soviet Union's planned economy led to economic collapse, with massive unemployment, underemployment, inflation, deferred wages, and unfunded social services. The nightly news was dominated by images of wars in Chechnya and Serbia or squabbling among political factions in Parliament. When Putin was elected president in 2000, world prices for oil and gas increased threefold; by 2008 real wages were twice as high as they had been in 2000; the war in Chechnya ended; the independent news channel that had shown a world in disorder was shut down; and young Russians became optimistic about prospects for a better life. Yet, even as the economy has improved, Russians confront a host of social and cultural problems that make their daily lives difficult. Much of the best writing in Russia during the past two decades has combined social satire with stories of individuals who, in spite of surrounding disorder, achieve harmony in their personal lives. The family biographies of Grishkovets and Ulitskaya view family as a source of order. Pelevin mixes fantasy and realism both to satirize certain norms of Russian public life and to express Buddhist principles for freeing the self from social norms. In contemporary detective novels, Russia's favorite literary genre, the detectives' orderly pursuit of the criminal is juxtaposed to the disorder of the surrounding society.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [REES257 OR COL287 OR RULE257]

FALL 2011 INSTRUCTOR: WHITE, DUFFIELD SECT: 01

RUSS258 Russia's Storyteller Playwrights

Many of the classics of Russian theater were written not by pure playwrights, but by authors like Gogol, Chekhov, and Bulgakov, who dedicated themselves primarily to narrative genres of story and novel. This trend continues today: writers like Petrushevskaya, Sidur, and Ulitskaya are experimenting, both with plays and novels, as they work to create a new, post-Soviet Russian literature. Russian literature has been enriched by its playwright/story-teller tradition. When Gogol moved from writing short stories to writing plays in mid-career, he brought new principles of narrative form into the theater with him while at the same time embracing old conventions of dramatic comedy. When he exited the theater to write *Dead Souls*, he took with him principles of comedy that would shape his novel. A similar synergy can be seen in Chekhov, Bulgakov, and others. While reading play/story pairs by some of Russia's leading writers, this course will clarify essential formal differences between narratives and plays that operate in all literatures; and it will explore how Russian literature has blended dramatic and narrative forms in interesting new ways.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [REES258 OR THEA258 OR COL288 OR RULE258]

SPRING 2012 INSTRUCTOR: WHITE, DUFFIELD SECT: 01

RUSS260 Dostoevsky's *Brat'ia Karamazovy*

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 PREREQ: RUSS301 IDENTICAL WITH: REES260

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 REES263 OR RULE263]

RUSS265 Kino: Russia at the Movies

Soon after the cinemas first opened in Russia in 1910, moviegoing became the primary entertainment for people of all social classes. In the 1920s *avant-garde* writers, theater directors, and musicians fell in love with the movies, encouraging the brilliant formalist experiments of directors like Eisenstein. By the end of the 1920s, Soviet leaders had realized the power of movies to communicate their beliefs to the citizens of the Soviet Union. They had already nationalized studios and theaters, so it was easy for them to impose tight control over the political-ideological content of movies. Nevertheless, throughout the Soviet period, Russian movies created a vision of continuity and change that was broader and richer than the ideological formulae of Communist politics. They also provided a venue for cultural media such as popular songs that, in other countries, might lead a more independent existence outside the movies. This course will look at the culture-building role of Russian movies from its beginnings in tsarist times through the Soviet period and into the post-Soviet present.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [REES265 OR FILM365]

RUSS277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses

This course will include close reading and analysis of the works of Nikolai Gogol (1809–1852), who created a phantasmagorical world of devils and witches coexisting with the gritty details of life in St. Petersburg and the Russian provinces. We will also read works by later writers who either explicitly or implicitly placed themselves in the Gogolian tradition: Fyodor Dostoevsky, Fyodor Sologub, Andrei Bely, Mikhail Bulgakov, and Vladimir Nabokov. Gogol's satirical observations delighted socially-conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired modernist writers of the 20th century. We will consider Gogol's response to Romantic aesthetics, his interest in the demonic, the influence of his formal and linguistic experimentation on later writers, and the history of his reception by Russian and Western writers and critics.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [REES277 OR RULE277]

SPRING 2012 INSTRUCTOR: FUSO, SUSANNE GRACE SECT: 01

RUSS279 Theater of Anton Chekhov: Research, Analysis, and Performance

IDENTICAL WITH: THEA214

RUSS301 Third-Year Russian I

This course reviews and reinforces grammar and develops speaking and writing skills while reading Russian literary texts.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: RUSS202
FALL 2011 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: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: RUSS301
SPRING 2012 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 PREREQ: RUSS302
FALL 2011 INSTRUCTOR: ALESHKOVSKY, IRENE SECT: 01

RUSS340 Reading Theories

IDENTICAL WITH: ENGL295

RUSS355 Translation: Theory and Practice

IDENTICAL WITH: WRCT255

RUSS401/402 Individual Tutorial, Undergraduate

GRADING: OPT

RUSS409/410 Senior Thesis Tutorial

GRADING: OPT

RUSS411/412 Group Tutorial, Undergraduate

GRADING: OPT

RUSS465/466 Education in the Field, Undergraduate

GRADING: OPT

RUSS467/468 Independent Study, Undergraduate

GRADING: OPT

Russian and East European Studies Program

PROFESSORS: Susanne Fusso, *Russian Language and Literature*, *Chair*; Priscilla Meyer, *Russian Language and Literature*; Peter Rutland, *Government*

ASSOCIATE PROFESSOR: Duffield White, *Russian Language and Literature*

ASSISTANT PROFESSOR: Victoria Smolkin-Rothrock

ADJUNCT PROFESSOR: Irina Aleshkovsky, *Russian Language and Literature*

DEPARTMENTAL ADVISING EXPERTS 2011–2012: Susanne Fusso; Priscilla Meyer; Peter Rutland; Victoria Smolkin-Rothrock; Duffield White

The major in Russian and East European studies is designed to provide a broad background in Russian, Soviet, and East European history, politics, economics, and literature. To be accepted into the program, students must have a minimum overall average of B in courses related to the major.

Major program requirements. Majors must complete three years of college-level Russian or the equivalent. Each student, in consultation with an advisor, will work out an individual program consisting of at least one course from each of the fields listed below (politics and economics, history, and literature) and four more courses in the three fields (distributed as agreed with the advisor).

Study abroad. Majors are strongly encouraged to participate in either a summer or a semester program of study in the Russian Federation, for which academic credit will be given.

Departmental honors. To qualify to receive honors or high honors in Russian and East European studies, a student must write a senior thesis that will be evaluated by a committee consisting of the tutor, a second reader from the Russian and East European studies faculty, and one additional reader from the faculty at large. This committee makes the final decision on departmental honors.

Politics and Economics

- **ECON265** Economies in Transition
- **GOVT274** Russian Politics

Language and Literature

- **RUSS101/102** Elementary Russian
- **RUSS201/202** Intermediate Russian
- **RUSS301/302** Third-Year Russian
- **RUSS205** The 19th-Century Russian Novel
- **RUSS206** A Matter of Life and Death: Fiction in the Soviet Era
- **RUSS209** The Poor Clerk: Origins of the Petersburg Tale
- **RUSS220** Speak, Memory: Autobiography and Memoir in Russian Literature
- **RUSS222** Doubles in Literature
- **RUSS240** Reading Stories
- **RUSS250** Pushkin
- **RUSS251** Dostoevsky

History

- **HIST156** Sophomore Seminar: East European Jewish Experience
- **HIST218** Russian History to 1881
- **HIST219** Russian and Soviet History, 1881 to Present
- **RUSS252** Tolstoy
- **RUSS253** Gogol and the Short Story
- **RUSS254** Murder and Adultery: The French and Russian Novel
- **RUSS255** The Central and East European Novel
- **RUSS256** Tolstoy's *Anna Karenina*
- **RUSS260** Dostoevsky's *Brat'ia Karamazov*
- **RUSS263** Nabokov and Cultural Synthesis
- **RUSS265** Kino: Russia at the Movies
- **RUSS266** Architects and Inventors of the Word: Russian Modernist Poetry
- **RUSS277** Gogol and His Legacy: Witches, Con Men, and Runaway Noses
- **RUSS285** Short Prose of the 20th Century
- **RUSS303** Advanced Russian: Stylistics

REES156 Sophomore Seminar: East European Jewish Experience
IDENTICAL WITH: HIST156

REES192 Sophomore Seminar: Stalin and Stalinism
IDENTICAL WITH: HIST192

REES194 The End of the Cold War, 1979–1991
IDENTICAL WITH: HIST194

REES205 The 19th-Century Russian Novel
IDENTICAL WITH: RUSS205

REES206 A Matter of Life and Death: Fiction in the Soviet Era
IDENTICAL WITH: RUSS206

REES207 Russia's Art of Empire, 18th–21st Centuries
IDENTICAL WITH: RUSS207

REES209 The Poor Clerk: Origins of the Petersburg Tale
IDENTICAL WITH: RUSS209

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

REES232 The Real McCoy: Constructing Identity
IDENTICAL WITH: RUSS232

REES235 Economies in Transition
IDENTICAL WITH: ECON265

REES240 Reading Stories
IDENTICAL WITH: RUSS240

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

REES257 21st-Century Russian Literature
IDENTICAL WITH: RUSS257

REES258 Russia's Storyteller Playwrights
IDENTICAL WITH: RUSS258

REES260 Dostoevsky's *Brat'ia Karamazov*
IDENTICAL WITH: RUSS260

REES263 Nabokov and Cultural Synthesis
IDENTICAL WITH: RUSS263

REES265 Kino: Russia at the Movies
IDENTICAL WITH: RUSS265

REES267 Out of the Shtetl: Jews in Eastern Europe
IDENTICAL WITH: HIST267

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

REES401/402 Individual Tutorial, Undergraduate
GRADING: OPT

REES409/410 Senior Thesis Tutorial
GRADING: OPT

REES411/412 Group Tutorial, Undergraduate
GRADING: OPT

REES465/466 Education in the Field, Undergraduate
GRADING: OPT

REES467/468 Independent Study, Undergraduate
GRADING: OPT

Science in Society Program

PROFESSORS: William Johnston, *History*; Jill G. Morawski, *Psychology*; Joseph T. Rouse Jr., *Philosophy*, *Chair*

ASSOCIATE PROFESSOR: Jennifer Tucker, *History*

ASSISTANT PROFESSORS: Paul Erickson, *History*; Gillian Goslinga, *Anthropology*; Laura Stark, *Sociology*

DEPARTMENTAL ADVISING EXPERTS 2011–2012: Gillian Goslinga; Jill Morawski; Joseph T. Rouse Jr.; Laura Stark; 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 at www.wesleyan.edu/sisp.

To be eligible for departmental honors, a student must meet two criteria. First, all work done in the core courses of the Science in Society Program including electives must be considered, on average, to be very good (equivalent to a B+ or better). Second, a senior thesis deemed excellent by its readers is necessary for honors, and a genuinely distinguished thesis is needed for high honors.

SISP143 Interpreting Life on Mars: Scientific Data and Popular Knowledge

Few objects of scientific importance can match Mars for sustained public interest on an international scale. From 1609, when Galileo first viewed Mars, to the present-day viewer interest in NASA's Mars image data on the Web, a significant part of the public's fascination with Mars has related to its potential as an abode for intelligent life. But why and where did the idea of life on Mars originate? What scientific evidence has been advanced in favor of and against the idea of life on Mars? How is Mars evidence used by scientific communities, funding bodies, and creators of popular literature and cinema? Instructors will use selected case studies from the history of observations and interpretations of Mars as a starting point for exploring the definition of scientific method, the nature of scientific practice and the relations between science and the public. Laboratory work will include mapmaking exercises, telescopic observations and the examination of rocks and soils that give students a practical understanding of the work done in planetary observation. Students will read and discuss primary historical documents to gain knowledge of the varying themes and economic contexts of Mars research, from 1600 to today. Life on Mars has been the subject of popularization efforts and mass media, from H. G. Wells' popular *War of the Worlds* (1898); Percival Lowell's *Mars as the Abode of Life* (1908); to films, including *A Trip to Mars* (1910) produced by Thomas Edison, to *Aelita: The Queen of Mars* (1924) and the many science fiction films during the space age. We will explore the nature and significance of these and other cultural representations of Mars to understand better how public perceptions of Mars are integral to scientific practice, and how scientists are transforming our understanding of the planet's history and habitability.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: [E&ES143 OR HIST143]

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 sci-

ences 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 2012 INSTRUCTOR:

SISP206 Theorizing Science and Medicine

How is scientific knowledge created? This course explores "knowledge production" as a social process and introduces students to the puzzles that animate social studies of science and medicine. Students will consider, for example, how technologies, training, laws, demographics, and work practices affect what we take to be matters of fact. This course sets the groundwork for upper-level courses in SISP.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: SOC206

