



**WESLEYAN UNIVERSITY
COURSE CATALOG 2015–2016**

WESLEYAN UNIVERSITY 2015-2016 CALENDAR

FALL 2015 FIRST SEMESTER

AUGUST	25	TUESDAY	Graduate housing opens
	30	SUNDAY	New international undergraduate students arrive
SEPTEMBER	01	TUESDAY	Graduate Orientation begins, 8 a.m.
	02	WEDNESDAY	Class of 2019, new transfer, visiting, and exchange students arrive
	04	FRIDAY	Course registration for Class of 2019, new transfer, visiting, and exchange students
	04	FRIDAY	On-campus Enrollment Period for undergraduates and graduates begins
	05	SATURDAY	University housing opens for all undergraduates, 9 a.m.
	7	MONDAY	Classes begin On-campus Enrollment Period for undergraduates and graduates ends, 5 p.m. Drop/Add Period begins, 8:30 a.m.
		14	MONDAY
OCTOBER	18	FRIDAY	Drop/Add Period ends, 5 p.m.
	16	FRIDAY	Last day to withdraw from 1st-quarter classes
	23	FRIDAY	1st-quarter classes end
	23-28	FRIDAY-WEDNESDAY	Fall Break begins at the end of classes on October 23 and ends on October 28, 8 a.m.
	28	WEDNESDAY	2nd-quarter classes begin *2nd-quarter classes may be added or dropped during the five working days following the first class meeting
NOVEMBER	06-08	FRIDAY-SUNDAY	Homecoming/Family Weekend
	24	TUESDAY	Thanksgiving recess begins at the end of classes
	30	MONDAY	Thanksgiving recess ends, 8 a.m.
DECEMBER	04	FRIDAY	Last day to withdraw from full-semester and 2nd-quarter classes
	11	FRIDAY	GLSP classes end Undergraduate and graduate classes end
	12-15	SATURDAY-TUESDAY	Reading Period ends on December 15, 5 p.m.
	14-18	MONDAY-FRIDAY	GLSP final examinations
	15-19	TUESDAY-SATURDAY	Undergraduate final examinations start December 15, 7 p.m.
	20	SUNDAY	University housing closes, noon

SPRING 2016 SECOND SEMESTER

JANUARY	4	MONDAY	All fall 2015 grades (freshman, sophomore, junior, senior, and graduate) submitted to the Registrar's Office. Grade Entry System closes, 11:59 p.m.
	18	MONDAY	On-campus Enrollment Period for undergraduates and graduates begins
	19	TUESDAY	University housing opens for all undergraduates, 9 a.m.
	21	THURSDAY	Classes begin Drop/Add Period begins, 8:30 a.m. On-campus Enrollment Period for undergraduates and graduates ends, 5 p.m.
	25	MONDAY	GLSP classes begin
FEBRUARY	3	WEDNESDAY	Drop/add Period ends, 11:59 p.m.
	26	FRIDAY	Last day to withdraw from 3rd-quarter classes
MARCH	04	FRIDAY	3rd-quarter classes end
	4-21	FRIDAY-MONDAY	Midsemester recess begins at the end of classes on March 4 and ends on March 21 at 8 a.m.
APRIL	21	MONDAY	4th-quarter classes begin *4th-quarter classes may be added or dropped during the five working days following the first class meeting
	8	FRIDAY	Approved graduate thesis/dissertation titles due in Graduate Office, 4 p.m.
	11	MONDAY	MA oral examinations begin
	12	TUESDAY	Deadline to register senior thesis/essay in Student Portfolio, 4 p.m.
	27	WEDNESDAY	Last day to withdraw from full-semester and 4th-quarter classes
	29	FRIDAY	GLSP classes end
MAY	2-6	MONDAY-FRIDAY	GLSP final examinations
	3	TUESDAY	MA oral examinations end
	4	WEDNESDAY	Undergraduate and graduate classes end
	5-9	THURSDAY-MONDAY	Reading Period
	6	FRIDAY	PhD Dissertations due in Graduate Office, 4 p.m.
	10-13	TUESDAY-FRIDAY	Undergraduate final examinations
	14	SATURDAY	University housing closes, noon
	16	MONDAY	Spring 2016 grades for degree candidates (seniors and graduate students) submitted to the Registrar's Office by noon
MAY	19-22	THURSDAY-SUNDAY	Reunion & Commencement 2016
	22	SUNDAY	184th Commencement
	25	WEDNESDAY	All remaining spring 2016 grades (freshman, sophomore, junior, and graduate) submitted to the Registrar's Office. Grade Entry System closes, 11:59 p.m.

SUMMER 2016

JUNE	27	MONDAY	GLSP regular term classes begin
	29	FRIDAY	GLSP regular term classes end

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WESLEYAN UNIVERSITY: A BRIEF HISTORY

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

Today Wesleyan offers instruction in 46 departments and 45 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 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 2,900 full-time undergraduates and 200 graduate students, as well as about 200 part-time students in Graduate Liberal Studies. 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 8 to 1, and about three quarters of all courses enroll fewer than 20 students.

Named for John Wesley, the founder of Methodism, Wesleyan is among the oldest of the originally Methodist institutions of higher education in the United States. The Methodist movement was particularly important for its early emphasis on social service and education, and from its inception, Wesleyan offered a liberal arts program rather than theological training. 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. Since the 1860s, Wesleyan's faculty has focused on original research and publication in addition to teaching.

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 helped to found the Connecticut College for Women in New London to help fill the void left when Wesleyan closed its doors to women.

Ties to the Methodist church, which were particularly strong in the earliest years and from the 1870s to the 1890s, waned in the 20th century. Wesleyan became fully independent of the Methodist church in 1937. 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. Graduate Liberal Studies, founded in 1953, is the oldest program of its kind and grants the master of liberal studies (MALS) and the master of philosophy (MPhil) degrees. In this same period, the undergraduate interdisciplinary programs, the College of Letters, the 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. A number of 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 exchange or transfer students. In 1970, the first female students were admitted to Wesleyan's freshmen class since 1909. The return of coeducation heralded a dramatic expansion in the size of the student body, and gender parity was achieved within several years.

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 to 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 new Suzanne Lemberg Usdan University Center and the adjacent renovated Fayerweather building, which retains the towers of the original Fayerweather structure as part of its facade. 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 building 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. In winter 2012, the historic squash courts building on College Row reopened as the renovated 41 Wyllys Avenue, the new state-of-the-art home for the College of Letters, the Art and Art History Department, and the Wesleyan Career Center.

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 helped to make a Wesleyan education more affordable. These include a commitment to tying tuition increases to inflation and a three-year degree program that can save families as much as \$50,000. He has eliminated loans for most students with a family income below \$40,000 (for the incoming class that has been raised to \$60,000), replacing them with grants, and ensured that other students receiving financial aid are able to graduate without a heavy burden of debt. Under Roth, the University has opened the energy-efficient Allbritton Center, home to the Allbritton Center for the Study of Public Life, which links intellectual work on campus to policy issues nationally and internationally, and the Patricelli Center for Social Entrepreneurship. Four new interdisciplinary colleges also have been launched: the College of the Environment, the College of Film and the Moving Image, the College of East Asian Studies, and the College of Integrative Sciences. Another new initiative, the Shapiro Creative Writing Center, brings together students and faculty seriously engaged in writing. Over the past six years applications for admission have increased substantially. During this time, Roth has overseen the most ambitious fundraising campaign in Wesleyan's history and brought it close to its \$400 million goal a year ahead of schedule. Financial aid is the campaign's highest priority.

WESLEYAN'S CURRICULUM

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

OPEN CURRICULUM

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

GENERAL EDUCATION EXPECTATIONS

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

MAJOR CONCENTRATIONS

A degree of disciplined mastery in a major field of learning is an important dimension of a liberal education. The major may help a student prepare for a specific profession or may be necessary for a more specialized education in graduate schools or other post-baccalaureate educational institutions. Majors can take 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 second semester 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, and are ready to develop deeper knowledge in a particular area of study.

ESSENTIAL CAPABILITIES

In its consideration of learning outcomes, the faculty is concerned not just with content-based outcomes (majors, general education) but also skill-based outcomes. In particular, 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.

MAJORS AT WESLEYAN

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

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.

ACADEMIC ADVISING

An academic advisor is assigned to each first-year student from faculty who are either teaching a course the student will take in the first year or teaching 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. Students, with the help of faculty advisors, typically put together an academic itinerary 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 seminars (FYS) vary dramatically—from presenting the work of a specific thinker to introducing an unfamiliar area of study—but all tend to emphasize the importance of writing at the university level and the methods used to collect, interpret, analyze, and present evidence as part of a scholarly argument. Faculty teaching these classes highlight the type of writing associated with their respective disciplines and help students improve in how they develop, compose, organize, and revise their written work. FYS are limited to 15 students.

WESMAPS AND E-PORTFOLIO

WesMaps is the indispensable online guide to the curriculum used by students to map their academic schedule each semester. Electronic portfolios contain both personal information added by students themselves and official information that helps them track their progress in fulfilling the general education expectations and the requirements for the major. The portfolios are an important tool for students (and their faculty advisors) in refining academic goals and choosing and sequencing courses appropriately. Overall, electronic portfolios are an important means for students to assess their accomplishments at Wesleyan and to share their work with faculty advisors, prospective employers, friends, and family.

STUDENT ACADEMIC RESOURCES

Wesleyan provides a range of academic services to students in support of learning both in and outside the classroom. Student Academic Resources (SAR) includes programs for intellectual enrichment and academic support. The Writing Workshop, Math Workshop, and Deans' Peer Tutoring programs are important resources available to all students. Another key element of the SAR program is the work of peer advisors. Peer advisors are upper-class students who work during New Student Orientation and throughout the academic year to support Wesleyan's faculty advising program, enhance student access to academic resources, and strengthen students' academic skills. The goals of SAR 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; to share information among programs and constituents to ensure the provision of high-quality and accessible services that facilitate academic achievement for all students. For more information on academic resources, please visit the website at wesleyan.edu/sar/.

CAREER ADVISING

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

Wesleyan's Career Center is an important campus resource, helping students plan for life after graduation. With a staff of trained career advisors, 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-law, and pre-business students. The Career Center's extensive website provides the latest information about the center's resources and activities.

HEALTH PROFESSIONS AND PRE-MEDICAL ADVISING

Health professions graduate 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. The Career Center and the Office of Community Service provide information about volunteer opportunities on campus and in the local community for students considering the health professions. Experience in conducting research may also be very useful in learning about a field and developing the skills needed to contribute to the field 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.

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 meaningful post-graduation employment, 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, clinical 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-BUSINESS

Wesleyan alumni are sought-after in the business world. A significant number of the organizations that recruit Wesleyan students are business concerns. Top employers in the past two years have included Booz Allen, Citi, Deloitte Consulting, Ernst & Young, and Goldman Sachs. 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 and seek an internship in their field of interest as early as sophomore year.

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 the Middletown area.

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

ACADEMIC REGULATIONS

DEGREE REQUIREMENTS

Wesleyan University confers only one undergraduate degree, the bachelor of arts. Degrees are awarded once a year at Commencement. Students who complete the requirements for the degree at other times during the year will be recommended to receive the degree at the next Commencement. Based on a modification voted by the faculty, the requirements for this degree specified below are for students entering Wesleyan in and after the fall of 2000. Students who entered Wesleyan prior to the fall of 2000 must refer to the appropriate section of the degree requirements and academic regulations at wesleyan.edu/registrar/academic_regulations/prior_2000.html.

GRADUATION REQUIREMENTS

For those students who enter Wesleyan in and after the fall of 2000, the requirements 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 credits in any one subject (i.e., course code) can be counted toward the degree requirements. All course credits posted to a student's academic records will be considered for oversubscription including prematriculant, study-abroad, and/or transfer credits. A course offered in more than one subject designation (i.e., cross-listed) will count in all subjects in which it is offered. 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
- A maximum of four times each of repeatable courses
- A maximum of one-half Center for the Study of Public Life (CSPL) internship credit

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 (BI), and Advance-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 East Asian Studies, College of Letters or College of Social Studies). A student will graduate if the requirements of one major are fulfilled in conjunction with the completion of other degree requirements.

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

DEPARTMENTAL MAJOR PROGRAMS

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

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 passes 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 other 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 to substitute the final examination grade.

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 has satisfied all other requirements for graduation, the student may be permitted to take a second comprehensive examination.

INTERDEPARTMENTAL MAJOR PROGRAMS

The University offers two kinds of interdepartmental majors:

- **Interdepartmental majors.** These are African American studies; archaeological studies; environmental studies; feminist, gender, and sexuality studies; Latin American studies; medieval studies; Russian, East European, and Eurasian studies; and science in society. The list may change from time to time.
- **University Major.** 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, the College of Social Studies, or the College of East Asian Studies. All 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. Credits earned prior to matriculating at Wesleyan as a first-year student cannot be used to fulfill Wesleyan's general education expectations. However, courses taken prior to matriculating at Wesleyan may be considered for general education equivalency credit for transfer students. Students may also request in advance that individual courses taken on an approved study-abroad program or a sponsored domestic study-away program be considered for equivalency. Courses taken on Wesleyan-administered study-abroad programs or through the Twelve College Exchange are coded for equivalency.

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

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

ACADEMIC STANDING

SEMESTER CREDITS AND COURSE LOAD

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

GRADING SYSTEM

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

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.

HONORS**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 earned the GPA on at least 3.0 letter-graded credits at Wesleyan during the semester and have no unsatisfactory or failing grades. Students with incomplete grades or outstanding credit will be evaluated after the grade and/or credit is posted to the Wesleyan transcript and, if eligible then, they will be added retroactively to the appropriate semester's list.

HONORS PROGRAM (See *Wesleyan's Online Thesis Guide* for more information)

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 has 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. Students who major in more than one department, program, or college may submit a thesis in one of their majors or separate theses in more than one major. With the agreement of each of their departments, programs, or colleges, students may submit the same thesis for honors in more than one major.

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 93 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.

ACADEMIC DISCIPLINES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Other prematriculation credits that the University will post on the Wesleyan transcript are courses taken with college students and taught by a college teacher on a college campus, provided the courses meet Wesleyan's transfer credit criteria. Please see Transfer of Credit from Other Domestic Institutions on page 11 for further details.

A maximum of two credits earned before matriculation will apply toward graduation. This includes Advanced 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. This may be accomplished by (1) applying up to two pre-matriculation credits, such as approved transfer credits, Advanced Placement credits, A-level or Cambridge Pre-U credits, or International Baccalaureate credits; (2) transferring preapproved summer credit at Wesleyan or another institution; (3) completing preapproved 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. For information about becoming a Community Scholar, please visit wesleyan.edu/nondegree/.

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. For information about becoming a Residential Scholar, please visit wesleyan.edu/nondegree/.

High School Scholars. Wesleyan permits outstanding juniors and seniors from selected area high schools to take one course in the fall semester and one course in the spring 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 a first-year student.

It is expected that transfer students will keep pace with the class to which they are officially assigned by the Deans' Office; 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 Degree Requirements on page 7 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 Study Abroad (OSA). Details regarding the application process are available in the OSA, on the OSA website (wesleyan.edu/ois), and through a student's electronic portfolio.

WESLEYAN-ADMINISTERED PROGRAMS

Wesleyan-administered programs are:

- **France:** Vassar-Wesleyan Program in Paris
- **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.

WESLEYAN-APPROVED PROGRAMS

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

STUDY ABROAD REGULATIONS, GUIDELINES, AND FINANCIAL PROCEDURES

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

Application for study abroad entails gaining the preapproval of a faculty advisor. Up to four course credits are normally allowed for each of two semesters. Permission for up to a fifth course credit in any given semester may be granted by the program director in the case of Wesleyan-administered programs and by the associate director of study abroad for Wesleyan-approved programs and must also be approved by the advisor. Grades earned will be reported on the Wesleyan transcript and will be counted in GPA calculations. Students automatically receive credit toward graduation for this preapproved program of instruction. This is the only way in which credit is given for courses taken abroad, except for courses taken abroad during the winter session or summer, which are processed as transfer credit.

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

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

INTERNAL SPECIAL STUDY PROGRAMS

WESLEYAN INTERSESSIONS: SUMMER AND WINTER SESSIONS

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

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

For further information, contact Graduate Liberal Studies at masters@wesleyan.edu.

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 Deans' Office.

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 in the Deans' Office.

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 website or contact the Student Accounts Office, 237 High Street, for information about fees for pursuing an independent study, enrolling only in an education in the field program, 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. Tutorials should be submitted through the drop/add system.

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. Tutorials should be submitted through the drop/add system. For information about tutorials during the summer term, please contact the Summer Session office.

STUDENT FORUMS

Student-run group tutorials, numbered **419-420**, 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 the courses have been approved in advance by the relevant Wesleyan department, program, or college, and the grades in the courses are B- or better. A student may post a maximum of two non-Wesleyan credits (2.5 credits with a course that offers a lab) in any given summer. Departments, programs, or colleges 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 in the Deans' Office.

TRANSFER OF CREDIT FROM OTHER DOMESTIC INSTITUTIONS

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

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 on page 11.

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 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, as well as 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.

Dual Degree Program—Engineering. Wesleyan maintains dual degree programs with Columbia University, Dartmouth College, and the California Institute of Technology.

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

AFROTC. Qualified Wesleyan students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program hosted by Yale University’s AFROTC detachment. Students who wish to transfer credits for courses they successfully complete through this program may do so if (1) the courses have been approved in advance by the relevant Wesleyan department, and (2) the grades in the courses are C- or better. Students who wish to request the transfer of credit to their

Wesleyan degree must do so through the same process and under the same guidelines as transfer credit from any other accredited institution. For details on how to transfer credit, please refer to Transfer of Credit from Other Domestic Institutions on page 12. For general information or assistance with any aspects of Wesleyan AFROTC participation, please contact Dean Wood, coordinator of veteran and AFROTC affairs at (860) 685-2758 or jpwood@wesleyan.edu. For further information about Yale’s AFROTC program, please contact: Yale AFROTC Detachment 009, (203) 432-9431, or airforce@yale.edu.

ADVANCED DEGREES

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

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

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

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

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

THE MALS AND MPhil IN GRADUATE LIBERAL STUDIES

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

GENERAL REGULATIONS

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

UNIT OF CREDIT

One unit of Wesleyan credit requires 120 to 160 hours of academic work. This work typically consists of 40 hours of scheduled class time, which is made up of 39 hours of class meeting time (the established standard meeting times allow up to 10 minutes for transition to and from other classes), and one scheduled final exam or the equivalent of at least one hour of additional work. In addition, 80 to 120 hours of out-of-class work are expected. A one-credit course that does not conform to a standard meeting pattern of at least 40 hours must still require 120 to 160 hours of academic work. For courses that award more or less than one unit of credit, the required hours of academic work are normally prorated to conform to the above formula.

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 University Health Services.

PAYMENT OF BILLS

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

SELECTION OF COURSES

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

CHANGES IN AND WITHDRAWAL FROM COURSES

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

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

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

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

AUDITING

Subject to any conditions set by the instructor, a registered Wesleyan student may be permitted to audit a course without charge. At the end of the semester, the instructor may add to the grade roster the name of any student who has attended with sufficient regularity to have the course listed in the academic record as audited, without credit. Permission to audit does not include permission to have tests, examinations, or papers read or graded. Wesleyan alumni and members of the community, please see section on Nondegree Undergraduate Student on page 9.

CLASS ATTENDANCE

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

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

UNSATISFACTORY PROGRESS REPORTS

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

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

SUBMISSION OR CHANGE OF GRADES

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

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

INCOMPLETES/COMPLETION OF WORK IN COURSES

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

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

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

A student may receive up to two incompletes per semester by this method. To receive incompletes in more than two courses, the student must petition his or her class dean. The petition can be granted only on grounds of illness, family crisis, or other extraordinary circumstances.

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 online), 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). Please see Graduation Requirements on page 7 for additional regulations governing repeatable courses.

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. 8 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.

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

READING WEEK

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

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

SCHEDULED FINAL EXAMINATIONS

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

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

If a student is absent from the final examination with the permission of the instructor, a grade of absent will be assigned. A grade of absent will be accompanied by a provisional grade that will become the final grade if the final examination is not made up by the end of the first-full week of classes of the subsequent semester. The exam should be scheduled at a time mutually agreed upon by student and instructor, where both should be aware of the policy governing on-campus housing availability during times when the University is not in regular session. Grades are due in the Office of the Registrar no later than the date published in the academic calendar.

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

STUDENT GRIEVANCE PROCEDURE

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

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

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

MAKE-UP EXAMINATIONS FOR SUSPENDED STUDENTS

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

LEAVE, WITHDRAWAL, READMISSION, AND REFUND POLICY

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

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

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 Domestic Institutions on page 12 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 explor-

ing 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 (UHS) or the director of Counseling and Psychological Services (CAPS). Students on a medical leave must leave campus and focus on the evaluation of, treatment for, and recovery from the illness or condition that necessitates the leave. The appropriate class dean will communicate the terms of the leave as well as the conditions and procedures for returning to Wesleyan. When a medical leave is authorized, students are withdrawn from the courses in which they are enrolled. In exceptional cases, some incomplete grades may be granted, depending on course content and the date of the leave. (Note that any semester in which a grade is given is counted as a Wesleyan semester for purposes of graduation.)

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

• Voluntary

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

• Involuntary for academic reasons

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

• Involuntary for nonacademic reasons

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

Readmission. Students who have withdrawn or have been required to resign may apply to the Office of the Deans for readmission. The readmission application requires a \$50 fee and other accompanying materials specified at the time of departure. Students wishing to enter the University for the fall semester must notify the Office of the Deans of their intent by May 1 and submit readmission materials by June 1; for the spring semester, notification must be made by November 1 with materials submitted by December 1. Candidates are strongly urged to meet all requirements well in advance of deadlines, since housing assignments and financial aid awards cannot be made until readmission is granted. Credits earned while away are subject to the conditions described in the section on Transfer of Credit from Other Domestic Institutions on page 12.

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

- **Tuition and fees.** If a student leaves the University prior to the end of the drop/add period, 100 percent of tuition will be refunded. If a student withdraws after the 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	411-412	Group tutorials. Permission of the tutor and the department chair is required.	469-470	Education in the field/independent study project—summer
201-400	Intermediate and advanced courses and seminars that may be credited in the major program of the department	419-420	Student forum	471-500	Nonrepeating courses, seminars, group tutorials, and colloquia
401-402	Individual tutorials. Permission of the tutor and the department chair is required.	421-422	Undergraduate research in the sciences. Permission of the tutor and the department chair is required.	491-492	Courses credited to teaching apprentices and undergraduate teaching assistants
403-404	Department/program project or essay	423-424	Advanced Research Seminar, Undergraduate	495-496	Research apprenticeship. Permission of faculty research mentor and the department chair is required.
407-408	Senior tutorial (only enroll through Honors Coordinator)	431-460	Studio work, by individual or group	501-600	Graduate-level courses; undergraduates by permission
409-410	Senior thesis tutorial. Permission of the tutor and the department chair is required.	461-464	Research projects done off campus		
		465-466	Education in the field		
		467-468	Independent study project		

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	CIS College of Integrative Sciences	PSYC Psychology
AMST American Studies	COL College of Letters	QAC Quantitative Analysis Center
ANTH Anthropology	CSS College of Social Studies	RELI Religion
ARCP Archaeology	DANC Dance	ROMANCE LANGUAGES AND LITERATURES
ART AND ART HISTORY	E&ES Earth and Environmental Sciences	FIST Romance Literatures in Translation
ARHA Art History	ECON Economics	FREN French
ARST Art Studio	ENGL English	FRST French Studies
ASTR Astronomy	ENVS Environmental Studies	ITAL Italian Studies
BIOL Biology	FGSS Feminist, Gender, and Sexuality Studies	PORT Portuguese
CHUM Center for the Humanities	FILM Film Studies	RLIT Romance Literature
CENTER FOR JEWISH STUDIES	GERMAN STUDIES	SPAN Spanish
CJST Center for Jewish Studies	GELT German Literature in Translation	RUSSIAN AND EAST EUROPEAN, AND EURASIAN STUDIES
HEBR Hebrew	GRST German Studies	REES Russian and East European, and Eurasian Studies
HEST Hebrew Studies	GOVT Government	RULE Russian Literature in English
CSPL Center for the Study of Public Life	HIST History	RUSS Russian Language and Literature
CHEM Chemistry	LAST Latin American Studies	SISP Science in Society
CLASSICAL STUDIES	LANG Less Commonly Taught Languages	SOC Sociology
ARAB Arabic	MATHEMATICS	THEA Theater
CCIV Classical Civilization	COMP Computer Science	WRCT Writing Center
GRK Greek	MATH Mathematics	
LAT Latin	MDST Medieval Studies	
COLLEGE OF EAST ASIAN STUDIES	MB&B Molecular Biology and Biochemistry	
CEAS College of East Asian Studies	MUSC Music	
CHIN Chinese	NS&B Neuroscience and Behavior	
JAPN Japanese	PHIL Philosophy	
KREA Korean	PHED Physical Education	
	PHYS Physics	

AFRICAN AMERICAN STUDIES

PROFESSORS: Lois Brown, *English, CHAIR*; Ashraf Rushdy, *English*

ASSOCIATE PROFESSOR: Elizabeth McAlister, *Religion*

DEPARTMENTAL ADVISING EXPERT 2015–2016: Lois Brown

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.

ADMISSION TO THE MAJOR

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.

MAJOR REQUIREMENTS

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.

COURSES

AFAM118 *Ebony Tower: The Rise of Black Studies*

This course will examine the emergence and development of black studies as a field of academic study. We will consider the historical origins and political implications of black studies and the appearance of courses, programs, and departments on college campuses around the country starting in 1968, paying attention to the involvement of black student protest and the engagement of black community organizations off campus; the impact of social movements for black power, Third World solidarity, and education reform; and the role of white overseers in the form of philanthropic organizations and college administrations. In addition, we will explore the relationship between institutionalized black studies units (courses, programs, and departments) and traditional academic fields and disciplines with respect to theory, methodology, pedagogy, and purpose to understand how and why black studies scholarship advances interpretations of American (or Western) history and culture that challenge and disrupt conventional narratives about those topics. Last, we will consider the relationship between black studies and black communities, as well as off-campus efforts to research, teach, and learn about the black experience that coincided with the formalization of black studies in the academy.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST117 PREREQ: NONE

AFAM152 *Staging America: Modern American Drama*

IDENTICAL WITH: ENGL175

AFAM177 *August Wilson*

IDENTICAL WITH: ENGL176

AFAM201 *Haiti: Between Anthropology and Journalism*

IDENTICAL WITH: ANTH210

AFAM202 *Introduction to African American Literature*

This course is a survey of the history and traditions of African American literature from its earliest origins to its most modern manifestations. We will examine, in particular, the poetry, essays, and fiction produced by people of African descent from the 18th to the 21st centuries. We will focus on the ways African Americans used literature to document their New World experiences, bear witness to enduring traditions, and shape American society. We will work with poetry, drama, short fiction, essays, and novels as we explore African American literary aesthetics, African American literary history, and issues of class, gender, and place.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL240 OR AMST275 PREREQ: NONE

AFAM203 *African American History, 1444–1877*

This course will examine the history of blacks in the New World from the 15th to the late 19th centuries. Beginning with the expansion of Europeans into the, from their perspective, newly discovered lands in Africa and the Americas, this class explores the Middle Passage, the history of slavery and emancipation in a hemispheric

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

AFAM elective courses (three 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. AFAM301 *Freedom Summer* is required of all majors and should be taken in the first semester of the junior year.