SISP207 Social and Cultural Practices of Science

IDENTICAL WITH: FG55200

SISP208 Gender and Technology

IDENTICAL WITH: FG55212

SISP213 Machines and Modernity

IDENTICAL WITH: ENGL212

SISP221 History of Ecology

IDENTICAL WITH: HIST221

SISP225 Medicine and Health in Antiquity

IDENTICAL WITH: CCIV225

SISP242 All Our Relations? Kinship and the Politics of Knowledge

IDENTICAL WITH: ANTH242

SISP254 Science in Western Culture, 1650–1900

IDENTICAL WITH: HIST254

SISP255 The Descent of Reason: From Logos to Game Theory

IDENTICAL WITH: CHUM254

SISP259 Discovering the Person

IDENTICAL WITH: PSYC259

SISP260 Social Life of the Modern Fact

IDENTICAL WITH: CHUM360

SISP262 The Sociology of Medicine

Why do we trust our doctors? Is it because of the knowledge they possess, the demeanor they cultivate, the places in which they work, or the institutions they represent? This course is an introduction to social studies of health and illness. We will explore how different forms of medical authority are encouraged or undermined through the efforts of big organizations (such as drug companies, insurance providers, governments, and professional associations) and the routines of everyday life

(such as visits to the doctor's office and health advocacy efforts). We will also consider how inequalities and biases might be built into medical knowledge and institutions and examine what happens when citizens question medical authority through social movements. The readings will focus on modern Western medicine, but we will also read several historical and cross-national studies for comparison. The course does not require science training.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: SOC151 OR SOC152
IDENTICAL WITH: SOC259
SPRING 2012 INSTRUCTOR: STARK, LAURA 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 PREREQ: SOC151 OR SOC152
IDENTICAL WITH: SOC261

SISP266 Primate Encounters

IDENTICAL WITH: PHIL266

SISP271 Japan and the Atomic Bomb in Historical Perspective

IDENTICAL WITH: HIST271

SISP276 Science in the Making: Thinking Historically About Science

IDENTICAL WITH: HIST176

SISP277 Sophomore Seminar: Life Science, Art, and Culture, Medieval to Present

IDENTICAL WITH: HIST177

SISP281 Post-Kantian European Philosophy

IDENTICAL WITH: PHIL258

SISP286 Philosophy of Mind

IDENTICAL WITH: PHIL286

SISP300 Reading Medical Ethnography

This seminar examines foundational books in medical ethnography. Students will compare different ways of approaching the study of health and illness through observations, interviews, and personal reflections. The course will look at the main issues that have motivated ethnographers to study medicine through fieldwork. We will use these texts as springboards to consider how authors' research methods, research questions, and writing styles reflect the politics of science and the state. We will explore, for example, the changing ways in which ethnographers have viewed their own place within the social worlds they study. The course will prepare students to research and write their own medical ethnographies in future semesters.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: SOC318

SISP301 The Rationality of the Flesh: Genealogies of Embodiment and the Materiality of the Self

IDENTICAL WITH: CHUM301

SISP302 Cultures of the Brain: Cognitive Science and the Humanities

IDENTICAL WITH: CHUM300

SISP304 Disease and Epidemics in Historical Perspective

IDENTICAL WITH: HIST304

SISP313 Bodies of Science, Bodies of Knowledge

IDENTICAL WITH: ANTH312

SISP314 Theories in Psychology

IDENTICAL WITH: PSYC314

SISP315 The Health of Communities

IDENTICAL WITH: SOC315

SISP336 Science and the State

IDENTICAL WITH: HIST336

SISP338 Masculinity

IDENTICAL WITH: PSYC338

SISP346 Fact and Artifact: Visual Persuasion, Expert Evidence, and the Law

IDENTICAL WITH: CHUM346

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.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: SBS PREREQ: [SISP202 OR PHIL287] OR [SISP205 OR PHIL288 OR ENV5205] OR [BIOL182 OR MB&B182]
IDENTICAL WITH: PHIL361

SISP373 Religion, Science, and Empire: Crucible of a Globalized World

IDENTICAL WITH: RELI373

SISP375 Histories of Race: Rethinking the Human in an Era of Enlightenment

IDENTICAL WITH: FRST275

SISP377 Worlding the World: Creation Myths from Ancient Greece to the Multiverse

IDENTICAL WITH: RELI377

SISP378 Science and Technology Policy

IDENTICAL WITH: HIST378

SISP381 Japan and the Atomic Bomb

IDENTICAL WITH: HIST381

SISP384 The Metaphysics of Objectivity: Science, Meaning, and Mattering

IDENTICAL WITH: PHIL384

SISP393 *Materia Medica*: Drugs and Medicines in America

IDENTICAL WITH: HIST393

SISP397 The Politics of Nature

IDENTICAL WITH: ANTH397

SISP401/402 Individual Tutorial, Undergraduate

GRADING: OPT

SISP409/410 Senior Thesis Tutorial

GRADING: OPT

SISP411/412 Group Tutorial, Undergraduate

GRADING: OPT

SISP465/466 Education in the Field, Undergraduate

GRADING: OPT

SISP467/468 Independent Study, Undergraduate

GRADING: OPT

Sociology

PROFESSORS:	Mary Ann Clawson; Alex Dupuy; Rob Rosenthal, <i>Provost and Vice President for Academic Affairs</i>
ASSOCIATE PROFESSOR:	Jonathan Cutler, <i>Chair</i>
ASSISTANT PROFESSORS:	Robyn Autry; Greg Goldberg; Daniel Long; Laura Stark, <i>Science in Sociology Program</i>
DEPARTMENTAL ADVISING EXPERTS 2011–2012:	Mary Ann Clawson; Jonathan Cutler; Alex Dupuy

Major requirements. The program is designed to help students attain both broad knowledge and confident skill in sociological reasoning and argumentation.

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 a total of 10 courses (including **SOC151**) in fulfillment of the major requirements.

The Department of Sociology offers three types of courses:

- Foundation courses (**SOC151** and **152**, Introductory Sociology; **SOC202** Sociological Analysis; **SOC212** Sociology and Social Theory). These courses provide an introduction to sociological reasoning.
- Topical courses (all sociology courses **221** and above). Courses in this category examine many of the topical areas in which sociology makes a contribution to our knowledge of society and social processes. Nonmajors may have a special interest in courses in this category that correspond to the intellectual concerns of departments and programs with which the Department of Sociology maintains formal or informal ties: Psychology; African American Studies; the Science in Society Program; the Feminist, Gender, and Sexuality Studies Program; and the College of Social Studies. Similarly, students should note the applicability of many of these courses to work in anthropology, art, economics, government, history, linguistics, philosophy, psychology, religion, theater, and other disciplines.
- Research courses (listed below). These are topical courses that culminate in a research paper. As research-oriented courses, they guide students in the application of sociological reasoning to specific empirical and theoretical problems. They may also serve to fulfill the topical course requirements.

Students may apply as many as three electives taken outside the Department of Sociology toward the topical course requirement.

Ordinarily, education in the field, independent study, or a tutorial may count toward the major; students may take an additional tutorial to prepare a senior essay and two additional tutorials to prepare an honors thesis. However, teaching apprentice credits may not count toward the major and must be taken Credit/Unsatisfactory.

All sociology majors must enter their senior year having taken a minimum of three courses within the Wesleyan Sociology Department. This includes at least one of the two required courses (**SOC202**, Sociological Analysis or **SOC212** Sociology Social Theory).

The 10-credit sociology major courses must be distributed as shown in the following table:

Number of Courses	Type of Course
3	FOUNDATION COURSES
	(1) SOC151 Introductory Sociology
	(1) SOC202 Sociological Analysis (methods)
	(1) SOC212 Sociology and Social Theory (theory)
6	TOPICAL COURSES
	(6) All courses 221 and above (includes research courses)
1	RESEARCH COURSES (CONSIDERED TOPICAL COURSES)
	(1) SOC239, 246, 258, 263, 265, 270, 271, 291, 302, 307, 312, 316
TOTAL = 10	

Normally, the foundation course requirements are fulfilled at the beginning of the program. At least one research course is taken toward the end of major studies and is to be integrated with the student's plans for a senior essay or thesis.

Transfer students. Exceptions to the requirements for the major may occasionally be made but only insofar as they suit the purposes of a coherently integrated program of study. Transfer students are encouraged to evaluate their transfer credit with the department chair at their earliest convenience.

Transfer students may petition the chair to import a credit from an introductory sociology course offered outside and may count the credit toward fulfillment of the sociology major requirements. Other foundational courses must be taken in the Wesleyan Department of Sociology.

Senior research project: Essay or thesis. This process culminates in the completion of a senior research project, either essay or thesis, required for all majors. The senior essay consists of a major research paper (normally at least 25 pages). **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.

Qualifying for honors. Students are invited to explore with their faculty advisor the possibility of qualifying for honors. Discussion should be initiated in the fall of the junior year. Students interested in the sociology honors program should obtain a copy of the department guidelines elaborating all of the steps in the process of qualifying for honors. These guidelines are available online (www.wesleyan.edu/soc/honorsqualifying.html) and in the Sociology Department office.

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.

All honors candidates must meet the course and sociology GPA requirements, but fulfillment of these requirements is not sufficient to guarantee qualification to register as an honors candidate. Sociology majors who wish to be registered as honors candidates will be considered only after winning the support of an essay or thesis advisor. Essay and thesis advisors will bring before the Sociology Department faculty a request to register as

an honors candidate. Members of the faculty will consider, in light of prior course work, the promise of each applicant and will determine whether the applicant will be authorized to register as an honors candidate.

Sociology majors with only one major may not have nonsociology faculty advise the required senior essay or thesis. Sociology majors with more than one major may—upon consultation with sociology major advisor—petition to have nonsociology faculty advise a senior essay or thesis, but the essay will not be considered for honors by the Department of Sociology.

Those selected to write a senior thesis will be excused from the research essay requirement, though not from the research course requirement. Senior thesis tutorials (**SOC409–410**) may count toward the topical course requirement if the integrity of the overall program is thus enhanced.

Departmental prizes. The department periodically awards the Robert S. Lynd Award for outstanding senior essays written in sociology courses, the Herbert H. Hyman Prize for outstanding senior theses on a sociological topic, and the Anna Julia Cooper Prize to a student of overall excellence.

Study abroad. Study abroad is fully compatible with completing the major, but students who plan to go abroad for a semester are expected to discuss with their major advisors how such studies will fit into their overall academic plans before finalizing their plans.

Double majors. Students also may have double majors, for example, history and biology or anthropology and English. All the requirements of the two majors must be met, except when faculty representatives of the two departments approve alterations in a student's program. Please consult with the department chair or a department advisor.

Education-in-the-field credit. Students, whether majors or nonmajors, seeking education-in-the-field credit must provide the department, in advance, with an acceptable prospectus of their work and assurance of professional guidance during the field experience. Students must submit research papers based on this experience. These papers should refer substantially to sociological literature pertinent to their field experience.

Sociology Department resources and course offerings. Majors and nonmajors alike are advised that the Public Affairs Center Data Laboratory is readily available to all sociology students. The department maintains a comprehensive archive of sociological data for use in student research projects. And in addition to the extensive sociological holdings in Olin Library, the department has a library of important reference works. Occasionally, financial assistance is available for students engaged in research.

In planning their programs, students should examine the department's 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.