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

CAPSTONE EXPERIENCE

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 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.

context, as well as the ideology of race during the 18th and 19th centuries in the wake of transformative intellectual movements in the United States and Europe. The course adopts a diasporic conceptual framework to elucidate the world-systemic dimensions of the history of blacks in the Americas. Moreover, it aims to show that rather than constituting a “minority,” blacks represent one of the founding civilizations (along with Western Europeans and the Indigenous populations) to the “new worlds” that would be instituted in the wake of the Encounter of 1492.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: HIST241 PREREQ: NONE
SPRING 2016 INSTRUCTOR: EUDELL, DEMETRIUS L. SECTION: 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 IDENTICAL WITH: HIST242 OR AMST238 PREREQ: NONE

AFAM212 *Modern Africa*

IDENTICAL WITH: HIST212

AFAM217 *I Strike the Empire Back: Black Youth Culture in the Neoliberal Age*

Using hip-hop as a lens to explore the development of diasporic black youth culture in the neoliberal age, this course considers the African American experience during the close of the 20th century and dawning of the 21st. Our investigation will be concerned with at least two things that we will examine in parallel throughout the semester. On one hand, we will dig deeply into the origins and evolution of hip-hop artistry—including visual art, dance, music, lyrics, and performance—and the impact of commercial forces on those forms. On the other hand, we will pay serious attention to the ascendance of neoliberal political ideology in the United States to understand the impact of those global economic and political realignments on the generation of black people who gave birth to or, later, inherited hip-hop.

Of central importance will be the Nixon administration’s adoption of a policy of “benign neglect” toward black communities living in the nation’s crumbling

cities; the replacement of the War on Poverty with the War on Drugs; the enactment of “free trade” policies that accelerated the deindustrialization of the American economy and deepened the structural unemployment of black people in the United States; the militarization of municipal police forces; and the explosive growth of the carteral state.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST216 PREREQ: NONE

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

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

AFAM222 Slavery and the Literary Imagination

Enslavement in America and the New World was inextricably linked to the written word. What, then, does it mean to write the story of enslavement, loss, forced migration, liberation, and restoration? How does one tell the story of enslavement when that effort depends on articulating the unspeakable?

The works and writers with which we will work this term will prompt us to consider how one revisits history and what is required to imagine, write, and rewrite the stories and histories of people, places, and nations. We will discuss the ways in which specific literary forms enable, contain, and transform unwieldy, complicated, and stunning stories of enslavement, liberation, self-determination, activism, racialization, and nationhood.

Our readings will include an array of well-known, understudied, and newly recovered primary works and materials by and about individuals such as William Wells Brown, Charles Chesnut, Frederick Douglass, Briton Hammon, Jupiter Hammon, James Mars, Pauline Hopkins, Mattie Jackson, Mary Prince, Chloe Spear, and Phillis Wheatley. Additional primary materials will include writings published in 18th- and 19th-century newspapers such as the *Boston Weekly Newsletter*, *The Connecticut Journal*, *The Liberator* and *North Star*.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL222 OR AMST237 OR FGSS221 PREREQ: NONE
FALL 2015 INSTRUCTOR: BROWN, LOIS SECTION: 01

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

IDENTICAL WITH: COL225

AFAM225 African American Literary Activism: Wheatley—Jacobs

IDENTICAL WITH: ENGL220

AFAM227 Race and Ethnicity

IDENTICAL WITH: SOC230

AFAM228 Health Inequities: African American Community

This course provides an overview of political, social, cultural, economic, and environmental barriers facing African American communities in the United States and their health effects. Topics include case studies of the impact of historical medical practices that have contributed to the mistrust between the American medical establishment and African American communities; a critical analysis of the larger structure’s role in creating, sustaining, and maintaining current health inequities in communities of color; and an exploration of the link between healthy communities, distributive justice, and social justice.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST219 PREREQ: NONE

AFAM229 Poets and Playwrights of Negritude

IDENTICAL WITH: FREN383

AFAM230 19th-Century African American Women Writers

Nineteenth-century African American women writers crafted bold, nuanced, and insightful works of literature and sophisticated narrative critiques of literature, culture, and history. Our discussions will focus on how writers such as Julia Collins, Alice Dunbar-Nelson, Charlotte Forten, Frances Harper, Pauline Hopkins, Susan Paul, Nancy Prince, and Maria Stewart shaped the early African American literary canon. We will consider how these writers imagined or re-presented African American identity and presence and how they addressed emerging new American identities and histories. We will also consider how these writers attended to and complicated the tensions between “sentimental” idealism and political pragmatism, restrictive domesticity and dangerous autonomy, and passionless femininity and expressed sexuality.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL231 OR AMST282 PREREQ: NONE

AFAM231 African American Social Thought

African Americans have preserved a rich chronicle of the experiences and views of people of African descent in the United States in writings of scholars, activists, and creative artists. These writings focus on racism and how it has structured identity, opportunities, and conflict. Contrary to images of a monolithic African American community, these writings reveal diversity, tension, and conflict. The course will focus on and explore the recurring and dominant themes in this rich corpus of African American social thought. Students will gain expertise in using specific resources and databases for African American-related research and also will begin to assess some of the ethical implications of arguments and positions regarding the history and status of African Americans. Finally, the course will address a range of key African American social thought concepts and interpretations with some consideration of formal frameworks, paradigms, and methods used to generate and assess credibility, veracity, and reasonableness of these ideas.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST271 PREREQ: NONE

AFAM241 Ebony Singers: Gospel Music

IDENTICAL WITH: MUSC448

AFAM243 Caribbean Writers in the U.S. Diaspora

IDENTICAL WITH: AMST247

AFAM248 Imagining the American South

IDENTICAL WITH: ENGL248

AFAM249 Sacred and Secular African American Musics

IDENTICAL WITH: MUSC269

AFAM250 Performing “Africa” in Brazil

IDENTICAL WITH: LAST250

AFAM251 African Presences II: Music in the Americas

IDENTICAL WITH: MUSC266

AFAM252 Writing on the Land of Freedom: The Pastoral in African American Literature

Landscape figures prominently and powerfully in the African American literary imagination. Writers such as Phillis Wheatley, Charles Chesnut, Zora Neale Hurston, David Bradley, and Marilyn Nelson have crafted evocative meditations on the natural world as they grapple with sobering realities of life, dramatic assertions of self, and transformative historical moments. This course will think about African American literary invocations of idealized, mythological, sacred, and knowable land and move toward a delineation of the African American pastoral aesthetic and tradition. We will read novels, poems, short stories, essays, letters, and journal entries by writers such as David Bradley, Charles Chesnut, Lucille Clifton, Rita Dove, Charlotte Forten Grimké, Zora Neale Hurston, Randall Kenan, Victoria Earle Matthews, Gloria Naylor, and Marilyn Nelson.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL255 OR AMST257 PREREQ: NONE

AFAM262 Jazz: Hip-Hop

IDENTICAL WITH: DANC213

AFAM268 From Assimilation to Self-Expression: Afro-American Art, 1865–1990

IDENTICAL WITH: ARHA267

AFAM273 Vodou in Haiti—Vodou in Hollywood

IDENTICAL WITH: RELI273

AFAM275 Race and Place in Early American Writing

IDENTICAL WITH: ENGL275

AFAM279 Award-Winning Playwrights

IDENTICAL WITH: ENGL281

AFAM280 Religion and the Social Construction of Race

IDENTICAL WITH: RELI391

AFAM282 Mixed in America: Race, Religion, and Memoir

IDENTICAL WITH: RELI280

AFAM293 Contemporary Art in Africa and Diaspora in War and Peace

IDENTICAL WITH: ARHA293

AFAM299 African History and Art

IDENTICAL WITH: ARHA299

AFAM301 Junior Colloquium: The Possibilities of Diaspora

In this course, we will explore the concept of “diaspora” as a way of conceptualizing and understanding the contours of African American cultural and political history. We will read a series of studies of diaspora as a concept for comprehending the historical experience of people of African descent dispersed from an original homeland. We will see in what ways these books are in dialogue with each other, what prior conceptualizations they are contesting, and what creative possibilities they offer for those of us engaged in African American studies. We will also read autobiographies, memoirs, travelogues, and novels that deal with the issues of diaspora. It is our hope, then, to understand how “diaspora” as a concept, metaphor, or condition can be applied to the historical knowledge we need to bring to contemporary political issues.

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

FALL 2015 INSTRUCTOR: RUSHDY, ASHRAF H.A. SECTION: 01

AFAM303 Race Discourse in the Americas

IDENTICAL WITH: HIST329

AFAM308 Faulkner and Morrison

This course will delve deeply into the works of two Nobel Prize-winning authors—William Faulkner and Toni Morrison—whose fiction interrogates and challenges what it means to be an American, what it means to be an African American, and, much more broadly, what it means to be human. Through close study of their novels, the seminar will consider questions of narrative (form, function, and scope), history (national and personal, real and imagined), and identity (racial, gender, geographical).

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL383 PREREQ: NONE

AFAM309 Black Political Thought

IDENTICAL WITH: HIST309

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

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

fluidity in attitudes toward Africans. However, by the early 17th century, the Atlantic slave trade had begun to take on important dimensions, setting the stage for the increasingly racist attitudes that would characterize European relations with Africa during the colonial period.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ARHA300 OR AMST308 OR HIST232 PREREQ: NONE

AFAM311 Postwar African American Fiction

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

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL318 PREREQ: NONE

AFAM312 African American Autobiography

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

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

AFAM313 The Black South

This course will examine the enduring and often unanticipated connections between African American and Southern literature. We will consider the ways in which the American South remains a space that simultaneously represents and repels an African American ethos.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL346 PREREQ: NONE

AFAM316 Middletown Materials: Archaeological Analysis

IDENTICAL WITH: ARCP325

AFAM323 Survey of African American Theater

IDENTICAL WITH: ENGL385

AFAM324 Black Power and the Modern Narrative of Slavery

IDENTICAL WITH: ENGL324

AFAM325 Race, Romance, and Reform in 19th-Century African American Women's Writing

IDENTICAL WITH: ENGL330

AFAM326 The Caribbean Epic

IDENTICAL WITH: CHUM325

AFAM327 Field Methods in Archaeology

IDENTICAL WITH: ARCP373

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

IDENTICAL WITH: HIST303

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

IDENTICAL WITH: ENGL331

AFAM342 Knowledge, Race, and Justice: A Transhistorical Perspective

IDENTICAL WITH: CHUM342

AFAM361 The Psychology of Prejudice and Discrimination

IDENTICAL WITH: PSYC361

AFAM362 The Sounds of Black and Brown Performance

IDENTICAL WITH: CHUM366

AFAM370 Engaging Audiences: Spectatorship Within Black Popular Culture and Performance

IDENTICAL WITH: CHUM370

AFAM385 Music of Coltrane, Mingus, and Coleman

IDENTICAL WITH: MUSC270

AFAM386 Theory of Jazz Improvisation

IDENTICAL WITH: MUSC210

AFAM387 Anthropology of Black Religions in the Americas

IDENTICAL WITH: RELI268

AFAM388 Materials and Principles of Jazz Improvisation I

IDENTICAL WITH: MUSC459

AFAM389 Materials and Principles of Jazz Improvisation II

IDENTICAL WITH: MUSC460

AFAM390 Jazz Improvisation Performance

IDENTICAL WITH: MUSC456

AFAM393 Music of Sun Ra and Karleinz Stockhausen

IDENTICAL WITH: MUSC293

AFAM396 Jazz Orchestra I

IDENTICAL WITH: MUSC457

AFAM397 Jazz Orchestra II

IDENTICAL WITH: MUSC458

AFAM401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

AFAM409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

AFAM411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

AFAM465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

AFAM467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

AMERICAN STUDIES

PROFESSORS: Patricia Hill; Joel Pfister, *English, CHAIR*; Elizabeth McAlister, *Religion*

ASSOCIATE PROFESSORS: Matthew Garrett, *English*; Indira Karamcheti; J. Kehaulani Kauanui, *Anthropology*; Margot Weiss, *Anthropology*

ASSISTANT PROFESSORS: Megan Glick; Laura Grappo; Amy Tang, *English*

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Patricia Hill; Indira Karamcheti; J. Kehaulani Kauanui; Elizabeth McAlister; Joel Pfister; Amy Tang; Margot Weiss

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

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

ADMISSION TO THE MAJOR

To major in American Studies, students should submit a major declaration request through their electronic portfolio and present a completed application to the administrative assistant at the Center for the Americas. The major application can be downloaded from the AMST website. The AMST chair will review applications and approve accepted applications through the electronic portfolio system.

Majors will be required to complete an **Introduction to American Studies** course (AMST174 to AMST177) or a substitute approved by their major advisor) before the end of their junior year. Transfer students should meet with the department chair to discuss what courses taken elsewhere can be offered as substitutes for Wesleyan courses.

MAJOR REQUIREMENTS

Majors in American Studies must take 11 courses to complete the major, or 12 if they are honors candidates. The department recommends that first-year students and sophomores considering the major enroll in a survey course. These courses offer an introduction and overview of important issues and questions in American Studies and provide a solid foundation for advanced work in the major.

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

Concentration and electives. In addition to junior core courses and the senior requirement, the major includes seven upper-level electives that focus on the cultures of the Americas. The heart of each major's course of study consists of a cluster of four courses among those electives that forms an area of concentration. (These should be numbered **AMST201** and above.)

A concentration within American Studies is an intellectually coherent plan of study, developed in consultation with an advisor, that explores in detail a specific aspect of the culture(s) and society of the United States. It may be built around a discipline (like history, literary criticism, government, sociology), a field (such as cultural studies, ethnic studies, queer studies), or a “problematic” (such as ecology and culture, politics and culture). As models and inspiration for prospective concentrators, we have developed descriptions of seven standing concentrations—queer studies, race and ethnicity, cultural studies, material culture, visual culture, historical studies, and literary studies—that we encourage majors to select

or adapt. Majors may also devise their own concentrations. Among the latter in recent years have been concentrations in urban studies, disability studies, media studies, social justice, education, and environmental studies. In addition, to ensure chronological breadth, majors must include in their major at least one course that focuses on American culture(s) in the period before 1900.

Hemispheric Americas and transnational American Studies. Students are also asked to consolidate a hemispheric/transnational American Studies focus by taking two courses that build on the comparative foundation supplied in **AMST200**. Hemispheric Americas and transnational American Studies courses are identified on the AMST website. Courses used to meet this requirement may also, as appropriate, be counted toward concentration, elective, or senior seminar requirements. A senior essay or thesis that utilizes a hemispheric or transnational American Studies approach may count toward this requirement.

CAPSTONE EXPERIENCE

1. Every American Studies major must complete a capstone experience to fulfill the major. This capstone experience can be fulfilled in one of three ways. First, the

COURSES

AMST117 **Ebony Tower: The Rise of Black Studies**

IDENTICAL WITH: AFAM118

AMST120 **The Nobel Writers: Literary Institutions and the Literary Canon**

Through analysis of selected texts, primarily by writers from the Americas, the course addresses the institution of the Nobel Prize as a mechanism regulating the production literature, the literary marketplace, and the literary canon. The aims of the course are threefold: the pleasure of reading selected Nobel Prize-winning texts, an understanding of literature as shaped by and shaping global cultures, and a skills set for the analysis of literary texts.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL120 PREREQ: NONE

AMST125 **Staging America: Modern American Drama**

IDENTICAL WITH: ENGL175

AMST135 **American Food**

IDENTICAL WITH: HIST135

AMST148 **Frank Lloyd Wright: Myth and Fact**

IDENTICAL WITH: ARHA148

AMST170 **Postmodernism and the Long 1980s**

IDENTICAL WITH: ARHA170

AMST172 **Memory Image: Introduction to Art (As) History**

IDENTICAL WITH: ARHA172

AMST174 **Popular Culture and Social Justice: Introduction to American Studies**

This course explores the interlocking histories of popular culture and social justice in the 20th- and 21st-century United States, with particular focus from mid-century to the current moment. By focusing on the ways in which social justice movements and ideologies have utilized and been informed by trends in art, film, television, music, and commercialism, we will interrogate critical concepts in the field of American Studies, such as citizenship, belonging, difference, and equality. Topics covered will include feminism/s, anti lynching, civil rights, labor and unionization, pro-choice, anarchism, socialism and communism, disability rights, queer liberation, leftism and countercultures, anti-Zionism, environmentalism, and animal rights.

Questions addressed will include, How has popular culture both advanced and hindered the progress of social justice movements? How has the idea of "social justice" changed over time? Which groups are included? What aims are articulated? How has the media portrayed and influenced social and political problems, and how has the rise of new media (from radio to television to the Internet and beyond) created new spaces for debating power and inequality?

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | SPRING 2016 INSTRUCTOR: GLICK, MEGAN H. SECTION: 01

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

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

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

American Studies Department encourages proposals for honors theses, including research projects, fiction, and other artistic productions. A senior can undertake a two-term honors thesis in an honors thesis tutorial (**AMST409** and **410**) with a thesis advisor and this enables the major to stand as a candidate for honors in American Studies. (See the link to Honors on the AMST website for more information about the honors process in American Studies.) Second, a senior can enroll in a one-semester senior essay/project tutorial (**AMST403** or **404**) to undertake an essay or project (for instance, play, screenplay). Third, a major may take an advanced **300-level** seminar originating in or cross-listed with American Studies, or, with the permission of the American Studies faculty advisor, outside of American Studies for AMST capstone credit. Most majors who enroll in an advanced **300-level** seminar are seniors, though some students take a capstone seminar earlier. A major can have more than one capstone experience. For instance, a major could take more than one advanced **300-level** seminar and write an honors thesis or a senior essay or project.

AMST176 **Race and Citizenship: 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? Turning to the entangled histories of settler colonialism, slavery, imperialism, immigration, racism, and disenfranchisement, the class will examine how different peoples become American and how differently situated people(s) negotiate state-structured systems of racial exclusion and assimilation in relation to democracy, equality, and self-determination. How have nationality and citizenship in the United States always been structured by race? What is the difference between race and ethnicity? What is color-blind ideology? What can we make of recent assertions that we are living in a "postracial" America?

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

AMST177 **American Movies as American Studies: An Introduction to American Studies**

Our aim is to see how movies from the 1930s to the present can help us grow as critical (and self-critical) American Studies thinkers (and have fun, even as we question this fun, doing it). Talkies appeared as a complex mass-cultural form of American Studies—exported all over the world—precisely when the academic field of American Studies emerged in the early 1930s. From the get-go, movies involved in mass-disseminating America's inventions of power have shown—in very entertaining ways—that their critical insight can blow the whistle on how the reproduction of Americans and American ideologies are pulled off. Together we will explore the modern Americanization of power and focus our conversations on four intersecting concerns that movies are particularly good at illuminating: (1) how culture industries (including movies) shape consciousness, needs, desires, incentives, and sense of belonging and limit our sense of what constitutes problems and solutions; (2) how social critique (even movie critiques of movies) can be mass-popularized; (3) how America makes Americans, especially, into workers (even if they hate what they do and wonder about what and who they are working for) and weapons (even if they are frightened and wonder about what and who they are fighting for and against); and (4) how and why America constructs difference (gender, race, individuality, national identity). This seminar is a thinking-intensive and imagination-intensive critical project designed to introduce students to compelling big-picture concerns vital to American Studies.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: PFISTER, JOEL SECTION: 01

AMST199 **Prizing the Book: Book Prizes, the Literary Canon, and U.S. Culture**

This course examines selected texts by U.S. winners of major literary prizes, including the Nobel, the National Book Award, the National Book Critics Circle Award, the Pulitzer, and the Newbery. How important are these prizes in constructing a literary canon and criteria for judging literary value? What role do they play in reflecting and creating contemporary U.S. culture? In particular, we will read the individual award-winning texts for how they define, problematize, and resolve (if they do) peculiarly American concerns: race, American identity, the frontier and home, the burden of the past and the fear of the future, the new world and its relationship to the old world(s).

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

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

Why does colonialism matter to the fields of American Studies, Latin American Studies, and Caribbean studies? What have been the consequences of colonialism for the nations that make up the Western Hemisphere? This course offers a transnational, hemispheric approach to the study of the Americas through a comparative analysis of colonial ventures and their consequences. With a focus on the interactions of Indigenous, European, and African peoples, the course introduces diverse theoretical and methodological approaches to a range of issues and topics, such as franchise colonialism and settler colonialism; the organization of production, including state labor systems, chattel slavery, and indenture; governance

and colonial bureaucracies; the formation of colonial cultures and syncretic belief systems; independence movements and the emergence of nation-states, as well as decolonization struggles.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: LAST200 PREREQ: NONE
FALL 2015 INSTRUCTOR: KAUANUI, J. KEHALANI SECTION: 01

AMST201 Junior Colloquium: Critical Queer Studies

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

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

This course is excellent preparation for a queer studies concentration in American Studies. Students should expect to end the semester confident of their ability to read queer theory, critique it, and imagine the uses to which queer theory might be put.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS201 PREREQ: NONE
SPRING 2016 INSTRUCTOR: GRAPPO, LAURA SECTION: 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 2015 INSTRUCTOR: TANG, AMY CYNTHIA SECTION: 01

AMST203 Junior Colloquium: Biopolitics, Animality, and Posthumanism

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

Important concepts addressed will include the utilization of animals as research subjects, food, and labor; the “nonhuman personhood” movement; intersectionalities between ideas of social difference and the posthuman; concepts of disability, debility, and capacity; technological enhancements of the human body; and cybercultural identities. Students will have the opportunity to engage with a wide variety of materials, including writing from the areas of critical race studies, feminist theory, and postcolonial theory. (Note: Students need not have familiarity with biopolitical theory; rather, the course will provide a primer in this area during the beginning weeks of the semester.)

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | SPRING 2016 INSTRUCTOR: GLICK, MEGAN H. SECTION: 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, Howells, Dodd, Glaspell, Baraka), historical critique (Zinn, Levine, Lears), and advertising (Berger, Kruger), and films (Capra, Lee, Moore). We will help one another develop as theoretically aware and creative American Studies thinkers.

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

AMST205 Junior Colloquium: Sites of the Self: Maps, Gardens, and Houses

We are where we are. We make ourselves out of the places we create and inhabit. This course examines three of the sites central to culture: maps, gardens, and houses. Each attempts to reveal an immaterial ideal in a material form: maps give a “god’s eye” view of the world’s totality; gardens recreate lost paradises; and houses embody their inhabitants. Using literature, images, and film, we will look at American sites and their histories. This colloquium explores issues of material and visual culture in American Studies.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: KARAMCHETI, INDIRA SECTION: 01

AMST207 Junior Colloquium: Methodologies in Critical Race Studies

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

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

AMST208 Junior Colloquium: Visual Culture Studies and Violence

In this course, students will gain important foundational knowledge of the field of visual cultural studies. We will cover theories of the gaze, photographic sight, film and media, spectatorship and witnessing, museums and exhibitions, and trauma and memory, among others. Particular attention will be paid to issues of power, complicity, and resistance, as we consider what it means to be “visual subjects” in historical and contemporary contexts. We will address how different media—from photography, to television, to film, to the Internet—transform our understanding of images and what it means to both “look” and “be seen.”

As a primary case study, this course will interrogate the politics of violence, focusing on the relationship between the production of visual culture(s) and acts of individual, collective, and state aggression. We will ask, How have images served to propagate climates of violence against marginalized persons? What are the ethics of looking at pain, torture, and exploitation? Do such images help us to work toward social change or create attitudes of indifference? How do images of war, prisons, pornography, death, crimes, famine, and disease shape our understandings of citizenship, nationality, and identity? Finally, how does the representation of difference—race, gender, sexuality, class, and disability—inform and/or transform conceptions of violence and its place in the visual field?

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

AMST209 Junior Colloquium: Cultural Theory and Analysis

In this course we will interrogate the ways in which we come to understand cultural representation and theories of social and political power within the field of American Studies. We will analyze forms of representation using an array of theoretical and textual methods, from economic and class theories, to visual theory to feminist studies and critical race analysis, to theories of virtuality and freakery. We will engage with both highly dense theoretical pieces, as well as more popular cultural texts, such as film, comics, documentaries, and websites.

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 I Strike the Empire Back: Black Youth Culture in the Neoliberal Age

IDENTICAL WITH: AFAM217

AMST218 Introduction to Queer Studies

This course will examine major ideas in the field of queer studies. Relying upon theoretical, historical, and cultural studies texts, we will consider the representation and constructions of sexuality-based identities as they have been formed within the contemporary United States. We will explore the idea of sexuality as a category of social identity, probing the identities of lesbian, gay, bisexual and transgender to try to understand what they really mean in various cultural, social, legal, and political milieus. In doing so, we will ask, What does it mean to study queerness? What do we mean by “queer studies”? How do institutions—religious,

legal, scientific—shape our understandings of queer identities? In what ways do sexuality and gender interact, and how does this interaction inform the meanings of each of these identity categories? How do other social categories of identification—race, ethnicity, class, etc.—affect the ways in which we understand expressions of queerness? Moreover, what does studying queerness tell us about the workings of contemporary political, cultural, and social life?