SOC151 Introductory Sociology

This course is an introduction to the systematic study of the social sources and social consequences of human behavior, with emphasis upon culture, social structure, socialization, institutions, group membership, social conformity, and social deviance.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
 FALL 2011 INSTRUCTOR: GOLDBERG, GREG SECT: 01
 SPRING 2012 INSTRUCTOR: CLAWSON, MARY ANN SECT: 01
 INSTRUCTOR: LONG, DANIEL A. SECT: 02
 INSTRUCTOR: GOLDBERG, GREG SECT: 03

SOC152 America as a Global Thing: An Introduction to Sociology for Those Not Likely to Major

The difference between this course and **SOC151** is that 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

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 PREREQ: SOC151 OR SOC152
 FALL 2011 INSTRUCTOR: CUTLER, JONATHAN SECT: 01
 SPRING 2012 INSTRUCTOR: LONG, DANIEL A. SECT: 01

SOC206 Theorizing Science and Medicine

IDENTICAL WITH: SIS206

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 PREREQ: SOC151
 FALL 2011 INSTRUCTOR: DUPUY, ALEX SECT: 01
 SPRING 2012 INSTRUCTOR: STARK, LAURA 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: FG55254

SOC228 The Family

This course explores issues in contemporary U.S. family life, as illuminated by historical experience. Guiding questions include: What different forms do family arrangements take? How and on what basis are families produced? How are gender, racial, ethnic, and class differences reflected in and produced by family life? What is and what should be the relationship between family and state, as expressed in law and public policy (e.g., divorce, welfare, and access to legal marriage)?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: SOC151 OR SOC152
 IDENTICAL WITH: FG55231

FALL 2011 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, discrimina-

tion, 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 PREREQ: SOC151 OR SOC152
IDENTICAL WITH: AFAM227

SOC231 Criminology

This course provides an introduction to the sociological study of crime and punishment. Crime is rarely far from news headlines or the public imagination. Every day, reports of drug dealing, muggings, and homicide fuel anxiety and debate about the problems of law and order. Here we consider such debates in the context of both a vision for a just society and the everyday workings of the criminal justice system. The course is divided into three sections. We begin with an introduction to the historical meanings and measures of crime in society. We then situate the modern United States within this history. In part two we become familiar with the major ways that social scientists think about criminality and crime prevention. In part three we turn to considerations of punishment. We ask how punishment is conceptualized in the United States and other nations, whether the American system of mass imprisonment is effective, and how we might envision improvements and alternatives.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: SOC152 OR SOC151

SOC232 Introduction to Economic Sociology

This course explores the social processes underlying production, consumption, distribution, and transfer of assets. It examines a vast range of institutions from corporations to households and highlights the social relationships that underpin transactions in these institutions.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: SOC151 OR SOC152

SOC234 Media and Society

This course explores the sociological dynamics of media, from traditional mass media to new media forms. Many media formats will be considered, including radio, film, television, and Internet, with a focus on critical social, political, and economic perspectives and controversies. In particular, the course will take up questions of representation, participation, consumerism, pleasure, and power that have dominated social thinking on the media since the Frankfurt School. Topics will include the corporate consolidation of media, alternative and indie media, the development of media for subjugated populations, media and social control, and the role of new media in transforming social relations. Students will engage historical and theoretical texts and will be asked to participate in media processes, including production, interpretation, and critique.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: SOC151 OR SOC152
FALL 2011 INSTRUCTOR: GOLDBERG, GREG SECT: 01

SOC235 Gender and Development

This course is intended to highlight the role of women in economic development and the globalization of world economies. The course spans historical and contemporary research on the topic conducted by sociologists, anthropologists, and economists and provides an interdisciplinary perspective on women's labor in the context of globalization.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: SOC151 OR SOC152
IDENTICAL WITH: FG55234

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 PREREQ: SOC151 OR SOC152
IDENTICAL WITH: FG55236

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
PREREQ: SOC151 OR SOC152 OR MUSC103 IDENTICAL WITH: MUSC280

SOC240 Comparative Race and Ethnicity

This course is an introduction to the sociological study of race and ethnicity in comparative and historical perspective. This is not a course about the experiences of particular "races" or ethnic groups in any particular part of the world. Rather, this course explores how ideas about racial difference take hold in different parts of the world in different ways and with very different consequences. Through comparisons of Western and non-Western societies, we will investigate how race and ethnicity operate as markers of social exclusion in distinctive ways.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: SOC151 OR SOC152
IDENTICAL WITH: AMST244

SPRING 2012 INSTRUCTOR: AUTRY, ROBYN KIMBERLEY SECT: 01

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 PREREQ: SOC151 OR SOC152
IDENTICAL WITH: [AMST246 OR FG55256]

SPRING 2012 INSTRUCTOR: CLAWSON, MARY ANN SECT: 01

SOC252 Social Dimensions of Music

This course will explore the ways in which music is an inherently social practice and form of expression, from its writing, performance, and recording, to its distribution, consumption, and reception. In particular, the course will focus on how genres of "popular" music organize and shape how we hear, understand, and take pleasure in the arrangement and production of music/lyrics; the boundaries between human bodies, technologies, and the environment; and the positions of artists and audiences within relations of power and value. Genres examined will include hip-hop, folk, rock, metal, pop, house/techno and various indie sub-genres. Questions asked will include: How and why do genres of music value divergent aesthetic qualities, and what are the social implications of these value judgments? How is music used to establish and shape social (and anti-social) space? How might music challenge paradigms of social thought rooted in the linguistic and the visual? How do musical practices both reproduce and challenge the racing and sexing/gendering of bodies?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: SOC151 OR SOC152
SPRING 2012 INSTRUCTOR: GOLDBERG, GREG SECT: 01

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 PREREQ: SOC151 OR SOC152
IDENTICAL WITH: [AMST258 OR AFAM258 OR LAST249]

SOC259 The Sociology of Medicine

IDENTICAL WITH: SISP262

SOC261 Regulating Health

IDENTICAL WITH: SISP263

SOC263 Education and Inequality

This course will focus on educational institutions as mechanisms of cultural transmission, socialization, and legitimation. How do social char-

acteristics 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 PREREQ: NONE

SOC264 Public Culture

This course explores major approaches to the study of public culture. We will focus on sociological themes including the analysis of the public sphere, urban culture, cultural institutions and policy, urban history, and cultural tourism. Public culture is studied as a contested site at both the national and local levels, as well as an agent for and reflection of social change in the United States and across the globe.

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

SOC265 Work and Leisure: The Sociology of Everyday Life

Work and leisure represent two of the central coordinates of life experience and personal identity. How do work and leisure differ and what is the relationship between them? How do they vary by gender and class? How are relations of domination and resistance enacted in work and free time? Topics may include men's and women's work, historical transformations in work and leisure, workplace subcultures and workplace resistance, popular culture and the construction of gender, class and race, sports, the mass media, and the sociology of taste and consumption.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: SOC151 OR SOC152

IDENTICAL WITH: [FGSS265 OR AMST271]

SOC268 Civic Engagement

This class examines civic engagement as both a theoretical perspective on citizen participation and an active practice. What is the relationship of the individual to the surrounding society? What does it mean to have a truly democratic society? What is the role of citizen participation, both within formal political activity and in civic society generally? Through case studies we examine the challenges and dilemmas of civic engagement.

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

SOC270 Urban Societies

This course surveys the development of cities in Western and non-Western countries. Emphasis is placed on urban culture, migration, the global economy, gentrification, transnationalism, and xenophobia. This course highlights the intersections of race/ethnicity, class, gender, and nationality at the local, national, and global levels. A central objective is to think critically about the significance of American cities through comparisons with urban life in other times and places.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: SOC151 OR SOC152

SPRING 2012 INSTRUCTOR: AUTRY, ROBYN KIMBERLEY SECT: 01

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 PREREQ: SOC151

IDENTICAL WITH: AMST283

SOC273 Sociology of Education

This course will address the role of power, culture, race/ethnicity, gender, and class on the development of schools as a social institution and within school dynamics and pedagogy. We will cover the following topics: philosophical debates about pedagogy with readings from Dewey, Piaget, Skinner, Bruner, and Friere; the origins of schools as an institution; the organization of schools with readings about tracking, charter schools, private schools, and school vouchers; the influence of power and political movements on both the explicit and hidden curriculum; educational reforms such as progressive education, the back-to-basics movement, the whole-language movement, the standards movement, and high-stakes testing; and the influence of language, labeling, cul-

tural capital, and social capital on student learning. We also will examine international differences in schools and schooling.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: SOC151 OR SOC152

FALL 2011 INSTRUCTOR: LONG, DANIEL A. SECT: 01

SOC289 Political Economy of Culture in the Digital Age

Does the Internet transform us from passive consumers into active participants, or are we being fooled into producing economic value for a new culture industry? What effect will our blogging, tweeting, remixing, commenting, tagging, gaming, googling, and social networking have on centralized systems of cultural production and the ideologies they support? How will the old methods of controlling and economizing the spread of culture change as a result of widespread digital piracy, and what will these changes mean for the politics of cultural reproduction and distribution? In this course we will respond to these questions through an examination of the social, political-economic, and legal ramifications of the digital reproduction and distribution of culture. Course texts will include theoretical, technical, and historical arguments, with an emphasis on questions of power and economic value.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: SOC151 OR SOC152

SOC290 Globalization: An Introduction

This is a basic introduction to globalization and global studies. The course will cover instances of global or world systems from the ancient Chinese, Macedonia, and Persian civilizations, among others, through the history of technologies that made the rise of the modern world system possible, down to the most recent debates of the nature and future course a global realities. The course is meant equally to prepare students for or to supplement other offerings in the University in the study of global history and structures.

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

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 PREREQ: SOC151 OR SOC152

IDENTICAL WITH: AMST289

SPRING 2012 INSTRUCTOR: CUTLER, JONATHAN SECT: 01

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 PREREQ: SOC151 OR SOC152

IDENTICAL WITH: LAST292

SOC293 Desire and Power: The Sociology of Sexuality

This course seeks to denaturalize some of what are often the most taken-for-granted aspects of daily life: our bodies and genders, our erotic desires, and our sexual identities. To this end, this course will provide a critical-historical overview of dominant Euro-American understandings of sexuality and their embodied legacies.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: SOC151
IDENTICAL WITH: [AMST268 OR FG55293]

SOC294 Diasporas, Transnationalism, and Globalization

IDENTICAL WITH: COL294

SOC295 Social Life of the Modern Fact

IDENTICAL WITH: CHUM360

SOC296 Race, Violence, and Memory Cultures

IDENTICAL WITH: CHUM336

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
SPRING 2012 INSTRUCTOR: CUTLER, JONATHAN SECT: 01

SOC303 From Adam Smith to Immanuel Wallerstein: Theories of World Capitalism

IDENTICAL WITH: CHUM302

SOC304 Sociology and Social Justice

This course will consider different theories on the relationship between modern capitalism and social justice. Among the central questions we will investigate are: Why does capitalism generate economic, political, and social injustices—such as those based on class, ethnic, racial, gender, environmental, and geographic divisions—and can these injustices be remedied within capitalism, or would they require the creation of a different social system, such as socialism? Some of the theorists we will consider include, among others, Karl Marx, Emile Durkheim, Immanuel Wallerstein, David Harvey, John Rawls, Nancy Fraser, Glenn Loury, Martha Nussbaum, Ronald Dworkin, G. A. Cohen, Amartya Sen, Brian Barry, Thomas Pogge, and Jon Mandle.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS PREREQ: NONE
SPRING 2012 INSTRUCTOR: DUPUY, ALEX 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 PREREQ: (SOC151 AND SOC202) OR (SOC152 AND SOC202)
FALL 2011 INSTRUCTOR: CLAWSON, MARY ANN SECT: 01

SOC307 Authenticity and Its Others

This course will examine scholarly and popular conceptions of authenticity and inauthenticity. How do notions of authenticity function within contemporary culture? What are the various inauthentic others to which authenticity is juxtaposed?

GRADING: A-F CREDIT: 1 GEN. ED. AREA: SBS IDENTICAL WITH: SOC151

SOC315 The Health of Communities

Our focus will be on understanding the role of social factors (such as income, work environment, social cohesion, food, and transportation systems) in determining the health risks of individuals; considering the efficacy, appropriateness, and ethical ramifications of various public health interventions; and learning about the historical antecedents of the contemporary community health center model of care in response to the needs of vulnerable populations. We will explore the concept of social medicine, the importance of vocabulary, and the complexity of any categorization of persons in discussions of health and illness, ethical issues related to in the generation and utilization of community-based research, the role of place in the variability of health risk, and the idea of just health care.

GRADING: A-F CREDIT: 1.25 GEN. ED. AREA: SBS PREREQ: NONE
IDENTICAL WITH: SISP315
FALL 2011 INSTRUCTOR: CAREY BEST, PEGGY SECT: 01

SOC316 Community Research Seminar

Small teams of students will carry out research projects submitted by local community groups and agencies. These may involve social science, natural science, or arts and humanities themes. The first two weeks of the course will be spent studying the theory and practice of community research. Working with the community groups themselves, the teams will then move to design and implementation of the research projects.

GRADING: A-F PREREQ: 1.50 GEN. ED. AREA: SBS PREREQ: NONE

SOC318 Reading Medical Ethnography

IDENTICAL WITH: SISP300

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 2012 INSTRUCTOR: DUPUY, ALEX SECT: 01

SOC356 The Globe and the World: Representations and Theorizations of New Transnational Formations

IDENTICAL WITH: CHUM356

SOC401/402 Individual Tutorial, Undergraduate

GRADING: OPT

SOC409/410 Senior Thesis Tutorial

GRADING: OPT

SOC411/412 Group Tutorial, Undergraduate

GRADING: OPT

SOC465/466 Education in the Field, Undergraduate

GRADING: OPT

SOC467/468 Independent Study, Undergraduate

GRADING: OPT

Theater

PROFESSORS: John F. Carr; Ronald Jenkins

ASSOCIATE PROFESSORS: Yuriy Kordonskiy; Claudia Tatinge Nascimento, *Chair*

ASSISTANT PROFESSOR: Rashida Shaw

ADJUNCT ASSOCIATE PROFESSOR: Marcela Oteíza

ARTIST-IN-RESIDENCE, THEATER: Leslie Weinberg

DEPARTMENTAL ADVISING

EXPERTS 2011–2012: John F. Carr; Ron Jenkins; Yuriy Kordonskiy; Cláudia Tatinge Nascimento; Marcela Oteíza; Rashda Shaw; Leslie Weinberg

The Department of Theater considers the critical and creative study of each theatrical area to be an essential component of a liberal arts education. Offerings include courses in acting; civic engagement and outreach; criticism, ethnography, history, and literature; costume, lighting, scenic, and media-based design; directing; performance studies theories; performance art; playwriting; puppetry; and solo performance.