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FG55218 PREREQ: NONE
FALL 2015 INSTRUCTOR: GRAPPO, LAURA SECTION: 01

AMST219 Health Inequities: African American Community

IDENTICAL WITH: AFAM228

AMST220 Asian Americans and Popular Culture

This course explores the history and experiences of Asian Americans through the site of popular culture, which includes films, comics, television, music, and digital culture. We will discuss how Asians are represented in U.S. mainstream culture and how Asian Americans responded with their own cultural productions. The project will require students to produce artworks and other creative forms to tease out the themes discussed in the class such as marginalization, cultural exotization, stereotyping, globalization, appropriation/cultural theft, and hybridity. A transnational dimension analyzes popular culture in Asia. The historical time frame of the course will be mostly the late 19th century until the 21st century. To analyze organizing about Asian American media representation, students will adopt a cultural activist lens to encourage more public visibility for minorities.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: BUI, LONG THANH SECTION: 01

AMST221 Imaginary Empires: The French, English, and Native Northeast, 1604–1784

IDENTICAL WITH: HIST182

AMST222 Directorial Style: Classic American Film Comedy

IDENTICAL WITH: FILM314

AMST223 American Jewish History, 1492–2001

IDENTICAL WITH: HIST210

AMST224 Monstrous Organism

IDENTICAL WITH: HIST314

AMST225 Latinidad: Introduction to Latina/o Studies

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

Methodologically, this course will draw from such diverse fields as ethnic studies, history, political science, border studies, gender theory, sexuality studies, critical race theory, and urban studies. As we utilize a broad range of texts and synthesize diverse perspectives and ideas, students will be asked to interrogate formative concepts, such as the border, America(s), and the nation. Central class queries will probe the boundaries of Latina/o identity, the working of intersectional identities, patterns of migration, and the ways in which institutional power shapes the contemporary Latina/o experience.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | SPRING 2016 INSTRUCTOR: GRAPPO, LAURA SECTION: 01

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

IDENTICAL WITH: COL225

AMST228 Tradition and Testimony: Protecting Native American Sacred Lands, Ancestral Remains, and Cultural Items

IDENTICAL WITH: ANTH209

AMST229 Hymnody in the United States Before the Civil War

IDENTICAL WITH: MUSC274

AMST230 20th-Century United States History

IDENTICAL WITH: HIST240

AMST231 Asian American History

This course will examine the history of Asian Americans in the United States. It analyzes the causes and reasons for why Asians settled in the country as a reflection of processes related to militarization, war, globalization, economic displacement, and labor demands. This lecture/discussion attends to the diverse meanings that constitute “Asian” and “American,” taking an exciting comparative approach to the study of Asian Americans by recognizing that the lives of Asians are inseparable from other minorities such as Latino/a, Native American, Muslim/Arab, and black people. The course begins with a discussion of the conquest of the Americas by Columbus, who was looking for “Asia” but supposedly discovered “America,” only to colonize indigenous peoples. This starting point opens “Asian American” history as a contested planetary intercultural field of interest that will disrupt the usual sense of that history beginning with Chinese (indentured) migrant laborers who first arrived in the 1820s. From conquest, we move quickly to the history of exclusionary anti-Asian laws in the 19th and early 20th century toward the 1960s at the height of Asian American activism and political organizing to the current transnational moment with the great flow of people between Asia and America. Topics encompass war brides, prostitution, globalization, communist scares, and mixed-race marriages. Our texts are drawn from a variety of fields such as literature, sociology, history, performance studies, film studies, and public health.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | FALL 2015 INSTRUCTOR: BUI, LONG THANH SECTION: 01

AMST232 American Architecture and Urbanism, 1770–1914

IDENTICAL WITH: ARHA246

AMST234 Race, Romance, and Reform in 19th-Century African American Women's Writing

IDENTICAL WITH: ENGL330

AMST235 American Literature, 1865–1945

IDENTICAL WITH: ENGL204

AMST236 Religion and National Culture in the United States

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

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: HIST236 OR RELI285 PREREQ: NONE
SPRING 2016 INSTRUCTOR: HILL, PATRICIA R. SECTION: 01

AMST237 Slavery and the Literary Imagination

IDENTICAL WITH: AFAM222

AMST238 Introduction to Modern African American History

IDENTICAL WITH: AFAM204

AMST239 The Long 19th Century in the United States

IDENTICAL WITH: HIST239

AMST240 Imagining the American South

IDENTICAL WITH: ENGL248

AMST241 Childhood in America

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: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL235 PREREQ: NONE

AMST242 Mixed in America: Race, Religion, and Memoir

IDENTICAL WITH: RELI280

AMST243 American Literature from the Colonial Period to the Civil War

IDENTICAL WITH: ENGL203

AMST244 Comparative Race and Ethnicity

IDENTICAL WITH: SOC240

AMST245 Personalizing History

How much are we shaped by our historical times and places? How much power do we have to make our historical conditions respond to our needs and desires? These questions and others are at the foundation of our class, which includes both memoir writing and memoir reading. We will construct narratives about our times and selves in a series of writing workshops. There will be some exercises where you will be asked to research specific aspects of your times and places. For example, you might be asked to research and write about such questions as: when and where were you born, what were the major cultural or political currents of that time, and how was your early childhood influenced by them? Or you may be asked to bring in a photograph of someone important in your personal history and write about that person.

The memoir is a distinct genre, with topics/themes particular to it. Some of the most important are memory itself, childhood, place and displacement, language, loss/trauma/melancholia/nostalgia, self-invention or transformation, family and generational differences. The class will engage with these topics in the analysis of the readings and also in the writing of memoirs. Specific techniques will be highlighted for writing practice: the catalog, diction, dialogue, metaphor, description, point of view, and narrative structure, including temporal organization, the doubled narrative, and the narrative frame.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ENGL246 PREREQ: NONE

AMST246 Social Movements

IDENTICAL WITH: SOC246

AMST247 Caribbean Writers in the U.S. Diaspora

The Caribbean cloaks a complex history in a Club Med exterior. While white sands and palm trees proclaim it the “antidote to civilization,” Caribbean writers undertake to represent a fuller picture of the individual in a world shaped by colonialism, slavery, nationalism, and cultural striving. This course will examine

selected literary texts as part of an ongoing dialogue among the region's history, mythology, and aesthetics.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM243 OR ENGL243 OR LAST247 PREREQ: NONE

AMST248 History of Musical Theater

IDENTICAL WITH: ENGL233

AMST249 Art After 1945

IDENTICAL WITH: ARHA253

AMST250 Decolonizing Indigenous Middletown: Native Histories of the Wangunk Indian People

Students will be introduced to the new field of settler colonial studies, the rapidly transforming field of critical indigenous studies, along with Native American history and historiography addressing southern New England. Taking up a decolonizing methodological approach, the class will focus on the sparsely documented history of the Wangunk Indian Tribe, the indigenous people of the place we call "Middletown," also known as Mattabesett. The Wangunk people, part of the Algonquin cultural group, historically presided over both sides of the Connecticut River in present-day Middletown and Portland, while their traditional territory reached as far north as Wethersfield and Chatham. Although regarded as "extinct" by settlers in the aftermath of King Philip's War, 1675-78, the Wangunk continue to live into the 21st century. This is a service-learning course that engages the Wangunk Tribe and the Middlesex Historical Society while enabling students to make connections between community-based work, archival research, oral historical work, and select academic studies.

GRADING: A-F CREDIT: 1.25 GEN ED AREA: SBS PREREQ: NONE

FALL 2015 INSTRUCTOR: KAUANUI, J. KEHAULANI SECTION: 01

AMST251 African American Literary Activism: Wheatley—Jacobs

IDENTICAL WITH: ENGL220

AMST252 Confidence and Panic in 19th-Century U.S. Economic Life

IDENTICAL WITH: HIST227

AMST253 Television: The Domestic Medium

IDENTICAL WITH: ANTH244

AMST255 Anarchy in America: From Haymarket to Occupy Wall Street

Anarchism as a political philosophy and practice is an important, but little known, aspect of American culture and society. This lecture/discussion course will introduce students to select aspects of anarchist political thought and praxis in the United States and the ways that anarchism has been represented positively, vilified, or dismissed. The class will have three parts: histories; philosophies and theories; and activism. In the history section, we will examine key events and periods from the late 19th century to the early 20th century, including the Haymarket affair; the plot to murder American industrialist Henry Clay Frick; the labor-organizing work of Lucy Parsons; the assassination of President William McKinley; the activism, incarceration, and eventual deportation of Emma Goldman and Alexander Berkman; and the execution of Ferdinando Nicola Sacco and Bartolomeo Vanzetti. In the philosophy and theory segment, we will examine anarchist theory as radical critique and review the different political traditions including individualist anarchism, socialist anarchism, anarchy-feminism, black anarchism, queer anarchism, indigenous influences and critiques, and other schools of thought. In the activism section, we will examine the diverse ways, including violent and nonviolent means, by which people mobilize and organize for political change through direct social and political action.

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

SPRING 2016 INSTRUCTOR: KAUANUI, J. KEHAULANI SECTION: 01

AMST256 Race and Medicine in America

This course will trace ideas of race in American medical science and its cultural contexts, 1840s-present. We will explore how configurations of racial difference have changed over time and how medical knowledge about the body has both influenced, and helped to shape, social, political, and popular cultural forces. We will interrogate the idea of medical knowledge as a "naturalizing" discourse that produces racial classifications as essential, and biologically based.

We will treat medical sources as primary documents, imagining them as but one interpretation of the meaning of racial difference, alongside alternate sources that will include political tracts, advertisements, photographs, newspaper articles, and so on. In doing so, we will make use of the archival materials at Wesleyan's library, and students will be responsible for collecting and displaying their own primary document evidence to contribute to the course.

Key concepts explored will include medicine under slavery, theories of racial hierarchy and evolution, the eugenics movement, "race-specific" medications and diseases, public health politics and movements, genetics and modern "roots" projects, transracial adoption and surrogacy, intersections of race and disability.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SIS256 PREREQ: NONE

FALL 2015 INSTRUCTOR: GLICK, MEGAN H. SECTION: 01

AMST257 Writing on the Land of Freedom: The Pastoral in African American Literature

IDENTICAL WITH: AFAM252

AMST258 Field Methods in Archaeology

IDENTICAL WITH: ARCP373

AMST259 Discovering the Person

IDENTICAL WITH: PSYC259

AMST260 Bioethics and the Animal/Human Boundary

In this course, we will explore the construction of the animal/human boundary through the lens of bioethics. We will define bioethics as the study of the ethical consideration of medical, scientific, and technological advances and their effects on living beings. At the same time, we will pay close attention to the cultural contexts in which these advances emerge, imagining the realms of scientific progress and popular culture as mutually constitutive. We will consider topics such as cloning, organ transplantation, pharmaceutical testing, and gestational surrogacy, with a focus on the late 20th and early 21st centuries.

We will begin by interrogating how ideas of the "animal" and the "human" are constructed through biomedical and cultural discourses. We will ask, How is the human defined? By intelligence or consciousness levels? By physical capabilities or esoteric qualities? Similarly, how has the human been defined against ideas of the animal? Or, what ethical justifications have been cited in the use of animals in biomedicine? What makes certain species "proper" research subjects, and others not? What do these formulations tell us about our valuation of animal and human life, and what kinds of relationships exist between the two? To answer these questions, we will consult a wide range of interdisciplinary scholarship, from authors in the fields of animal/ity studies, bioethics and medicine/science history, sociology, anthropology, and philosophy. Students will also be exposed to the basics of biopolitical theory.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SIS260 PREREQ: NONE

AMST261 Protestantism: From the Reformation to the Religious Right

IDENTICAL WITH: HIST261

AMST262 Middletown Materials: Archaeological Analysis

IDENTICAL WITH: ARCP325

AMST263 Transnational Sexualities

IDENTICAL WITH: ANTH228

AMST264 Introduction to Asian American Literature

IDENTICAL WITH: ENGL230

AMST265 American Labor History from 1776 to Recent Times

IDENTICAL WITH: HIST266

AMST266 Future Visions: Temporality and the Politics of Change

What is the time of political change? This course explores alternative temporal frameworks embraced by artists, writers, activists, and interdisciplinary scholars from diverse social and cultural locations. We ask, How do concepts of temporality help us understand, resist, contest, and transform prevailing social orders?

We will begin by assembling some conceptual tools for understanding the relationship of time to historical change and to racial, sexual, cultural, and national difference. Drawing on psychoanalysis, literary theory, history, trauma studies, anthropology, African American Studies, queer theory, feminist studies, and postcolonial studies, we will explore the telos of modernity and narratives of liberal progress. We will then consider some of the critical and oppositional possibilities of being out of sync with dominant temporal frameworks, asking, Are there other, perhaps more livable, temporalities? Next, we will consider the possibilities for memory and memorialization to work against historical forgetting and cultural amnesia—alongside the ways historical pasts might be appropriated to serve nationalist ends. Finally, we will turn to the question of the future as found in meditations on utopias and dystopias; in political, cultural, and ecological justice movements; in ideologies of newness; and in rhetorics of apocalypse.

Our readings include three texts that highlight the form and futures of political change: Theresa Hak Kyung Cha's *Dictee*, an avant-garde text that uses multiple genres (poetry, autobiography, history, photography, etc.) juxtaposing historical trauma and aesthetic experimentation; Kim Fortun's *Advocacy After Bhopal: Environmentalism, Disaster, New Global Orders*, an experimental ethnography of environmental disaster and its aftermath; and Octavia Butler's *Kindred*, a speculative fiction about time travel and the memory of slavery. As we consider social change, revolutions, and new "ends" and beginnings, students are invited to explore current social justice movements.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ENGL265 OR ANTH205 OR FGSS266 PREREQ: NONE

AMST267 Music and Downtown New York

IDENTICAL WITH: MUSC275

AMST268 Pleasure and Power: The Sociology of Sexuality

IDENTICAL WITH: SOC293

AMST269 New World Poetics

IDENTICAL WITH: ENGL258

AMST270 On the Border: Chicana/o, American, and Mexican Literatures and Cinemas

IDENTICAL WITH: ENGL237

AMST271 African American Social Thought

IDENTICAL WITH: AFAM231

AMST272 Ethnography and Native American Literature: Performativity and the Archive

In this course, we will explore the relationship between writing and Native Americans. To do this, we will follow two different trajectories to chart the points where they converge and diverge. In the first, we will track the development of ethnography as a practical discipline and subfield of anthropology; in the second, we will explore the formation of Native American literature as a field of study, as well as the critical discourses subtending it. Beginning from the commonsensical distinction between scientific writing about Native Americans and literary writing

by Native Americans, we will move to a more robust sense of “writing” that will trouble this clear-cut distinction, notions of authorship, and definitions of Native American identity, particularly in regard to “oral literature” on which both threads depend. The weaving of these threads will bring us into contact with theories of race and gender, questions of alternate temporalities and/or histories, formations of indigeneity and postcoloniality, and a number of different textual strategies including performativity and its relationship to the archive and memory.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL267 OR ANTH257 PREREQ: NONE

AMST273 Diasporic South Asian Writing and American Studies

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, as well as scholarship on history, this course will focus upon the literary and cultural production of the South Asian diaspora in the United States. We will examine the conditions of historical arrival and identity-making under shifting regimes of politics, economics, and culture. What does being in the United States mean for the claiming of “Indian” and “American” identities, and how is this reflected by relationships with other ethnic or racial communities? The relationship with an often romanticized “India” is a central question, expressed through the concepts of diaspora, exile, and transnationalism. Consequently, what are the conditions of “authenticity,” and of cultural authority? What aesthetic forms, questions, and issues express or preoccupy the artists of the South Asian American community?

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL276 PREREQ: NONE
FALL 2015 INSTRUCTOR: KARAMCHETI, INDIRA SECTION: 01

AMST274 Economics of Wealth and Poverty

IDENTICAL WITH: ECON213

AMST275 Introduction to African American Literature

IDENTICAL WITH: AFAM202

AMST276 Revolution Girl Style Now: Queer and Feminist Performance Strategies

IDENTICAL WITH: THEA267

AMST277 One Night Only: Performance and Technology in the American Avant-Garde

IDENTICAL WITH: THEA317

AMST278 Introduction to Latina/o Literature: Border, Citizen, Body

IDENTICAL WITH: ENGL279

AMST279 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 IDENTICAL WITH: ENGL319 PREREQ: NONE
SPRING 2016 INSTRUCTOR: TANG, AMY CYNTHIA SECTION: 01

AMST281 Ethics of Embodiment (FGSS Gateway)

IDENTICAL WITH: FGSS210

AMST282 19th-Century African American Women Writers

IDENTICAL WITH: AFAM230

AMST283 Vodou in Haiti—Vodou in Hollywood

IDENTICAL WITH: RELI273

AMST284 Early North America to 1763

IDENTICAL WITH: HIST237

AMST285 Excavating America: Historical Archaeology of the Modern World

IDENTICAL WITH: ANTH225

AMST287 Contemporary Art Since 1980

IDENTICAL WITH: ARHA252

AMST289 Postcolonialism and Globalization

IDENTICAL WITH: SOC291

AMST290 Style and Identity in Youth Cultures

IDENTICAL WITH: ANTH290

AMST291 Afro-Asian Intersections in the Americas

This course explores a range of historical, cultural, and political intersections between African and Asian diasporic people in the Americas from the late 19th century to the present. Taking an interdisciplinary approach, we will examine key moments in the history of Afro-Asian encounters in the Americas, including the importation of slave and coolie labor in the 19th century, the formation of anticolonial and antiracist “Third World” movements in the United States and abroad, and the Los Angeles Riots of 1992. We will also study forms of cultural interracialism, from African Americans’ mania for kung fu in the 1970s, to interracial buddy films like *Rush Hour* (1998), to the contemporary fiction of writers such as Karen Tei Yamashita and Young Jean Lee.

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

AMST293 Politics of the Body

This course explores the operations of power on and in the body, drawing on the interdisciplinary fields of queer, disability, and transgender studies. We will examine the ways bodies are marked as deviant, abnormal, and/or pathological, considering where processes of sexed, raced, gendered, and able-bodied normalization intersect and where they diverge. Case studies will range from turn-of-the-century sexology to the modern freak show, the politics of passing,

the science of homosexuality, the pleasures of trans and queer embodiment, the contemporary biopolitics of AIDS, eugenics and U.S. citizenship. Readings include theoretical, historical, and ethnographic approaches to power, difference, and the body. We will also read several memoirs to help us ground the body politics of life lived in the intersections of queer, trans, and disability.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS294 PREREQ: NONE

AMST294 Diasporas, Transnationalism, and Globalization

IDENTICAL WITH: COL294

AMST297 Contesting American History: Fiction After 1967

IDENTICAL WITH: ENGL343

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

IDENTICAL WITH: ENGL209

AMST299 Survey of African American Theater

IDENTICAL WITH: ENGL385

AMST301 Social Mobility, Politics, and Morals

IDENTICAL WITH: CHUM301

AMST302 Lyric Poetry and Music: The Color and Politics of Cry, Sound, and Voice

IDENTICAL WITH: ENGL304

AMST303 Museumizing: “Science,” Stories, and the Arts of Native Americans

Together we will focus on the roles of “science” and art in the production of Native American subjects. In particular, we will investigate the boundaries between art and science and how these boundaries are constituted, shored up, and reified in relation to the production of Native American subjects. We will approach science and art in their most expansive senses to follow their shifting frontiers and chart their multiple intersections. Our boundary-crossings will analyze ethnography, collecting practices, media, historiography, linguistics, as well as storytelling, sculpture, museum installation, and performance. In doing so, we will move from the culturally produced—museum produced—Native American subject to a form of indigeneity as praxis, and this will offer us ways to rethink traditions while both working with and refashioning the critical theories at hand. Our primary metaphor here is walking somewhere between the anthropological and the art museum. Seeking to interrogate the limits of and to limit the power of knowledge production, our critical walking will shed light on art, institutions, and the politics of “making Indians.”

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ARHA276 PREREQ: NONE

AMST304 Techno-Orientalism

This class analyzes the ways Asians and Asian Americans have been tied to science and technology, an association that may seem obvious but is understudied. Throughout the course, the overarching theme of techno-Orientalism will help frame discussions of cyborgs, globalization, digital industry, labor, high-tech education, and economics. Students will understand how and why Orientalism—or the Western sense of people from the East as dangerous enemies/exotic foreigners—gets warped in the technological age. Key issues include the preponderance of Asians in scientific fields and technological industries and the popular representation of Asians as robots or cyborgs. Our seminar will explore how U.S.-Asian transnational relations shaped the rise of Asian high-tech superpowers like Japan, South Korea, India, Singapore, and China, as well as emergent powerhouses like Vietnam. The class focuses on the contemporary postmodern period, centering on the late 20th century to early 21st century. As an interdisciplinary seminar, we will cover the gamut of fields from sociology to literature to philosophy to technoculture studies.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP304 PREREQ: NONE
FALL 2015 INSTRUCTOR: BUI, LONG THANH SECTION: 01

AMST305 Taped in Front of a Live Audience: On Liveness and Temporality in Media and Performance

IDENTICAL WITH: CHUM308

AMST307 Indigenous Politics

This seminar will feature select historical moments, geographical sites, and case studies to explore the complexities of life for indigenous peoples in the Pacific Islands and North America subject to the authority of the United States, Canada, and Mexico. The course will examine indigenous peoples’ varied political status in relation to questions of sovereignty and self-determination, structures of domination and resistance, and myriad forms of indigenous agency. Readings will focus on the recognition and assertion of collective rights, treaty rights and land claims, and self-governance under independent states’ and international law. Films and guest lectures will complement the required texts.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ANTH307 PREREQ: NONE

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 Mayan Mythology and Make-Believe in U.S. Art and Visual Culture

The ancient Maya predicted the end of the world would occur on December 21, 2012—if you believe what you see in the movies, that is. Recent Hollywood films like *Apocalypse* wove fantastic stories around this date, which marked the conclusion of the Mesoamerican Long Count calendar. But what did ancient Maya civilization believe about 2012? This course will consider the issue of cultural appropriation by contrasting the original history and meaning of Mayan artifacts against their reinterpretation in U.S. museum displays, paintings, sculpture, comic books,

and movies. Over the course of the semester, we will address questions such as, What can practices of cultural appropriation tell us about the societies involved? Is the adoption of visual elements from one culture by another ethically objectionable? Why or why not? What does it mean for an object to become divorced from its original context? Do new interpretations overwrite the old, or can multiple meanings and histories coexist for a single object? And, finally, how does the example of Mayan mythology in the American imagination provide insight into other instances of cultural appropriation, both historically and in the present day?

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ARHA373 OR LAST311 PREREQ: NONE

AMST313 After Orientalism: Asian American Literature and Theory After 2000

IDENTICAL WITH: ENGL361

AMST314 The United States in the Pacific Islands

The relationship between the United States and the nations and territories that comprise the Pacific Islands is complex and has historical and continuing significance in international and global affairs. American involvement in the Pacific was, and continues to be, primarily structured by strategic interests in the region. Oceania has been greatly affected by American colonial rule, temporary engagement, and neocolonial hegemony including economic, military, and cultural power. How did the United States come to dominate the Pacific basin? Using an expanded definition of the Western frontier, we will examine the Pacific 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 unilateral annexation in 1898 and statehood in 1959, as well as the historical and contemporary colonial status of Guam and American Samoa, where questions of self-determination persist. We will also examine the Pacific as a nuclear playground for atomic bomb testing by the U.S. military, and the U.S. 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.

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

AMST316 Television Storytelling: The Conditions of Narrative Complexity

IDENTICAL WITH: ANTH308

AMST317 Disability, Embodiment, and Technology

In this course, we will explore the relationship between the body and technology through the lens of disability studies scholarship. We will address the following questions: How is the dis/abled body imagined in technological discourse? How have technological advances transformed understandings of the dis/abled body? How have attempts to surpass physical limitations—from issues of accessibility to assistive technologies (such as cochlear implants and prostheses)—transformed definitions of disability? How do bodily norms shape constructions of disability, and how do other categories of difference—including race, gender, and sexuality—work to constitute ideas of able-bodiedness? Finally, how does the treatment of disabled bodies, and their relationship to technological progress, speak to broader anxieties about the nature of human embodiment in the modern world?

To consider these and other questions, we will consult a wide range of texts, focusing primarily on disability studies scholarship, but also including perspectives from scholars of law, history, ethnography, queer studies, critical race studies, and science and technology studies.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP317 PREREQ: NONE

AMST318 New England and Empire

This course focuses on the role of New England in the transformation of the United States from an erstwhile colony to a dominant world power. We will look at regional trade and technology that were instrumental in this transformation—opium, ivory, slaves, and guns—as well as the intellectual arguments that effected this change. Preference to American Studies juniors and seniors; non-majors in order of seniority.

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

AMST320 Nationalism and the Politics of Gender and Sexuality

IDENTICAL WITH: ANTH322

AMST321 Globalization and Localization in Youth Cultures

IDENTICAL WITH: ANTH324

AMST323 Trauma in Asian American Literature

IDENTICAL WITH: ENGL323

AMST324 Earth Ear: Ethnomusicology, Soundscapes, and the Native American Music Archive

Leonard Crow Dog (Lakota), wrote in his autobiography, *Crow Dog: Four Generations of Sioux Medicine Men*, "We Crow Dogs had always had the 'earth ear,' *maka nongeya*, having the whole earth for an ear. It means you know what's going to happen before it happens. And you can also listen backward, way back, know the generations gone by." Relating the "earth ear" to contemporary technology, he says that it is made up of *Inyan Tunka*, an "ancient rock computer," *wakisuyapi*, a "hot line to the spirits" through the interpretation of signs; as well as the history sedimented in the Lakota language: a wonderful cyborgian concept that mixes memory, prediction, and the deep ancestral time of the oldest beings, rocks. This is a powerful manifestation of what ethnomusicologist Roshanak Kheshti has called aural positionality, "an ethnographic production practice that works through and with the formal capacities of sound so as to make use of the medium's potential in constructing representations of culture." GPS for the ear?

In Crow Dog's account, a medicine man is describing a spiritual practice in relation to the earth; in Kheshti's, an ethnomusicologist is accounting for an ethics of representation through her listening and production practices in the context of World Music; but in both, it is a matter of attuning oneself through the ear.

In this course, we will attune our ears to archives of Native American music by paying close attention to the practice of ethnomusicology, theories of the archive and auditory cultures, issues of intellectual property (including the digitization and publication of archival materials), practices and values of production, and the repatriation of songs and revitalization of Native American ways of life. We will also explore Native American epistemologies and spiritual practices, as well as the sensory and affective aspects of sound. By focusing on the 'earth ear' as a site of interaction, listening becomes an activity by which recorded sound's social, ethical, and aesthetic positioning is conveyed to the listener. Through differential positioning, then, we will explore the intervals between sound and sight, singing and hearing, and music, sound, and language. With this in mind, we will conduct research in Wesleyan's World Music Archive, while comparing it to alternative archives (such as the Women's Audio Archive and various acoustic and sensory ecology archives) that question the archival conventions by which sound, music, and culture are constituted as a homogeneous whole and challenge the perpetration of relations of subordination between sound, sense, and identity.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MUSC289 PREREQ: NONE

FALL 2015 INSTRUCTOR: MINCH, MARK ALLEN SECTION: 01

AMST327 American Pragmatist Philosophy: Purposes, Meanings, and Truths

IDENTICAL WITH: PHIL321

AMST328 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. The connections between mass immigration and the emergence of mass entertainment will be explored with special attention to the film industry and amusement parks like Coney Island. Paintings, photographs, architecture, and film will supplement written sources.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: HIST328 OR FGSS328 PREREQ: NONE

AMST329 Issues in Latina/o Politics and Culture

This course explores the ways in which Latinas/os become legible as subjects in contemporary U.S. political thought and cultural life. We will consider struggles for Latina/o legal rights, the relationships between the Latina/o workforce and issues of global labor patterns, the workings of transnational economies and power, and popular cultural narratives depicting Latinas/os and U.S.-Latin America relations. The course offers the opportunity to explore, analyze, and decipher the ways in which Latinas/os inhabit a global world, built from a legacy of a colonial past and heading toward a neoliberal, globalized future. We will utilize an interdisciplinary approach, addressing a range of texts from different scholarly disciplines, including history, cultural studies, postcolonial theory, American Studies, and political science, as well as popular cultural texts.