Recommended course sequences. Gateway courses (must be completed by the spring semester of sophomore year):

- **THEA105** Production Lab. One .5 credit in technical aspects of scenic, costume, and lighting design
- **THEA280** This course provides an introduction to script analysis; title/authors vary each year
- **THEA245** Acting I

Each year the department sponsors productions and other events in a variety of theatrical forms; some are directed by faculty members or guest artists, while others are directed by undergraduates. Theater courses and productions reflect the interdisciplinary and multiple interests of the faculty and majors. Theater Department productions take place in the Center for the Arts Theater, the Patricelli '92 Theater, and other spaces on campus. The Center for the Arts is a state-of-the-art facility with 400 seats. The Patricelli '92 Theater is a historic brownstone building with a traditional proscenium. Both theaters are highly flexible and can be used as black boxes. Site-specific performances take place across campus: in the Davison Art Center, the Center for African American Studies, and the Russell House, to name a few. All theaters and alternative spaces are available to faculty and senior thesis productions. The Theater Department is part of the Center for the Arts (CFA), a complex of studios, classrooms, galleries, performance spaces, departments, and programs that provide a rich interdisciplinary environment for study and performance. Many theater courses are cross-listed with academic departments in all divisions, as well as in Wesleyan's colleges. Theater faculty and majors are committed to collaboration within and across departments. The Theater Department strongly encourages students to attend performances and lectures sponsored by all performing and visual arts departments.

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

Requirements.

- Completion of gateway courses
- One course in scenic, costume, or lighting design
- **THEA203** Theater History I and **THEA204** Theater History, Theory and Aesthetics. Specialty courses in other departments may fulfill one of two theater history prerequisites only if approved by the theater faculty. Please consult the handbook sections "Courses cross-listed with other Wesleyan departments, colleges, and programs" and "Recommended courses outside the Theater Department"
- Two courses in dramatic literature, theory, criticism, and ethnography. Specialty courses in other departments may fulfill one of two requirements only if approved by the theater faculty. Please consult the handbook sections "Courses cross-listed with other Wesleyan departments, colleges, and programs" and "Recommended courses outside the Theater Department."
- One credit of **THEA329/331** Intermediate Technical Theater Practice (earned in 0.25- and 0.50-credit increments)
- One credit of **THEA427/431/433/435/437**, Advanced Practice in Acting and Directing and/or Advanced Design and Technical Practice.

Honors in theater. Preliminary honors proposals with a bibliography are due one week after the end of spring break in the junior year. Students can submit proposals for either critical or creative honors theses.

Preliminary proposals will be judged based on clearly expressed objectives and evidence of research and preparation. Judgments will be based equally on preliminary research, clarity of the objectives of the process, and rationale for staging a given production.

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.

Honors. The Honors Committee will award honors on the basis of the readers' evaluations. All departmental readers must recommend honors for a candidate to be successful. Students are entitled to copies of the readers' comments. The Honors tutor is responsible for assigning a grade for the courses **THEA409** and **THEA410**; this grade need not reflect the decision of the Honors Committee to award or deny departmental honors.

High Honors. High honors in theater is by invitation only and requires an oral exam conducted by the Honors Committee.

The Honors Committee will invite qualified students according to the following criteria: consideration of the readers' evaluations; originality of research and thesis topic; the student's performance in courses as reflected in his or her transcript; compliance with the general education expectations; and the extent to which the student's educational experience reflects the philosophy, goals, and diversity of the department.

Final deadlines for the written document and productions are determined by the Honors College.

Beyond completing the major requirements, prerequisites to apply for honors theses are:

Acting

- At least two acting courses with an A- average
- Performing in a Theater Department production
- Completion of Theater History and near completion of literature, theory, criticism, or ethnography requirements for the major

Design (Scenic, Costume, Lighting, Media)

- Two courses in design with an A- average
- Assistant designing/tutorial with a faculty member
- Completion of theater history and near completion of literature, theory, criticism, or ethnography requirements for the major

Directors

- An A- average in Directing I (**THEA281**) and Directing II (**THEA381**)
- Stage-managing or assistant directing with a faculty member

Playwrights

- Two courses in playwriting with an A- average
- Completion of theater history and literature, theory, criticism, or ethnography requirements for the major

Theater Research (Ethnography, Criticism, History, Literature)

- Completion of theater history and literature, theory, criticism, or ethnography requirements for the major with an A- average
- Two courses in acting, design, or directing with an A- average

All honors candidates must have at least a B+ average overall in the major.

THEA105 Production Laboratory

This course focuses on the technical aspects of stage and costume craft: scenery and prop building, lighting execution, and costume building. It offers a hands-on experience where students participate in making theater productions happen. Students will choose from three sections: set construction, costume construction, and light hanging/focusing. All sections will participate in the backstage work of the Theater Department's productions. While it is required of theater majors, it is also recommended for students wishing to explore an aspect of theatrical production and is excellent preparation for theater design courses.

GRADING: CR/U CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE

FALL 2011 INSTRUCTOR: CARR, JOHN F. SECT: 01, 03

INSTRUCTOR: WEINBERG, LESLIE A. SECT: 02

SPRING 2012 INSTRUCTOR: CARR, JOHN F. SECT: 01

THEA115 Introduction to Applied Theater: Working in Prisons

This course will give students the opportunity to study theater as a tool for community outreach and to apply that knowledge to practical work in community settings. No previous experience in theater is necessary. Students will be encouraged to use their own skills in music, art, and drama as they devise ways to use the arts as catalysts for educational development in underserved populations. Particular focus will be given to theater programs that have been developed for prison populations, and students will have the opportunity to create collaborative performance projects in local prisons. Pedagogical principles will be based on the theater techniques of Augusto Boal. Collaboratively devised performance scripts will be adapted from classical literature (Shakespeare, Dante, ancient Greek drama, etc.).

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

FALL 2011 INSTRUCTOR: JENKINS, RONALD S. SECT: 01

THEA140 Middletown Arts: Social Justice and Community Development

This civic engagement class will explore how students can be active participants in society by defining and practicing the integration of art and social change. Community organizations find creative solutions to political, social, and economic issues in urban, rural, and global communities. Community artists have been collaborating with and working for community organizations, service providers, cultural and educational institutions, and government agencies as active agents for social engagement and change. This class will survey the Middletown arts community, including KidCity, Oddfellows, the Buttonwood Tree, ArtFarm, and Wesleyan's Green Street Art Center, as well as individual artists living in Middletown Artist Cooperative (MAC) 650, an art space. Students will be integrated into activities and programs, attend community and board meetings, and meet with founders, directors, and artists to understand the social dynamics that infuse art into everyday society and create environments that offer distinct and unique partnerships and collaborations. Students will also be introduced to WESU 88.1 FM, a community service of Wesleyan University. Class deliverables will be public service announcements, Main Street monologues, and other creative methods that highlight and showcase the arts in Middletown.

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

SPRING 2012 INSTRUCTOR: MAÑON, SONIA B. 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—theater: space, style, and ideology, and representations of the margins: theater and identity—each divided in three different sections.

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

FALL 2011 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01

THEA170 Provocative Plays and Theatrical Imagination

From Sophie Treadwell's *Machinal* through Leroi Jones (Amiri Baraka) *Dutchman* to Suzan-Lori Parks *Topdog/Underdog*, American playwrights have sought to challenge and provoke audiences and the culture at large. Through scene readings, oral presentations, and open discussion, this course examines the uniquely American theatrical voice. Students will examine these plays and others through the eyes of the creative team—that is, directors, actors, and designers.

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

THEA175 August Wilson

During his lifetime, the world renowned African-American playwright August Wilson graced stages with award-winning and nominated plays from his "Pittsburgh Cycle." This course examines the 10 plays of this cycle in the order that the playwright wrote them, from *Jinney* (1982) to *Radio Golf* (2005). We will pay special attention to the playwright's use of language, history, memory, art, and music within his oeuvre.

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

IDENTICAL WITH: AFAM177

FALL 2011 INSTRUCTOR: SHAW, RASHIDA SECT: 01

THEA183 Directed Experiences in Acting

Class members perform in a series of exercises, monologues, and scenes or short plays directed by members of the directing class (**THEA281** or **THEA381**). Rehearsals take place outside the class. Approximately 60 hours rehearsal and performance time are required.

GRADING: CR/U CREDIT: .5 GEN. ED. AREA: HA PREREQ: NONE

FALL 2011 INSTRUCTOR: KORDONSKIY, YURIY SECT: 01

SPRING 2012 INSTRUCTOR: KORDONSKIY, YURIY SECT: 01

THEA185 Text and the Visual Imagination

In this course, we will explore, deconstruct, and reinvent text by utilizing tools from design and visual arts. Through practical assignments, we will train our visual imagination, as well as develop an aesthetic literacy and knowledge of different performance elements. This class focuses on the creative process, as well as provides new tools that will enable students to realize their own creative projects.

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

SPRING 2012 INSTRUCTOR: OTEÍZA, MARCELA SECT: 01

THEA199 Introduction to Playwriting

This First-Year Initiative course provides an introduction to the art and craft of dramatic writing. Students will focus on developing an artistic voice by completing playwriting exercises, reading and discussing classic and contemporary plays, and providing feedback to their peers in workshop sessions.

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

FALL 2011 INSTRUCTOR: TBD

THEA202 Greek Drama

IDENTICAL WITH: CCIV202

THEA203 Special Topics in Theater History: Table Top Theater

This course will bring the performance practices of European theater from the Greeks to the early 19th Century to life through Table Top reconstructions of period theatrical texts. Students will research the historical context, art, fashion, architecture, acting style, etc. of selected periods and apply that research to interpretations of historical plays through production of miniature performances.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 SPRING 2012 INSTRUCTOR: WEINBERG, LESLIE A. SECT: 01

THEA204 Contemporary Theater: Theories and Aesthetics

By examining key moments in theater history from the late 19th century to the recent past, the course explores the active relationship between theoretical thought and aesthetic innovation on stage. We reconstruct these moments by relying on a variety of documents and media, including but not limited to: theater on film, play texts, documentaries, scholarly articles, manifestos, and reviews. The course highlights the ways in which such groundbreaking works represent dynamic, diverse, and cumulative ruptures with the mainstream and ultimately shape how we see and create theater today.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: THEA105 OR THEA150 OR THEA245 OR THEA199 OR THEA185 OR THEA170 OR THEA140 OR [THEA214 OR COL215 OR REES279 OR RUSS279 OR RULE279]

FALL 2011 INSTRUCTOR: SHAW, RASHIDA SECT: 01

THEA205 Prison Outreach Through Theater

Students will have the opportunity to put social activism into practice through working on theater projects in community settings. One of the course's projects will include teaching Shakespeare and other plays to incarcerated women using methods described in Jean Trounstein's *Shakespeare Behind Bars*. Students will also have the opportunity to create "invisible theater" events on themes of social justice inspired by the work of Augusto Boal, the Brazilian actor/politician/activist whose book (*Theater of the Oppressed*) proposes ways in which theater can be used to achieve social change.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 FALL 2011 INSTRUCTOR: JENKINS, RONALD S. SECT: 01

THEA208 History of Musical Theater

This course is a survey of American musicals produced in theater and film, roughly from the 1940s to the present. We use early revivals of Oscar Hammerstein II's *Show Boat* and George Gershwin's 1935 production of *Porgy and Bess* as the entry points of our analysis and end with Lin-Manuel Miranda's *In the Heights*. Using Broadway, Hollywood, the contemporary Chitlin Circuit, and regional theaters across the country as sites of investigation, we trace the development of American musicals as they traverse different racial, social, cultural, and aesthetic boundaries. In each case study, our analysis is supplemented by a review of historical production documents, theater criticism, and theoretical texts.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: [MUSC276 OR ENGL233]

SPRING 2012 INSTRUCTOR: SHAW, RASHIDA SECT: 01

THEA214 Theater of Anton Chekhov: Research, Analysis, and Performance

The course will take a journey into the theatrical world of one of the most famous playwrights of all times, Anton Chekhov. Students will read, research, analyze, and perform scenes from all Chekhov's plays including dramas, comedies, and vaudevilles. Videos of world's best performances and movies adapted from his dramas will illustrate different artistic approaches to well-known texts. The course will also examine in detail the historical and cultural context of Chekhov's writing, as well as issues of translation and adaptation of his plays for the contemporary theater.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: [COL215 OR REES279 OR RUSS279 OR RULE279]

THEA224 Medieval Drama

IDENTICAL WITH: ENGL224

THEA231 Sex, Violence, and (Poetic) Justice: Spanish and New World Classical Theater

IDENTICAL WITH: SPAN231

THEA234 Scripts and Shows: Modern Drama as Literature and Performance

IDENTICAL WITH: ENGL234

THEA245 Acting I

This course is designed to explore the actor's instrument—specifically, the vocal, physical, and imaginative tools necessary for the creative

work of the actor. Students will examine the creative process practically and theoretically, through theater games, exercises, improvisation, and text work. The course explores a variety of traditional and contemporary approaches to acting, covering techniques rooted in the works of Konstantin Stanislavsky and those developed in response to his theories.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 SPRING 2012 INSTRUCTOR: TBD