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

FALL 2015 INSTRUCTOR: GRAPPO, LAURA SECTION: 01

AMST330 American Utopias in the 19th Century

This seminar will examine expressions, both religious and secular, of the utopian impulse in 19th-century American culture. Communitarian experiments launched by Shakers, transcendentalists, perfectionists, and feminists will be studied as manifestations of social and religious turmoil and will be compared with their literary analogues. Utopianism as a philosophical, literary, and literal approach to solving social problems and constructing a more perfect nation-state has been a persistent and recurrent feature in American history. This seminar explores precursors in the long 19th century to more recent utopian theory and experimentation.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: HIST330 OR RELI330 PREREQ: NONE

FALL 2015 INSTRUCTOR: HILL, PATRICIA R. SECTION: 01

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

IDENTICAL WITH: ENGL331

AMST334 Black Power and the Modern Narrative of Slavery

IDENTICAL WITH: ENGL324

AMST335 Radio Production and the Politics of Independent Media

This course will focus on radio production and the politics of independent media. With a focus on noncommercial radio, specifically community and college radio, class members will learn about the rise and fall of independent media in the United States as a political project, the continued importance of noncommercial radio, and the prospects for recuperating radio production as an alternative news medium in the service of civic engagement. Students will learn the techniques of radio production to create a research-based podcast. This course will entail collaborative work as well as interface with WESU radio station.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ANTH335 PREREQ: NONE

SPRING 2016 INSTRUCTOR: KAUANUI, J. KEHAULANI SECTION: 01

AMST336 Comparative Asian and Latina/o Immigrant Experiences

This seminar explores the comparative experiences and histories of Latinas/os and Asian Americans in the United States. Over the course, we will cover a broad range of topics related to citizenship, discrimination, immigration, human rights, intermarriage, education, and housing segregation. Together we seek to understand how these two groups are connected in their political, economic, cultural, and social lives. The historical time frame of the readings and lectures will cover the mid-19th century period to the 21st century. There is a hemispheric approach that will discuss Asian migration to the Americas and Latina/o-Asian American foreign relations. As an interdisciplinary seminar, texts are drawn from various fields like sociology, political science, area studies, literature, gender studies, and labor studies.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | SPRING 2016 INSTRUCTOR: BUI, LONG THANH SECTION: 01

AMST338 Transnational Feminisms

This course will consider feminist theory, practice, and politics through a transnational lens. Using interdisciplinary methods, including historical analysis, cultural theory, queer theory, critical race theory, and postcolonial and diaspora studies, this course will ask students to engage with a range of texts that contribute to our understanding of what feminist thought is and how a feminist politics might function.

Moving both chronologically and topically, this course will present feminism—as philosophy, scholarly critique, and political movement—as a process (or a range of processes) of trying to come to terms with forms of cultural power, resource inequality, and modes of institutional oppression. As such, the course will interrogate concepts such as empire, imperialism, community, and nation. We will think about the ways in which feminism responds to central identifications such as race, ethnicity, sexuality, and gender. Formative class queries will focus on the ethical project(s) of feminism(s), diverse and contradictory understandings of a feminist project, and how feminism might create, react, and respond to global issues of rights and recognition.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS339 PREREQ: NONE

AMST339 The Caribbean Epic

IDENTICAL WITH: CHUM325

AMST340 Asian American Gender and Sexuality in Historical Perspective

This seminar approaches the study of Asian Americans through the lens of gender and sexuality. Topics include sexual fetishes/orientation, dating, marriage, sexual violence/harassment, exoticism, queer politics, and gender expression/nonconformity. We will consider controversial “adult-themed” materials that will provoke discussion and critical thinking about what it means to Asian American and a sexual being. The historical time-frame of the class will be mostly the late 17th century until the 21st century. There is an added transnational dimension with focus on sexuality in Asia. The seminar contains a cultural politics/sexual politics component that analyzes student activism and organizing around hotly contested issues. Through an interdisciplinary lens, texts will draw from numerous fields of study including sexuality, women and gender studies, literary studies, film studies, and sociology.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | SPRING 2016 INSTRUCTOR: BUI, LONG THANH SECTION: 01

AMST343 Forgetting, Denying, and Archiving: A Hemispheric Perspective on Memory and Violence

This course will examine the ways in which violence has been represented and reproduced by various social actors. It will present students with key works on the politics of memory from North America, Central America, and South America. For the Latin American portion, the class will examine the memory of the turbulent 20th century with a special emphasis on the period after the Cold War when Latin nations were forced to confront the memory of years of military repression, disappearances, violence, and death. Students will come away with an understanding that memory is not fixed or pervasive but is, in many ways, a sociocultural construct dependent on various repertoires. Moving from South to Central America, it presents how violent events were denied, acknowledged, and transformed, while selectively archived in a culture pushing to forget but simultaneously immortalize and search for healing. For the North American portion, the class will examine memorialization in relation to Indigenous populations and their encounters and ongoing struggles with settler colonialism, while blurring the boundaries through attention to “border thinking.” By following a trajectory from the repression to the (re)production of memories, one that will in large part play out in the archives and their uses, the class will chart a number of responses to the various forms of colonization of memory.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: LAST343 PREREQ: NONE
SPRING 2016 INSTRUCTOR: DIMAS, CARLOS SALVADOR SECTION: 01

AMST344 Transgender Theory

This seminar will consider theoretical, political, and social understandings of what has been broadly defined as “transgender” identities. We will begin by interrogating the concept of gender itself, probing the centrality of Judith Butler’s theory of gender performativity and questioning modes of gender compulsoriness and inevitability. We will consider the relationship between the study of gender and scholarly disciplines including queer theory and feminist theory as well as American Studies. The course will then focus more centrally on transnarratives of self and fights within queer and feminist communities over emerging trans articulations of personhood. Finally, the class will consider the diverse ways in which trans subjects struggle over the meaning(s) of trans narratives and the ways in

which political rights and cultural legibility may be accessible or at times non-existent for transpeople.

In understanding transgender theory as a scholarly field, this course will focus on the following questions: What does it mean to be transgender? How can we (or can we?) delineate different modes of trans being (e.g., transsexual identity, gender-queer, and so on) in a meaningful way? What does it mean to transform a central tenet of one’s core self? Or, does the process of transgender existence consist more of a concretion of the real rather than a transformation of the self? How can trans narratives become legible to social and political articulations of personhood?

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS344 PREREQ: NONE

AMST347 Science and the State

IDENTICAL WITH: HIST336

AMST348 Frank Lloyd Wright: Myth and Fact

IDENTICAL WITH: ARHA348

AMST351 Queer of Color Critique

We will examine and interrogate the field of queer studies with particular focus on the ways in which queer scholarship and queer political movements function alongside critical race theory, ethnic studies, and sociopolitical antiracist efforts. Students will be asked to consider the history of queer studies and queer politics, the contemporary state of queer movements, and future visions of queer life. We will take an interdisciplinary approach, and we will rely upon a diverse range of theoretical, historical, and cultural studies texts. We will explore the normative parameters of both sexual and racial identities, probing the terms of identification to consider their meaning in the contemporary moment and in relationship to various cultural, social, legal, and political milieus. Throughout the course we will consider, What does it mean to study queerness and to study race? How do institutions—religious, legal, scientific—shape our understandings of both queer and racial identities? In what ways do sexuality and race interact, and how does this interaction inform the meanings of each of these identity categories? Furthermore, how have queer movement and scholarship both supported antiracist efforts and also how have they been complicit in cultural and institutional forms of racial oppression? How do other social categories of identification such as gender, ethnicity, class, etc., shape the ways in which we understand expressions of race and queerness?

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS351 PREREQ: NONE

AMST352 Diaspora, Border, Migration: Contemporary Latina/o Politics and Culture

This course employs concepts of diaspora, border, and migration to consider the ways in which Latinas/os become legible as subjects in contemporary U.S. political thought and cultural life. We will consider struggles for Latina/o legal rights, the relationships between the Latina/o workforce and issues of global labor patterns and economic exploitation, and popular cultural narratives depicting Latinas/os and U.S.-Latin America relations.

The course will explore the terms diaspora, border, and migration in-depth, both to contend with these concepts as important ideas in the fields of Latina/o studies and American Studies and also to use these terms to interpret, analyze, and decipher the role(s) Latinas/os play in a world built from a legacy of a colonial past and heading toward a neoliberal, globalized future. We will utilize an interdisciplinary approach, addressing a range of texts from different scholarly disciplines, including history, cultural studies, postcolonial theory, American Studies, and political science, as well as popular cultural texts, such as films, comics, and music.

In this course, we will interrogate the ways in which people, ideas, and resources fluctuate, ebb, and flow to track the consequences of such shifts. In trying to understand Latinas/os as a people(s), and Latinidad as an identity, we will question the nation-state as a regulatory force, try to unravel the significance of cultural hybridity, and discuss the effects of globalization and global capital in the contemporary world.”

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

AMST353 Health, Illness, and Power in America

In this class, we will explore the interlocking histories of health, illness, and power in America. Special attention will be paid to the ways in which discourses of the healthy body have undergirded notions of citizenship and belonging in the nation. We will consider how processes of disease, disability, and contagion have been imagined through the lenses of social difference, including race, gender, sexuality, and class. We will address civil institutions designed to manage individual and population health, and we will consider theories of political power in the making of the “modern” body.

Sample topics covered will include immigration policies and contagious disease scares; STDs and the politics of public health campaigns; physical fitness and the value of bodily labor under capitalism; the management of diseases that are symptomatic and those that are not; race- and gender-based approaches to medicine and medical difference; clinical trials and the ethics of human experimentation; regulations surrounding blood and organ donation; changing rituals of bodily hygiene; preventative medicine and the call to personal responsibility; mental health policies and institutions; and pride movements surrounding the “unhealthy” body.”

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP353 PREREQ: NONE
FALL 2015 INSTRUCTOR: GLICK, MEGAN H. SECTION: 01

AMST355 Race, Rage, Riots, and Backlash: 20th-Century Protest Movements

IDENTICAL WITH: HIST303

AMST356 Time Is Money: Capitalism and Temporality

IDENTICAL WITH: CHUM322

AMST361 Thresholds of Art and Activism Since the 1960s

Since the 1960s, a period marked by war and social upheaval, artists have navigated the contested boundaries of art and activism by turning to the street and inventing new strategies of performance, distribution, and collaboration. Exploding the familiar protocols of agitprop, they advanced a politics of representation as much as a representation of politics. Philosophical texts (Adorno, Benjamin, Debord, Habermas, Ranciere, etc.) support our engagement with recent debates in art historical scholarship (Bishop, Bryan-Wilson, Lambert-Beatty, McKee, etc.) as we consider contexts as diverse as the social movements of the 1960s, queer liberation, eco-critical activism, and Occupy Wall Street. Extending the 20th-century avant-garde's project to break down the division between art and life, our case studies (focused primarily but not exclusively on the United States: Emory Douglas, the Art Workers Coalition, Gran Fury, Women on Waves, etc.) provoke this seminar's central questions: Where is the line between art and activism? What value might that boundary continue to hold, and why? How must we assess the efficacy, ethics, and aesthetics of such practices? And what historical conditions have made them timely for artists?

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ARHA361 PREREQ: NONE

AMST363 Vietnam and the American Imagination

IDENTICAL WITH: ENGL364

AMST364 Photography and Representation

IDENTICAL WITH: ARHA365

AMST371 American Autobiography

IDENTICAL WITH: ENGL273

AMST372 North of America: Creating Canada in the 19th Century

IDENTICAL WITH: HIST372

AMST379 Christianity and Sexuality

IDENTICAL WITH: REL379

AMST382 American Literary Regionalism

IDENTICAL WITH: ENGL382

AMST386 Mapping Metropolis: The Urban Novel as Artifact

Taking as its starting point an obscure detective novel published in 1874 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 IDENTICAL WITH: HIST396 PREREQ: NONE

AMST391 Religion and the Social Construction of Race

IDENTICAL WITH: REL391

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 SECTION: 01

AMST409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

AMST411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

AMST465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

AMST467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

ANTHROPOLOGY

PROFESSORS: Douglas K. Charles; Elizabeth G. Traube; Gina Ulysse

ASSOCIATE PROFESSORS: Danielle Gandolfo; J. Kehaulani Kauanui, *American Studies*; Aradhana Sharma, *CHAIR*; Margot Weiss, *American Studies*

ASSISTANT PROFESSOR: Gillian Goslinga

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

DEPARTMENTAL ADVISING EXPERTS 2015–2016: 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 archaeological and biological anthropology components. Anthropology majors are expected 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.

ADMISSION TO THE MAJOR

If you plan to major in anthropology, you should take **ANTH101 Introduction to Cultural Anthropology**, the department's required Gateway course, during your first or second year. A minimum grade of B in **ANTH101** is expected as a condition of acceptance into the major. Students enrolled in **ANTH101** during the spring of their sophomore year may declare the major if their midterm grade is a B or higher.