THEA253 Families on Stage: Individual, Society, and the Nation in Spanish Theater from 1600 to the Present

IDENTICAL WITH: SPAN253

THEA254 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde

IDENTICAL WITH: SPAN254

THEA258 Russia's Storyteller Playwrights

IDENTICAL WITH: RUSS258

THEA280 Special Topics in Analysis and Criticism: Award-Winning Playwrights

This course explores the role of intellectual investigation and critical analysis in creative processes. Through individual and collaborate research, students will engage in the close reading of play texts within theoretical, performative, and aesthetic frames. In the spring of 2012, the course will focus on the plays of award-winning playwrights.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: THEA105 OR THEA150 OR THEA170 OR THEA185 OR THEA140 OR [THEA214 OR COL215 OR REES279 OR RUSS279 OR RULE279] OR THEA245 OR THEA199

IDENTICAL WITH: AFAM279

SPRING 2012 INSTRUCTOR: SHAW, RASHIDA SECT: 01

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 PREREQ: THEA245
 FALL 2011 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.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: THEA245
 SPRING 2012 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 Deavere Smith, Franca Rame, Roger Guenveur Smith, Lily Tomlin, John Leguizamo, Bill Irwin, Whoopi Goldberg, and others. Using the writing and performance techniques of these artists as a model, students will have the opportunity to create a solo piece that brings to life a single character from history, fiction, or current events (Huey P. Newton, Walt Whitman, Mary Todd Lincoln, Frida Kahlo, etc.).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
 PREREQ: (THEA245 AND THEA203) OR (THEA245 AND THEA204) OR (THEA245 AND [THEA280 OR AFAM279])

THEA299 A Playwright's Workshop: Intermediate

This intermediate intensive course in playwriting emphasizes student work. Students will focus on developing an artistic voice by completing playwriting exercises, listening to feedback, and reading and providing feedback to their peers in workshop sessions.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
 IDENTICAL WITH: ENGL299

FALL 2011 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01

THEA305 Lighting Design for the Theater

This course explores both the design and technical aspects of lighting design, as well as the role of the lighting designer in a production. Practical experience is an important part of the course work.

GRADING: OPT CREDIT: 1 GEN. ED. AREA: HA
 PREREQ: THEA105 OR DANC105

SPRING 2012 INSTRUCTOR: CARR, JOHN F. SECT: 01

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 en-

gage 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

THEA309 The Actor's Work on Psychophysical Actions: A Non-Realist Approach

The course offers an in-depth studio experience in Jerzy Grotowski's approach to the creation of psychophysical actions outside of the frame of realism.

The term psychophysical action was coined by Russian director and pedagogue Konstantin Stanislavsky, who dedicated his life's work to the elaboration of the first Western acting system. Stanislavsky viewed the acting conventions of Romanticism and melodrama as "false," inadequate, and passé. As a proponent of realism, then an emerging theatrical genre, Stanislavsky sought to develop an acting system that would support the creation of "truthful" actions on stage. The late Polish director Jerzy Grotowski continued Stanislavsky's research on the method of psychophysical actions. In response to the theatrical trends of his time, Grotowski's own research aimed at freeing actors from the conventions and materials of realism.

Instead of departing from dramatic literature, students in this course will learn how to create psychophysical actions using points of departure such as personal memory, short stories, poems, visual materials, objects, traditional song, and so forth. The goal is to guide them to create repeatable scores of psychophysical actions; select, extend, and/or omit specific fragments in their score; juxtapose text or song to the physical score; and use objects in a manner that is precise and expressive.

During the second half of the semester, students will learn how to "edit" their scores of psychophysical actions in partner and ensemble work. This portion of the course provides actors with insight into directorial work, a knowledge that gives them greater autonomy in the creative process.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA IDENTICAL WITH: THEA245
SPRING 2012 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01

THEA310 Public Life in the Age of Theater: Madrid and London, 1580–1680

IDENTICAL WITH: COL223

THEA311 Performing Shakespeare: Voice and Text

This course will be an intensive investigation of Shakespeare's language and characters through sonnet, soliloquy, and scene study and may culminate in a group performance. Students will conduct research into Shakespeare's sources and the context in which his plays have been performed. They will engage in the challenges of acting Shakespeare and the vocal work and text analysis necessary for bringing his heightened use of language to life.

GRADING: A-F CREDIT: 1 PREREQ: THEA245
FALL 2011 INSTRUCTOR: TBD

THEA312 Documentary Performance: Prison Fieldwork for Playwrights, Actors, and Directors

Students will work in a local prison to create performances in collaborations with inmates that are based on Dante's *Divine Comedy*. Students can participate in the class as playwrights, dramaturges, actors, or directors.

GRADING: OPT CREDIT: 1 PREREQ: NONE

THEA316 Performance Studies

Within the frame of performance studies, this seminar focuses on how particular uses of the body, space, and narrative inform the limits and intersections between ritual and theater. Ritual and theater are broadly defined to include cultural events and nontraditional performances. We will look at a number of theoretical texts as well as case studies, performances, and rituals to examine the differences and points of contact between ritual and theater's modes of action and presence, spatial relationships, and narrative frames.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE IDENTICAL WITH: RELJ385

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 range of modern and contemporary playwrights, including Sophie Treadwell, Samuel Beckett, Harold Pinter, Sarah Kane, Suzan-Lori Parks, Charles Mee, and others.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: THEA245 AND THEA285

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

THEA323 Survey of African American Theater

This course surveys the dynamism and scope of African American dramatic and performance traditions. Zora Neale Hurston's 1925 play *Color Struck* and August Wilson's 2006 play *Gem of the Ocean* serve as bookends to our exploration of the ways in which African American playwrights interweave various customs, practices, experiences, critiques, and ideologies within their work.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [FGS5323 OR AFAM323 OR AM57299]

THEA325 Majors' Performance Lab and Colloquium

The course encourages students to experiment with the intersections of theory and practice. Departing from writings by key theater practitioners and thinkers, theater majors and prospective majors will engage in ensemble performance projects. The course welcomes students interested in acting, directing, design, and playwriting. It includes periodic critiques and focused workshops led by guest artists and culminates in an ensemble performance open to the public. Strongly recommended for students interested in pursuing senior theses with a creative component.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01

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/U CREDIT: 0.25 GEN. ED. AREA: HA PREREQ: THEA105

FALL 2011 INSTRUCTOR: CARR, JOHN F. SECT: 01
INSTRUCTOR: WEINBERG, LESLIE A. SECT: 02
SPRING 2012 INSTRUCTOR: CARR, JOHN F. SECT: 01
INSTRUCTOR: WEINBERG, LESLIE A. SECT: 02
INSTRUCTOR: OTEÍZA, MARCELA SECT: 03

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/U CREDIT: .5 GEN. ED. AREA: HA PREREQ: THEA105

FALL 2011 INSTRUCTOR: CARR, JOHN F. SECT: 01, 02
SPRING 2012 INSTRUCTOR: OTEÍZA, MARCELA SECT: 05 06

THEA337 Sound for the Theater

This course will examine principles and techniques of sound recording, editing, and reproduction as applied to theater production. Hands-on experience with CFA Theater and '92 Theater audio equipment will be emphasized. Admission to studio courses in theater is at the discretion of the individual faculty instructors. At least one course in theater design or technical production is recommended.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR:

THEA340 Performing Brazil: The Postdictatorship Generation

Dedicated to the artistic works of the Brazilian postdictatorship generation, the course takes as its point of departure a close reading of the modernist Oswald de Andrade's "Cannibalist Manifesto" (1928) and the writings of artists working during the dictatorship years. As the semester progresses, the course will examine postdictatorship works in literature, the fine arts, dance, and theater. Students will have access to examples in the form of texts in translation, images, and performance

recordings. Discussions will focus on the relationship between Brazil's postcolonial condition and political history, including the country's current artistic production and sense of national identity.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: LAST340

THEA347 Latina/o Literary Cultures and Countercultures
IDENTICAL WITH: ENGL348

THEA348 Music and Theater of Indonesia
IDENTICAL WITH: MUSC111

THEA359 Design and the Performative Space (Intro to Set Design)

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
PREREQ: THEA105 OR ARST131 OR THEA185
SPRING 2012 INSTRUCTOR: OTEÍZA, MARCELA SECT: 01

THEA360 Media for Performance

The course examines the use of technology in performance from the creation of mechanical moving scenery to 3D scenography. We will look into the development of the theatrical technology from the Renaissance to today's conception of the digital theater, virtual reality, and online performances. The class format will be divided into lectures and studio class, where students will develop practical work creating their own digital performances.

GRADING: A-F CREDIT: 1 PREREQ: NONE

THEA381 Directing II

This course, the continuation of **THEA281**, presents a further investigation of the elements of directing, dealing with the production concept and the orchestration of that concept in terms of research, work with actors, ground plan, set, lights, costumes, props, music, etc. This is an advanced directing course in studio format. Students will go through all stages of directing: selecting the script, its analysis, adaptation, set design, casting, rehearsing, lighting, and performing.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: (THEA245 AND THEA281)
SPRING 2012 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. The topics covered will include draping the human form, basic design, costume research, fabrics, project realization, 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.). Students will participate in aspects of the costume design for Theater Department shows (both faculty and senior thesis).

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: THEA105 OR ARST131 OR ARST445
FALL 2011 INSTRUCTOR: WEINBERG, LESLIE A. SECT: 01

THEA384 Introduction to Puppetry: Design, Construction, and Performance

This study of puppet design, creation, and manipulation explores the expression of character and concept through the manipulation of objects. A survey of the performance of puppets in world and contemporary American theater.

GRADING: OPT CREDIT: 1 PREREQ: NONE

THEA399 A Playwright's Workshop: Advanced

This advanced intensive course in playwriting emphasizes student work. Students will focus on developing an artistic voice by completing playwriting exercises, listening to feedback, and reading and providing feedback to their peers in workshop sessions. Required for students interested in pursuing a senior thesis in playwriting.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA
PREREQ: THEA199 OR [THEA299 OR ENGL299]

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: 0.25 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01
INSTRUCTOR: KORDONSKIY, YURIY SECT: 02
SPRING 2012 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01
INSTRUCTOR: KORDONSKIY, YURIY SECT: 02

THEA431 Advanced Practice in Acting and Directing B

Assigned advanced work done under faculty supervision in the departmental production program. Entails 60 hours of participation.

GRADING: OPT CREDIT: 5 GEN. ED. AREA: HA PREREQ: NONE
FALL 2011 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01
INSTRUCTOR: KORDONSKIY, YURIY SECT: 02
SPRING 2012 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01
INSTRUCTOR: KORDONSKIY, YURIY SECT: 02

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 2011 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01
INSTRUCTOR: KORDONSKIY, YURIY SECT: 02
SPRING 2012 INSTRUCTOR: NASCIMENTO, CLAUDIA TATINGE SECT: 01
INSTRUCTOR: KORDONSKIY, YURIY SECT: 02

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 2011 INSTRUCTOR: CARR, JOHN F. SECT: 01
INSTRUCTOR: WEINBERG, LESLIE A. SECT: 02
SPRING 2012 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 2011 INSTRUCTOR: CARR, JOHN F. SECT: 01
INSTRUCTOR: WEINBERG, LESLIE A. SECT: 02
SPRING 2012 INSTRUCTOR: CARR, JOHN F. SECT: 01
INSTRUCTOR: WEINBERG, LESLIE A. SECT: 02
INSTRUCTOR: OTEÍZA, MARCELA SECT: 03

THEA401/402 Individual Tutorial, Undergraduate

GRADING: OPT

THEA409/410 Senior Thesis Tutorial

GRADING: OPT

THEA411/412 Group Tutorial, Undergraduate

GRADING: OPT

THEA465/466 Education in the Field, Undergraduate

GRADING: OPT

THEA467/468 Independent Study, Undergraduate

GRADING: OPT

Writing at Wesleyan

Wesleyan offers students a vibrant writing community and a multitude of ways to pursue their interest in writing. Writers, editors, and publishers visit campus throughout the year, and students support more than 20 magazines, journals, and literary groups. The curriculum emphasizes academic writing in many subject areas and also offers courses in fiction writing, creative nonfiction, poetry, screenwriting, playwriting, and mixed forms. The establishment of the Shapiro Creative Writing Center on the upper floors of the Allbritton Center signals the importance the University attaches to writing. The Shapiro Center serves as a hub for writing activities and provides a venue for readings, workshops, colloquia, informal discussions, student-generated events, and receptions. Its lounge is open to all students enrolled in creative-writing courses. The Center also houses writing faculty, including fiction writer Amy Bloom, the Kim-Frank Family University Writer-in-Residence.

The Creative Writing Concentration in the English major. This concentration allows students to pursue creative writing at a high level in the context of advanced literary study. The concentration fosters the study of the history and practice of individual genres and of new hybrid forms and offers students the opportunity to work closely with the University's full-time writing faculty: the Shapiro-Silverberg Professor of Creative Writing, the internationally renowned poet Elizabeth Willis; Lisa Cohen, a writer of creative nonfiction, fiction, and poetry; novelist Deb Olin Unferth; and editor Anne Greene. Recent visiting faculty includes such distinguished writers as Hilton Als, André Aciman, Paul La Farge, Douglas A. Martin, and Clifford Chase. Enrollment in creative-writing courses in the English Department is not limited to English majors.

Creative writing in the College of Letters. Creative writing has long been an important component of the College of Letters curriculum, with an entry-level and an advanced course offered every year and open to students in all majors. COL majors are encouraged to write creative honors theses. The novelist Paula Sharp has been the writer-in-residence in the COL since 2003.

The Writing Certificate. The University's new certificate in writing, essentially a minor, is open to students working in any major who wish to make writing an area of concentration. Courses that may count toward the certificate are drawn from many departments. They range from fiction writing, poetry, and creative nonfiction to journalism, biography, arts and film criticism, translation, and writing about science. In addition to fulfilling the coursework requirements for the certificate, students create a portfolio of their work and present their writing in public. The certificate sponsors a number of courses that carry the WRCT designation.

The Writing Hall and the Writing House. These residences provide an opportunity for first-year students and upperclass students with a particular interest in writing to live together and collaborate on formal and informal projects.

WRCT255 Translation: Theory and Practice

This course treats the reading of theoretical texts on translation and the production of creative texts in the literary mode of translation as complementary heuristic procedures for opening an investigation into certain problems of language and meaning. Readings will include literary, philosophical, historical, and linguistic accounts of translation in conjunction with (and sometimes directly paired with) influential and experimental translations from a range of 20th-century writers. We will familiarize ourselves with the practical choices that face a translator, from classical distinctions between free and literal translation through contemporary concerns regarding domestication and foreignization, (post-)colonial power relations, and translation across media.

Written assignments will consist of intra- and interlingual translations that will provide firsthand experience with the choices a translator must make and the resistances that language can offer, as well as a space for exploring the limits of rewriting, manipulation, and transformation within a rubric of translation. Final projects will be hybrids of creative and critical writing, with students producing readings of their chosen foreign-language texts through some interaction between translation and more conventional forms of criticism. Students who are working on a longer translation project (e.g., as part of a senior thesis) will be allowed to focus on this text for many of the assignments during the semester.

GRADING: A-F CREDIT: 1 GEN. ED. AREA: HA PREREQ: NONE
IDENTICAL WITH: [GRST285 OR COL355 OR RUSS355 OR ALIT355 OR FRST355 OR ENGL354 OR SPAN355 OR IBST355 OR RLIT355]

WRCT256 Writing for Television

IDENTICAL WITH: FILM455

WRCT257 Reading and Writing Fiction

This demanding, reading- and writing-intensive course focuses on character, structure, and plot; sentence structure; development of a strong and idiosyncratic voice; the role and history of the narrator; points of view; and writing with meaning.

GRADING: A-F CREDIT: 1 PREREQ: NONE
SPRING 2012 INSTRUCTOR: BLOOM, AMY B. SECT: 01

WRCT258 The Journalist as Citizen

In this weekly writing seminar, we will explore how journalists exercise their roles as citizens, and, in turn, how journalism affects the functioning of our democracy. Using historic and contemporary examples, we will examine how, at its best, the media exposes inequity, investigates wrongdoing, gives voice to ordinary people, and encourages active citizenship.

GRADING: A-F CREDIT: 1 PREREQ: NONE

WRCT259 Writing About Film for Modern Media

IDENTICAL WITH: FILM452

WRCT350 Senior Seminar in Advanced Creative Writing: The Literary Manifesto

This seminar is the required capstone course for qualifying seniors who wish to complete Wesleyan's Writing Certificate Program. In spring 2012, the senior seminar will explore theories spun by writers about the role of mood and emotional effect in prose and poetry. In pursuing this theme, we will ask, What impels writers to form literary schools and to air literary manifestos? Seminar participants will write original works of prose or poetry, borrowing techniques from writings studied in class. Students will discuss techniques advocated by Edgar Allan Poe for evoking "emotional effect" in verse and short fiction. Next, the class will read Baudelaire's poetry and his essays on Poe; examine Jean Moréas' "Symbolist Manifesto;" read French symbolist poetry; and discuss symbolist techniques for evoking mood in verse and prose poems. Thereafter, the class will read André Breton's "Surrealist Manifesto" and discuss theories of the unconscious propounded by 1920s French and Spanish surrealists. We will conclude by reading Jorge Luis Borges' "Ultra Manifesto" and fiction by authors affiliated with the Latin American Boom who were influenced by surrealism. At the end of the semester students will write a literary "manifesto" that sets forth principles for founding a new literary school. A central purpose of this seminar is to create a sense of community and camaraderie among graduating Wesleyan writers. To this end, students will share their work in both seminar workshops and a public reading. Participants also will assemble a portfolio of their best work produced over their four years at Wesleyan.

GRADING: CR/U CREDIT: 1 PREREQ: NONE
SPRING 2012 INSTRUCTOR: SHARP, PAULA SECT: 01

Certificates

Certificates provide curricular options that complement current departmental and interdisciplinary majors. They are designed to bring coherence to programs of study that include courses from many departments and programs. For each program, model curricula are provided to guide students in their choice of courses. Wesleyan currently has seven certificate programs in place.

CERTIFICATE IN CIVIC ENGAGEMENT (CEC)

Civic engagement encompasses a wide range of activities in which individuals work to strengthen their communities, to realize common goods, to enhance the capacities and dispositions necessary for democratic self-rule, and in general to deliberately shape their common life. Wesleyan University prides itself on enrolling and nurturing students with a strong social consciousness. Students participate in a wide variety of formal and informal “civic” activities in Middletown and around the world. These activities include volunteer work, practicums and service-learning courses. This Certificate is designed for students interested in reflecting upon these activities and integrating their civic and academic efforts.

Requirements. During their sophomore through senior years CEC students will complete a series of structured academic and co-curricular activities including courses, volunteering, practicums and opportunities for reflection that will enable them to develop a broad understanding of the varied components of civic engagement.

We can think of civic engagement as applied democratic theory. As “theory,” mastery requires the development of a theoretical understanding of both the principles of democracy and the institutional and social requisites of a democratic society (see Requirements 1 and 3 below). As “applied,” mastery of civic engagement requires the practical understanding of social processes that results from actual engagement in the community (Requirements 4 and 5). Thus the Certificate requires students to take a set of courses to acquire an understanding of how democratic processes (including the practices and institutions of civil society) work; to acquire the first-hand experience of civic engagement and civic life by participating in approved civic activities; and, finally, through both course work and other means, to reflect on the connections between these and to integrate them effectively (Requirements 2, 3 and 6).

- 1) The Foundations Course (currently **SOC268**, “Civic Engagement”), During this course, students who plan to participate in the CEC will prepare a document describing the place of civic engagement in their own lives and their plans for fulfilling the CEC requirements. The sophomore year is the recommended year to take this course.
- 2) Maintain an ePortfolio (possibly in Moodle) of documents that are created in the process of fulfilling the CEC requirements,
- 3) Five courses dealing with civic engagement,
- 4) A minimum of forty hours of service work coordinated through the Office of Community Service and Volunteerism (OCS),
- 5) A Practicum and
- 6) The Senior Seminar, a capstone course.

Note: CEC requirements fulfilled before a student is admitted may be counted towards the certificate at the discretion of the CEC Advisory Panel.

Admission. Students will be admitted to the CEC by self-declaration. They will be considered part of the certificate group after they have completed the Foundation Course and formally applied to participate. The application will consist, in part, of a document written in the Foundations course explaining the place of civic engagement in the applicant’s own life and how he/she plans to fulfill the CEC requirements.

Additional Information. Contact the Director of Service Learning. For 2010-2012: Suzanne O’Connell (soconnell@wesleyan.edu) ext. 2262.

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 in contemporary environmental issues, they must obtain expertise in the area of their major and gain broader perspectives in environmental studies through a set of introductory and elective courses that increase the breadth of their understanding to complement their specialty. The aim of the program is to graduate students who have both a specialty and breadth of perspective so that they can interpret environmental information; understand the linkages to social, political, or ethical issues; and formulate well-reasoned opinions.

The certificate is granted for a minimum of seven credits as follows:

- **BIOL/E&ES197** Introduction to Environmental Studies or **E&ES199** Introduction to Environmental Science
- Plus six courses related to the environment as follows:
 - three courses must come from one department
 - the six courses must come from three departments or programs and two divisions
 - one course must be at the **300** level or higher
- With the exception of **ENGL112** and **BIOL/E&ES197** or **E&ES199**, all other courses must be at the **200** level or higher
- A senior thesis project relevant to environmental studies can substitute for one **300**-level class
- Students may petition the director to substitute courses for the certificate (e.g., courses taken abroad, at other institutions, etc.)

Interested students should contact Barry Chernoff (bchernoff@wesleyan.edu) or Valerie Marinelli (vmarinelli@wesleyan.edu).

CERTIFICATE IN INFORMATICS AND MODELING

Analytical approaches using informatics and modeling are becoming increasingly important in many fields of study, and much of the curriculum 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 Computer Science I (**COMP211**); one of the following courses: Data Structures (**COMP212**), Computer Structure and Operation (**COMP231**), Algorithms and Complexity (**COMP312**), or Computational Physics: Algorithms and Clusters (**PHYS340**); two courses from a list of approved computer science, economics, or science courses; a project and mini-thesis on a quantitative modeling theme (including a required seminar talk); and one-semester attendance at a specialized undergraduate seminar.

The IGS pathway introduces students to the emerging interdisciplinary field of bioinformatics and its relationships to molecular genomics, evolution, structural biology, and bioethics. The sequencing of genomes of humans and several other model organisms has led to a new challenge in the life sciences—to successfully integrate large amounts of information to build and evaluate models of how organisms work. This is inherently an interdisciplinary problem that involves bridging conceptual frameworks and ways of thinking 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 a foreign language to the intermediate college level and introductory international politics, economics, and modern history courses relevant to the development of the contemporary international system. To be on pace, these courses should be taken or at least identified during the student's first two years at Wesleyan. In addition, students are required to take five courses from the Advanced Courses list provided on the Certificate in International Relations web site (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. This form can be downloaded from the CIR web site.

A maximum of two courses taken at other institutions, either in the United States or abroad, may be counted toward the certificate after they have been approved by the appropriate Wesleyan department chair for Wesleyan credit. Once this approval has been given, the director of the Public Affairs Center will determine which of the certificate requirements the course might fulfill.

Wesleyan courses that count toward the certificate are listed on the CIR web site (www.wesleyan.edu/pac/CIER.html). The deadline for submitting applications is the end of the second week of May of the graduating year. To receive the certificate upon graduation, students must have an overall average of B+ or higher in the advanced courses submitted for certification (if only five courses are listed). Certification will appear on the student's transcript after graduation.

The foreign language requirement is met by course work through the intermediate college level in any foreign language or demonstration of proficiency gained elsewhere to the satisfaction of the PAC governing board. Intermediate normally means any of the following: **FREN215**, **GRST211** or **214**, **SPAN112**, **ITAL112**, **RUSS112**, **CHIN204**, **JAPN205**, and **HEBR202**.

CERTIFICATE IN JEWISH AND ISRAEL STUDIES

The certificate program offers undergraduates training in the multidisciplinary and interdisciplinary ways that Jewish and Israel studies are taught across the curriculum at Wesleyan. Over a three-year cycle, courses are offered in various departments and in a number of academic areas including Jewish religion, Jewish history, Israel studies, and Jewish letters. The certificate program is not a major or a minor in any one department or program. Rather, the program is an opportunity for students to forge coherence in that large part of the curriculum that falls outside the major. The program requires students to take seven courses in a sequence that includes gateway courses, Hebrew, a distribution of more advanced classes, and a capstone seminar on theory and methodology.

Courses are grouped into four pathways (clearly labeled on WesMaps):

- History of the Jewish People
- Jewish Literature and Culture
- Israel Studies
- Religion of the Jewish People

Students pursuing the certificate will be required to take

Two gateway courses (one in the Religion Department and another in the History Department) from among the following:

- **HIST247:** Jewish History I: From Biblical Israel to Diaspora Jews
- **HIST248:** Jewish History II: Out of the Ghetto
- **HIST267:** Jewish History: Jews in Eastern Europe
- **RELI201:** Old Testament/Hebrew Bible
- **RELI204:** Judaism(s)

At least four additional courses, no more than two of which can be taken in one department, with the exceptions of Hebrew, if students are pursuing the Israel studies pathway and counting two Hebrew language credits toward the certificate. The four courses can be chosen from a wide array of courses included in the Certificate Program and listed in Wesmaps.

The capstone seminar course **RELI396:** Performing Jewish Studies: Theory, Method, and Models, offered every other spring to allow candidates for the certificate to take the course in either their junior or senior year.

Candidates for the certificate are encouraged to study Hebrew or another foreign language relevant to their program. Up to two of the Hebrew courses can be included among the seven courses required for the certificate. However, if students pursue the Israel Studies pathway, they will be required to demonstrate their proficiency of Hebrew, or take at least two years of the language.

Students can enroll in this certificate program at any point in their undergraduate career. To receive the certificate, students must maintain a B+ average in courses in the program. Students can enroll in the Jewish and Israel Studies Certificate Program at any point in their undergraduate career. To receive the certificate, students must maintain a B+ average in courses in the program.

Interested students should contact Professor Magda Teter, the director of the Jewish and Israel Studies (mteter@wesleyan.edu), or Professor Dalit Katz (dkatz01@wesleyan.edu).

CERTIFICATE IN MIDDLE EASTERN STUDIES

The Certificate in Middle Eastern Studies requires eight courses, of which at least one course must be on Jewish and Israel studies and one must be on the Muslim Middle East. Additionally, the eight required courses include:

- Two courses (one full year) or equivalent at the intermediate level (second year) of Hebrew or Modern Standard Arabic (waived if the student demonstrates proficiency)
- One gateway course
- One course on historical texts and traditions
- One course on contemporary society and politics
- Three electives

Students who are granted a waiver of the language course requirement by the certificate director will take additional electives to complete eight courses toward the certificate. With the approval of the certificate director, one relevant tutorial and two relevant study-abroad courses may count toward the certificate. Normally, no more than two courses from any one department or program may count toward the certificate (this does not apply to language courses or to the gateway course).

Students may apply for admission to the certificate at any point in their undergraduate career at Wesleyan. For tracking, advising, and co-curricular purposes, they are encouraged to sign on early. Seniors who wish to obtain the Certificate should contact Professor Masters at bmasters@wesleyan.edu the start of their spring semester in order to establish their eligibility. They will need to provide copies of their transcripts for certification.

CERTIFICATE IN MOLECULAR BIOPHYSICS

Molecular biophysics is an interdisciplinary area of research situated at the intersection of molecular biology, chemistry, chemical biology, and molecular physics. Molecular biophysics, as a field of endeavor, is distinguished by analytical and quantitative research inquiry-based on molecular and macromolecular structures, diverse molecular spectroscopic methods, biophysical chemistry, functional bioenergetics, statistical thermodynamics, and molecular dynamics. Topics of active research interest in molecular biophysics include protein structures and folding, molecular models of enzyme mechanisms, protein-DNA and protein-RNA interactions, and the nature of gene expression and regulation at the molecular level. As a consequence of recent advances stemming from the Human Genome Project, the field of structural bioinformatics finds an increasingly important emphasis in our program. A parent organization for this field of research is the United States-based Biophysical Society, with some 7,000 members, with sister societies worldwide.

In addition to satisfying departmental requirements, all participating students, undergraduate and graduate, engage in independent research projects under the direction of participating faculty and participate regularly in weekly meetings of the Molecular Biophysics Journal Club, in which research papers from the current literature are presented and discussed. Journal Club students also meet regularly with seminar visitors in the area of molecular biophysics. Undergraduate and graduate students are also expected to present (either orally or a poster) at the annual molecular biophysics retreat. At Wesleyan, students participating in the Molecular Biophysics Program have the opportunity to select research projects with varying degrees of emphasis on biophysics, biochemistry, biological chemistry, and molecular biology. The common element among participants is

an emphasis on a quantitative, molecular-based mode of inquiry in research. Students are also encouraged to present their work at an international scientific meeting, and the program typically provides some financial support for their expenses.

Undergraduate students majoring in chemistry and/or molecular biology and biochemistry can choose to obtain a certificate in molecular biophysics. The certification program involves following the prescribed major in each department. Within the chemistry and MB&B majors, students are expected to take the following courses to fulfill major requirements (note: all courses are cross-listed):

- **MB&B/CHEM395** Structural Biology Laboratory
- **MB&B/CHEM383** Biochemistry
- **MB&B/CHEM381** Physical Chemistry for the Life Sciences or **CHEM337** Physical Chemistry I: Quantum Mechanics and Spectroscopy and **CHEM338** Physical Chemistry II: Thermodynamics, Statistical Mechanics, and Kinetics
- **MB&B/CHEM307 (308)** Molecular Biophysics Journal Club

In both the **MB&B** and chemistry majors, students must take either two **MB&B** or three **CHEM** elective courses to complete the major. To achieve certification, students must choose their elective courses in the area of molecular biophysics. Elective courses can be chosen from a set of courses offered by participating faculty (see course cluster). In addition, students must do independent research for at least two semesters under the direction of one of the program faculty. It is possible to be jointly mentored; however, at least one mentor must be a faculty participant in the molecular biophysics program.

Graduate students in chemistry, physics, or the life sciences may elect to participate in the interdisciplinary program in molecular biophysics. Program participants pursue a course of study and research that often overlaps the disciplinary boundaries of chemistry, biology, molecular biology, and physics. Graduate training opportunities are available for students with undergraduate background in any one of these areas. Individualized programs of study are provided so that each student obtains the necessary interdisciplinary background for advanced study and research in molecular biophysics.

Interested students should contact Prof. D. L. Beveridge (dbeveridge@wesleyan.edu) or Prof. Ishita Mukerji (imukerji@wesleyan.edu).

CERTIFICATE IN SOCIAL, CULTURAL AND CRITICAL THEORY

The theory certificate aims to facilitate a coordinated program of study that encourages students to seek out theory-intensive courses on offer in a wide range of disciplines and departments at Wesleyan and to become proficient in the study of theory. To qualify for Social, Cultural and Critical Theory certificate a student must fulfill the following requirements:

Six authorized courses, including three Introductory Courses and three Advanced courses

Introductory Courses. A candidate for the certificate must take three introductory courses:

- One identified as social theory, one as cultural theory and one as the philosophical origins of theory.

Advanced Courses. A candidate for the certificate must take three advanced courses, meeting the following distribution requirements:

- At least one course taken from each of three different departments/programs;
- No more than one course taken may be a lecture course.

Courses that are not listed on either WesMaps or the Certificate Website may be used to fulfill certificate requirements if deemed suitable by the certificate director.

Up to two of the six courses may be taken during a semester abroad, and up to three during a year abroad. With authorization from the certificate director, students may use up to two courses transferred from another U.S. institution.

Students who wish to earn the certificate should finish at least two courses from either groups above before junior year. The Center for Humanities advisory board administers the certificate through the theory certificate director. Application is made using the application form available on the certificate webpage.

Students preparing to fulfill the course requirements who wish to earn the certificate are advised to consult the director, Jonathan Cutler (jcutler@wesleyan.edu, x2339) or the administrative assistant for the program, Kathleen Roberts (kroberts@wesleyan.edu, x3044), preferably during the fall semester of the junior year.

Students registering to become a part of the certificate program should bring a completed certificate registration form to Kathleen Roberts at the Center for the Humanities, 95 Pearl Street.

Students completing the program should submit a certificate completion form to Kathleen Roberts at the Center for the Humanities. In order to qualify for the certificate, students must submit the completion form by the end of classes during the spring semester of the senior year.

CERTIFICATE IN SOUTH ASIA STUDIES

Wesleyan has a remarkable collection of faculty, courses, and resources for all students interested in studying the cultures of Bangladesh, Bhutan, India, Nepal, Pakistan, and Sri Lanka. The University not only enjoys the distinction of having an Indian music studies program but also a dozen scholars devoted to the region and its diaspora in fields as diverse as anthropology, art history, dance, English, Hindi, history, economics, religion, and sociology. Certificate faculty will help Wesleyan students better pursue the wide range of opportunities in South Asia—both scholarly and artistic—as South Asia becomes increasingly prominent politically, economically, and academically.

Students will be required to take seven courses designated as appropriate for the certificate. Of these:

- One must be a gateway course (i.e., a course entirely about South Asia that combines two or more of the above categories in such a way as to offer an introduction to South Asian studies).
- At least one course in three of the distribution categories.
- No more than three courses can come from any one of these categories.

The distribution categories are as follows:

- Contemporary society and practice (CSP): Courses primarily concerned with the study of contemporary South Asian communities, their practices, and their productions.
- Historical inquiry (HI): Courses primarily concerned with the historical study of South Asia.
- Language (L): Courses in which students gain comprehension in South Asia's languages.
- Performance traditions (PT): Courses in which students obtain training in the performance of a specific form of art.

Interested students should contact Peter Gottschalk (pgottschalk@wesleyan.edu).

CERTIFICATE IN WRITING

The Writing Certificate is designed to provide a flexible framework within which students from all majors can develop proficiency in creative writing (poetry, fiction, creative non-fiction, screenwriting, playwriting) and forms of non-fiction such as criticism, (auto)biography, science writing, political and literary journalism, and writing about academic subjects for non-specialists.

Goals. This certificate provides opportunities for students to: acquire the critical and technical vocabulary for analyzing their own and others' writing, become skilled editors, learn to write and analyze writing in a variety of genres and styles, learn to present specialized subject matter to non-specialist audiences, explore the many ways in which the written language can function, and participate in a community of students and faculty who share a passion for writing.

Community. Wesleyan supports a thriving community of writers who regularly come together with writers, editors, and publishers visiting campus and with the full-time and part-time writing faculty. Students working toward the Certificate will be integrated into these activities and will contribute to the public presence of writing on campus. Some activities will be organized specifically for the Certificate candidates.

Advising. The instructors of writing courses and the members of the Writing Certificate Committee are available to students seeking guidance on possibilities for graduate study and careers involving writing.

Admission and Requirements. To earn the certificate, students must take at least five full-credit courses. These include:

- At least one course designated as an entry-level craft or technique course, but no more than two such courses;
- Three electives, one of which may be a second entry-level craft or technique course, and at least one of which must employ a workshop format and one of which must be a Permission-of-the-Instructor course. One one-credit senior thesis or senior essay tutorial may be counted as an elective if the thesis entails creative writing.
- The Writing Certificate senior seminar, **WRCT350**, a one-credit pass/fail course, in which the participants work on compiling and revising portfolios of their work, and present their work to each other in class and to the public in events organized for this purpose.
- Students must achieve a GPA of at least 3.5 in the courses counted toward the Certificate.

Admission to Certificate Candidacy. Students may apply for candidacy in their sophomore or junior year. Applications from seniors who believe they are eligible may also be considered. Applicants must have taken, for a letter grade, one of the courses listed as eligible for the certificate, and received a grade of B+ or better.

Interested students should contact Anne Greene, certificate coordinator, at agreene@wesleyan.edu.

Prizes

An extensive group of prizes is offered annually for individual improvement, academic excellence, all-around ability, or proficiency in certain subjects. The amount of the awards may vary slightly from year to year depending upon the income from invested funds.

GEORGE H. ACHESON AND GRASS FOUNDATION PRIZE IN NEUROSCIENCE

Established in 1992 by a gift from the Grass Foundation, this prize is awarded to an outstanding undergraduate in the Neuroscience and Behavior Program who demonstrates excellence in the program and who also shows promise for future contributions in the field of neuroscience.

ALUMNI PRIZE IN THE HISTORY OF ART

Established by Wesleyan alumni and awarded to a senior who has demonstrated special aptitude in the history of art and who has made a substantive contribution to the major.

AMERICAN CHEMICAL SOCIETY ANALYTICAL AWARD

Awarded for excellence in analytical chemistry.

AMERICAN CHEMICAL SOCIETY CONNECTICUT VALLEY SECTION AWARD

Awarded for outstanding achievement to a graduating chemistry major.

AMERICAN INSTITUTE OF CHEMISTS AWARD

Awarded for outstanding achievement to a graduating chemistry major.

AYRES PRIZE

The gift of Daniel Ayres, Class of 1842, to the first-year student who attains the highest academic standing in the first semester.

BADEN-WÜRTTEMBERG—CONNECTICUT SISTER STATE EXCHANGE

A grant for one academic year's study at a university in the German state of Baden-Württemberg, administered by the Connecticut Department of Higher Education.

BALDWIN FELLOWSHIP

Established in 1952 by family and friends of Horace Reed Baldwin, Class of 1947, and awarded annually for study at law school to the member of the senior class who, in the opinion of the committee, shows the most promise of becoming an outstanding lawyer and public-spirited citizen.

BEINECKE SCHOLARSHIP

Awarded by the Sperry Fund for graduate study in the arts, humanities, and social sciences.

BERTMAN PRIZE

Established in memory of Bernard T. Bertman, associate professor of physics, by gifts from his colleagues, family, and friends, in 1970. Awarded to a senior majoring in physics who displays a particularly resourceful and creative approach to physics research.

BLANKENAGEL PRIZE

Income from the John C. Blankenagel Fund, established in 1970, awarded at the discretion of the German Studies Department to enrich educational offerings in the area of humanistic studies or to assist a superior student in completing a project in German studies.

BOYLAN AWARD

Given by Jennifer Boylan in honor of her classmate, Annie Sonnenblick, the award recognizes an outstanding piece of creative nonfiction, journalistic work, or writing for general readers.

BRADLEY PRIZE

The gift of Stanley David Wilson, Class of 1909, in memory of Professor Walker Parke Bradley, to the senior or junior who excels in chemistry and particularly in special original work.

BRIDGE BUILDER AWARD

Awarded to 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 BROCKUNIEN 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.

ERNESSE BRODY PRIZE

Established in 2002 by Ann duCille in honor of Professor Erness Bright Brody, former chair of the African American Studies Program. Awarded annually to a senior African American Studies Program major for excellence in written expression.

BRUNER FRESHMAN IMPROVEMENT PRIZE

The gift of William Evans Bruner, Class of 1888, to the student whose second-semester first-year record shows the greatest relative improvement over that of the first semester.

BUTLER PRIZE

Established in 1991 in honor of retiring colleague Jeffrey D. Butler, awarded for the best Honors thesis in Third World history.

BUTTERFIELD PRIZE

Established by the Class of 1967 and awarded to the graduating senior who has exemplified those qualities of character, leadership, intellectual commitment, and concern for the Wesleyan community shown by Victor Lloyd Butterfield, 11th president of the University.

CAMP PRIZE

Established in 1905 by the Board of Trustees in memory of Samuel T. Camp, trustee 1880–1903. Awarded for excellence in English literature.

NANCY CAMPBELL/NATIONAL TRUST FOR HISTORIC PRESERVATION SUMMER INTERNSHIP PROGRAM

Established by friends and admirers in honor of Nancy Campbell, wife of former Wesleyan University President Colin Campbell, in recognition of her national leadership in historic preservation, and awarded to rising juniors or rising seniors.

FRANK CAPRA PRIZE

Established in 1983 to honor Frank Capra, Hon. 1981, the great American film director whose collected papers are in the Wesleyan Cinema Archives. 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.

THE CHEKHOV FICTION PRIZE

Awarded by the College of Letters to the Wesleyan junior who submits the best short story of the year.

CLARK FELLOWSHIP

Established in memory of John Blanchard Clark by his parents, Mr. and Mrs. Donald L. Clark of Pittsford, New York; his sister, Catherine; relatives; and friends. Awarded annually to a qualified graduating senior of Wesleyan University for graduate study in a school of medicine. Recipients are judged by members of the Health Professions Panel on their potential for outstanding achievement and for their promise of community leadership and public-spirited citizenship and for their scholastic record at Wesleyan.

CLEE SCHOLARSHIP

Established by friends and associates of Gilbert Harrison Clee, Class of 1935, late president of the Board of Trustees. Awarded annually to a member of the sophomore class, who will remain a Clee Scholar throughout his or her junior and senior years, who will have demonstrated high standards of leadership, a deep commitment to Wesleyan University, an interest in the broad implications of multinational business enterprises, a sensitivity to the need for a creative balance between the public and private sectors, and an intention to pursue a career in business. A specific objective will be to select individuals who exemplify the qualities that characterized Gilbert Harrison Clee as a humane person and as a leader.

DR. NEIL CLENDENINN PRIZE

Established in 1991 by George Thornton, Class of 1991, and David Derryck, Class of 1993, for the African American student who has achieved academic excellence in biology and/or molecular biology and biochemistry. This student must have completed his or her sophomore year and in that time have exemplified those qualities of character, leadership, and concern for the Wesleyan community as shown by Dr. Neil Clendeninn, Class of 1971.

COLE PRIZE

Established through the gift of George Henry Walker, Class of 1981, in the memory of Charles Edward Cole. Awarded to the first-year student who shows the greatest ability in fiction or nonfiction writing.

THE COLLEGE OF LETTERS SHORT STORY PRIZE

Awarded by the College of Letters to the Wesleyan student who has written the best short story of the year.

CONDIL AWARD

Given in memory of Caroline Condil, Class of 1992, 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 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 campuswide impact.

WILLIAM FIRSHEIN PRIZE

Awarded to the graduating MB&B student who has contributed the most to the interests and character of the Molecular Biology and Biochemistry Department.

FIRST-YEAR LEADERSHIP AWARD

Awarded to a first-year student who has demonstrated outstanding leadership or involvement in the Wesleyan community.

SUSAN FRAZER PRIZE

Awarded annually to the student (or students) who has done the most distinguished work in the elementary and intermediate French language sequence.

FREEMAN PRIZE

Established in 1975 by Mansfield Freeman, Class of 1916. Awarded annually to a senior for excellence in East Asian studies.

FRENCH GOVERNMENT TEACHING ASSISTANTSHIP

One-year assistantship for teaching English at a lycée in France, administered by the Institute for International Education (New York).

BEULAH FRIEDMAN PRIZE

This prize recognizes work of outstanding achievement by a student in the history of art. The prize is awarded to a member of the senior class.

FULBRIGHT FELLOWSHIP

These grants are funded by the United States government under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) and by many foreign countries. The grants, administered by the Institute for International Education, provide for one year of study at a university abroad.

FULBRIGHT-HAYS DOCTORAL DISSERTATION RESEARCH ABROAD GRANT

Awarded by the United States Department of Education to fund individual doctoral students to conduct research in other countries in modern foreign languages and area studies for periods of six to 12 months.

GAY, LESBIAN, AND SEXUALITY STUDIES PRIZE

Donated by the Wesleyan Gay and Lesbian Alumni Association (GALA), this prize is awarded annually to that undergraduate who has done the best research and writing on a subject in gay, lesbian, and sexuality studies.

GERMAN ACADEMIC EXCHANGE SERVICE FELLOWSHIP

At least one fellowship per year for study at a university in the Federal Republic of Germany is given to Wesleyan in honor of 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.

JAMES T. GUTMANN FIELD STUDIES SCHOLARSHIP

Established in 2007 by Lisette Cooper, Class of 1981, to honor her former professor and mentor, Prof. James T. Gutmann. Awarded to an especially promising major in Earth and Environmental Sciences to support geologic field research expected to lead to a senior honors thesis.

HALLOWELL PRIZE

Established by friends and associates of Burton C. Hallowell, Class of 1936, former professor of economics and executive vice president of the University. Awarded annually to an outstanding senior in the study of social science, as determined by the governing board of the Public Affairs Center.

SARAH HANNAH PRIZE

Offered in memory of Sarah Hannah, class of 1988, in association with the Academy of American Poets and awarded for an outstanding poem.

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/a student who has promoted the health, visibility, and participation of the Latino/a 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.

NNK AWARD

Awarded for the best screenplay for an undergraduate film.

CAROL B. OHMANN MEMORIAL PRIZE

Awarded for excellence in feminist, gender, and sexuality studies.

OLIN FELLOWSHIP

Founded in 1854 by the wife of Stephen Olin, president, 1839–41 and 1842–51. Later increased by gifts of their son, Stephen Henry Olin, Class of 1866 and acting president, 1922–23, and his wife, Emeline. Awarded in recognition of achievement in English. The fellowship supports supervised work in English outside of the Wesleyan course structure.

OUTREACH AND COMMUNITY SERVICE AWARD

Awarded to the senior theater major who, through his or her work in the Theater Department, has done a significant service in the community.

OUTSTANDING COLLABORATION AWARD

Awarded for a program that was successfully planned in the spirit of partnership and team work.

PARKER PRIZE

Established in 1870 by the Reverend John Parker, trustee 1859–71. Awarded to a sophomore or junior who excels in public speaking.

PEIRCE PRIZE

Awarded in successive years for excellence in biology, chemistry, and geology.

EMILY WHITE PENDLETON SCHOLARSHIP

Established in 1979 by Ralph Darling Pendleton, founder of the Theater Department, in memory of his wife. Awarded annually to a dance major or to a student who is significantly involved in dance 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.

STEPHEN J. ROSS PRIZE

Established in 1979 as a gift of Steven J. Ross of Warner Communications. Awarded annually for the best undergraduate film, digital, and/or virtual made in the Film Studies Department.

JUAN ROURA-PARELLA PRIZE

Established in 1984 to be awarded annually to an undergraduate whose work represents the kind of catholic curiosity and general learning that Professor Juan Roura-Parella exemplified.

RULEWATER PRIZE

Awarded for outstanding reflection and writing on an interdisciplinary topic in the Graduate Liberal Studies Program.

ROBERT SCHUMANN DISTINGUISHED STUDENT AWARD

Established in 2007 by a gift from the Robert Schumann Foundation. Awarded to an outstanding senior who demonstrates academic accomplishment and excellence in environmental stewardship through work at Wesleyan or the greater Middletown community.

SCOTT BIOMEDICAL PRIZE

Awarded to a member(s) of the molecular biology and biochemistry senior class who has demonstrated excellence and interest in commencing a career in academic or applied medicine.

SCOTT PRIZE

Established by Charles Scott Jr., MA, Class of 1886 and trustee 1905–22, in memory of John Bell Scott, Class of 1881, for excellence in modern languages.

MARY AND JOHN SEASE PRIZE

Awarded for outstanding work in environmental science.

SEHLINGER PRIZE

Established by the Class of 1965 in memory of Charles Edward Sehlinger III, who died in 1964. The award of a medical dictionary is given to a 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.

THE SNOPE'S FICTION PRIZE

Awarded by the College of Letters to the Wesleyan sophomore who submits the best short story of the year.

SOCIAL ACTIVIST AWARD

Awarded to the individual or student group that best exemplifies the spirit of social activism and through his/her/its efforts, constructive social change ensued.

ANNIE SONNENBLICK WRITING AWARD

Established by the family of the late Annie Sonnenblick, Class of 1980, in 1992 as a complement to the annual Annie Sonnenblick Lecture. The prize provides financial support for a student who wishes to undertake an independent writing project during the summer between his or her junior and senior years.

SPINNEY PRIZE

The gift of Joseph S. Spinney, trustee 1875–82 and 1888–93, for excellence in Greek. Awarded for the best original essay on some aspect of Greek or Roman civilization.

SPURRIER AWARD

The William A. Spurrier Ethics Award, established by Dr. James Case, given to the student who demonstrates in the field of ethics: sensitivity, insight, depth, and humor. Given in memory of William Spurrier III, chaplain and Hedding Professor of Moral Science and Religion.

STUDENT ORGANIZATION OF THE YEAR

Awarded to a student organization that has excelled in sustaining leadership, an active membership, and programmatic efforts that contribute to the larger Wesleyan community.

THORNDIKE PRIZE

Established by gift of Elizabeth Moulton Thorndike in memory of her husband, Edward Lee Thorndike, Class of 1895, for excellence in psychology.

TISHLER TEACHING AWARD

Established by the family and friends of Dr. Max Tishler, professor of chemistry, emeritus, and University Professor of the Sciences, emeritus. Awarded annually in his memory to the best graduate teaching assistant in chemistry.

ELIZABETH VERVEER TISHLER PRIZE

ART: Established in 1981 by a gift from Mrs. Tishler. Awarded annually for an outstanding senior exhibition in painting, drawing, printmaking, sculpture, photography, or architecture.

MUSIC: Established in 1981 by a gift from Mrs. Tishler. Expanded in 1989 for excellence in piano performance. Two prizes are given annually: one for Western classical piano performance and the other for jazz piano performance.

DAVID A. TITUS MEMORIAL PRIZE

Established by family, friends, and students in memory of Professor David Titus to support the summer studies of a deserving Wesleyan junior majoring in government, East Asian studies, or the College of Social Studies.

SHU TOKITA 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 GRANT

Awarded to a Caribbean student who is pursuing an academic or professional summer project related to the natural sciences or mathematics.

VANGUARD PRIZE

Established by black alumni in tribute to the black members of the Class of 1969, whose perseverance and pioneering leadership earned them designation as the Vanguard Class. The prize is awarded annually to a graduating senior who has achieved academic excellence and contributed significantly to maintaining Wesleyan's racial diversity.

WALKLEY PRIZE

Two prizes, the gift of Webster Rogers Walkley, Class of 1860, in memory of David Hart Walkley, Class of 1878, for excellence in psychology. Awarded to those juniors and seniors who present the best reports or work embodying original research.

WATSON FELLOWSHIP

Awarded by the Thomas J. Watson Foundation to enable college graduates of unusual promise to engage in an initial postgraduate year of independent study and travel abroad.

WELLER PRIZE

The gift of Mrs. LeRoy Weller in memory of her husband, LeRoy Weller, Class of 1899, to the student having the highest academic average for the sophomore year.

WESLEYAN BLACK ALUMNI COUNCIL MEMORIAL PRIZE

Established in 1986 by the Wesleyan Black Alumni Council in memory of deceased black alumni. The prize provides a summer stipend to support a deserving student engaged in independent study or community service related to the concerns of black people.

WESLEYAN FICTION AWARD

A gift from Norman Mailer to the Wesleyan Writing Program, this award recognizes an outstanding piece of fiction written by a Wesleyan student.

WESLEYAN MEMORIAL PRIZE

The gift of undergraduates in the Class of 1943 in memory of fellow students who made the supreme sacrifice in the Second World War to the members of the junior class outstanding in qualities of character, leadership, and scholarship.

WHITE PRIZE

Established in 1942 by Horace Glenn White Jr., Class of 1933, and increased in 1943 by friends in his memory. Awarded for advanced undergraduate study in economics.

WHITE FELLOWSHIP—GOVERNMENT

Awarded for excellence in government to a 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, LL.D., 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.

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