MAJOR REQUIREMENTS

In addition to **ANTH101**, majors are required to earn a **minimum of nine anthropology credits numbered 201 or higher**. These must include two core courses in anthropological theory, **ANTH295 Theory 1** and **ANTH296 Theory 2**, offered in fall and spring, respectively. As the precise topics of these courses will sometimes vary in consecutive years, it may be possible to repeat one or the other for credit and fulfill the requirement, as long as the topics are different. Archaeology-track majors should take Theory 1 or Theory 2 plus another advisor-approved course in archaeological theory. All majors must take our required course in anthropological methods, **ANTH208 Crafting Ethnography**, except archaeology-track majors, who should take an archaeological methods course (for example, **ANTH349** or **ANTH326**). In addition, students must develop and complete an area of concentration consisting of four elective courses (see below). Senior majors are required to write a thesis, essay, or a senior seminar paper as part of their capstone experience (see below). It is strongly recommended that students work out their plans to fulfill the major requirements with their advisor by keeping their Major Certification Form up to date.

Concentrations: We encourage students to include one course from outside the discipline of anthropology as one of the four courses in their concentration. Concentrations are conceived of as flexible specializations reflecting students' particular areas of interest. Students work with their faculty advisors to decide on

a coherent set of four courses that demonstrate their specific focus within anthropology. Our areas of concentration currently include:

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

STUDY ABROAD

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

CAPSTONE EXPERIENCE

Senior majors are required to write a thesis, essay, or a senior seminar paper as part of their capstone experience.

Theses: In the fall semester of their senior year, students writing a thesis should enroll in **ANTH400 Cultural Analysis**, a research and writing seminar in which students pursue individual research projects in a group context. In the spring semester of their senior year, thesis candidates should enroll in an individual thesis tutorial (**ANTH410**). It is strongly recommended that students contemplating a thesis either enroll in an individual tutorial (**ANTH402**) in the spring semester of their junior year, in which they would begin library research on their area of interest, or else take a course that is relevant to their research concerns. Students wishing to write a fieldwork- or library-based thesis must submit a proposal, due on the Friday before spring break of their junior year. Fieldwork-based thesis 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.

Essays: Essays involve fewer requirements but also represent a serious research commitment. Essay writers do not need to submit a research proposal in their junior year. In most cases, essay writers should enroll in ANTH400 in the fall semester of their senior year. In this case, they would complete a draft of their essay in the fall semester for final submission in February 15th. Alternately, if their project is one that a particular faculty member is especially qualified (and willing) to supervise, they may take a program project or essay tutorial (ANTH403 or ANTH404) with that person in the fall semester their senior year.

Seminar papers: In the senior year students who select this option should take a 300-level course (or an advisor-approved 200-level course) that involves a substantial research paper. The course will ordinarily but not necessarily be one that facilitates advanced work in their area of concentration. The course must be designated and approved by the major advisor in the student's Major Certification Form prior to spring break of their senior year.

COURSES

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 2015 INSTRUCTOR: GOSLINGA, GILLIAN SECTION: 01
 INSTRUCTOR: BELL, SIERRA SECTION: 02
 SPRING 2016 INSTRUCTOR: SHARMA, ANU (ARADHANAN) SECTION: 01
 INSTRUCTOR: GANDOLFO, DANIELLA SECTION: 01
 INSTRUCTOR: BELL, SIERRA SECTION: 02

ANTH103 Gifts and Giving

What is a gift? A commonplace 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 philanthropy, volunteerism, 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 or break social bonds and undermine or reinforce hierarchical relationships at all levels of local and global society.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
 FALL 2015 INSTRUCTOR: GANDOLFO, DANIELLA SECTION: 01

ANTH111 Hawai'i: Myths and Realities

This course explores the symbolic myths of Hawai'i and Kanaka Maoli (Native Hawaiians) in contrast to material realities relating to colonialism, land, nation, gender, race, rank, class, self-determination, and contests over indigenous and Western sovereignty. The course covers the precolonial period, examines Captain Cook's ventures in the Hawaiian Islands, the founding of the Hawaiian Kingdom, constitutional development of the Hawaiian Nation, the Kamehameha Dynasty, Calvinist missionization, the history of written literacy, the privatization of Hawaiian land use, gender transformations, the colonial regulation of sexuality, plantation labor, Kalakaua's governance, the reign of Queen Lili'uokalani, and the U.S.-backed overthrow of the monarchy. From the U.S. takeover, the class examines the unilateral annexation and 20th-century colonial policy to 1959 statehood with an emphasis on indigenous self-determination, decolonization, and indigenous nationalism through the contemporary period in relation to both U.S. federal policy and international law. Films will complement the course readings and lectures.

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

ANTH112 Talking Trash

Every day, we make conscious and unconscious decisions that define what we consider clean or dirty, good or bad, valuable or expendable. As the familiar saying goes, "one man's trash is another man's treasure." At an individual and societal level, our ways of wasting affect both the world we inhabit and our place within it. This course draws on readings in archaeology, anthropology, history, psychology, material culture studies, and environmental science to explore one of humanity's most prodigious products and greatest legacies: trash. We will study conceptions of waste from different times, places, and perspectives, as well as the impact of refuse on our everyday behavior, systems of ethics and meaning, and interactions with the environment.

GRADING: CR/U CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ARCP112 PREREQ: NONE
 FALL 2015 INSTRUCTOR: NEWMAN, SARAH ELIZABETH SECTION: 01

HONORS

These are eligible for honors or high honors, and essays are eligible for honors. A minimum grade of B+ in either ANTH295 Theory 1 or ANTH296 Theory 2 is required for the pursuit of honors.

ADDITIONAL INFORMATION

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, your advisor must approve them using the Major Certification Form.

Double majors: Students may pursue double majors, for example, anthropology/history, anthropology/biology, anthropology/sociology, anthropology/music, anthropology/film, anthropology/English, or anthropology/E&S. All the requirements for the two majors must be met, except when faculty representatives of the two departments approve alterations in your program. We generally expect students writing a thesis for honors in both majors to enroll in ANTH400 in their fall semester and enroll in a tutorial in the other department or program in their spring semester. Please consult with the department chair and/or a department advisor.

ANTH165 Global Goods: Commodity Cultures Past and Present

The world we inhabit is full of global goods. We drink coffee and tea; we eat bananas, potatoes, and corn. All of these products moved into global circulation in the last few hundred years, with the intense global connections that came alongside European colonialism. We will ask what traveled when Europeans began to consume goods such as tobacco and tea from the 15th century onward, and why particular commodities were favored over others. How did the habits that accompanied particular material objects affect those who used them? How is it that things—actual material objects—are such an important part of early globalization and colonialism? We will also examine globalization as a multidirectional process and understand the movement of objects in complex processes of cultural exchange in which indigenous groups were often savvy consumers.

We will also think about the cultural dimensions of commodity chains in the contemporary world. Through examining coffee and other commodities, we will think about the ways in which the meaning of objects changes as they pass through different cultural contexts, paying particular attention to the fact that seemingly concrete objects of globalization (such as Coca-Cola and McDonald's restaurants) may undergo significant shifts in meaning as they move into different contexts. To help explore these aspects, we will go on at least one field trip relating to our class materials (e.g., a local chocolate shop and/or coffee roaster).

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

ANTH201 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 IDENTICAL WITH: FGSS217 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: ULYSSE, GINA ATHENA SECTION: 01

ANTH202 Paleoanthropology: The Study of Human Evolution

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

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ARCP202 PREREQ: NONE

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

This course focuses on the 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 read recent ethnographic explorations of the relationships between sex/intimacy and money/commodification, alongside interdisciplinary analyses 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 IDENTICAL WITH: FGSS223 PREREQ: NONE

ANTH204 Approaches to Archaeology

IDENTICAL WITH: ARCP204

ANTH205 Future Visions: Temporality and the Politics of Change

IDENTICAL WITH: AMST266

ANTH206 Native American Youth: Movements, Law, and Policy

This course will look at current issues that affect the youth of Native America, as well as the laws and policies that specifically affect their political status as members of Native Nations. We will look at the Indian Child Welfare Act (ICWA), the Idle No More Movement, cultural and language revitalization efforts, suicide prevention efforts, traditional knowledge, seed exchanges and community gardens, and health issues.

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

ANTH207 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 IDENTICAL WITH: FGSS207 PREREQ: NONE

ANTH208 Crafting Ethnography

This course is an introduction to ethnographic research and writing. In the first half, we will explore some of the research methodologies anthropologists use to understand, interpret, and analyze culture. You will choose an ethnographic field project for the semester and practice methods such as participant observation, interviewing, virtual ethnography, auto-ethnography, and visual representation. Weekly workshops will provide opportunities to reflect on questions of ethics, positionality, and the improvisational that arise during fieldwork.

In the second half of the course, you will begin to write about your field site. Using published ethnographies as models, you will practice a variety of ethnographic writing strategies, genres, and styles including realist, reflexive, dialogic, engaged, and experimental. Our workshops will help you refine your writing and think through the effects and politics of particular representational choices. This course will prepare you to pursue ethnographically-based theses and essays in your 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 PREREQ: ANTH101
FALL 2015 INSTRUCTOR: ULYSSE, GINA ATHENA SECTION: 01

ANTH209 Tradition and Testimony: Protecting Native American Sacred Lands, Ancestral Remains, and Cultural Items

This course will explore the historic genesis of present-day U.S. and international policies toward Native American peoples and other indigenous communities. In addition, studies will include traditional indigenous and tribal perspectives, investigate indigenous-specific origin stories and the connections these stories have with historic events and places, and take a hard look at repatriation policies. Students will investigate several case studies involving current issues Native American communities are facing in repatriation and protecting sacred places, both local and national.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST228 OR ARCP209 PREREQ: NONE

ANTH210 Haiti: Between Anthropology and Journalism

This course will examine how anthropology and journalism make their subjects vis-à-vis the broader significance of the knowledge they create and their publics. Using the works of anthropologists and journalists, we will consider how and why Haiti has long been regarded as something of an oddity within the Caribbean and the world. Branded the “nightmare republic” since it gained independence in 1804, in the public sphere, Haiti remains conceptually incarcerated with clichés and stereotypes that obscure understanding of its complex role in global history. Attention will be paid to the 2010 earthquake, current conditions, and possible futures. Our ultimate aim is to explore the myriad possibilities of anthro-journalism.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AFAM201 PREREQ: NONE
FALL 2015 INSTRUCTOR: ULYSSE, GINA ATHENA SECTION: 01

ANTH211 Reproductive Technologies, Reproductive Futures

Though around for more than 60 years now, the reproductive technologies—from contraceptives to gestational surrogacy to transspecies reproduction—still seem as new and as cutting-edge as ever. These technologies promise to reconfigure life as we know it, spawning controversial, and, to many, liberating kinship and social formations, harrowing ethical dilemmas, unprecedented reproductive contractual arrangements, and, more recently, a growing market in the transnational traffic of gametes and gestational services. Through feminist, anthropological, and historical lenses, we will contextualize and query this global phenomenon of assisted reproductive technologies (ARTs) with special attention to their social impact on human lives, kinship formation, imaginations of the facts of life, and knowledge/

power. We will also consider their uses in neoliberal projects of globalized health, social reform, and economic redress in the global South. Topics include technology and the body; gender, sexuality, and health; race, class, and the biopolitics of reproduction; reproduction and the state; reproduction and the law; reproduction and intellectual property; cultures of reproductive science and medicine; feminist critiques of reproduction.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS211 OR SIS211 PREREQ: NONE

ANTH225 Excavating America: Historical Archaeology of the Modern World

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

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

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

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

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ARCP225 OR AMST285 PREREQ: NONE

ANTH226 Feminist and Gender Archaeology (FGSS Gateway)

By including gender and sexuality in interpretations, archaeologists have come to ask some fundamental questions: How might gender roles have contributed to key developments in prehistory, such as the evolution of Homo sapiens and the development of agriculture? How might we distinguish gender roles in the past, and how might we use different forms of evidence to examine varied constructions of gender in prehistory? Why should sexuality matter to interpreting the human past, and how might we identify sexuality archaeologically? Archaeologists working on the recent past have also found history and archaeological evidence together to produce rich narratives relating to gender and sexuality. This class introduces these key areas of archaeological research and also covers material on the impact of feminist theory more broadly in archaeology. 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.

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

ANTH227 The Pre-Columbian World: 100 Objects

From cities of gold and frightful gods to apocalyptic calendars and ritual human sacrifice, the ancient Americas are both sensational and sensationalized. This course delves deeper into the Pre-Columbian world by examining 100 objects made and left behind by indigenous Americans. We will explore cultures and histories in North, Central, and South America from the peopling of the New World over 10,000 years ago to the arrival of Europeans at the end of the fifteenth century. Organizational themes include: the domestication of plants and animals, notions of rulership and authority, modes of communication, and religious ideologies.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ARCP227 OR ARHA227 PREREQ: NONE
FALL 2015 INSTRUCTOR: NEWMAN, SARAH ELIZABETH SECTION: 01

ANTH228 Transnational Sexualities

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

We will explore bodies, genders, desires, sexual practices, sexual identities, sexual labor, and socio-sexual relationships in a variety of locations: the United States, Brazil, Suriname, India, the Dominican Republic, Nigeria, Indonesia, China, Thailand, and Japan, among other places. Our readings will range from the classic to the contemporary: Margaret Mead’s (1928) *Coming of Age in Samoa* to Esther Newton’s (1972) *Mother Camp* to several ethnographies published in the last year or two. Throughout, we will ask, How do sexuality, sex, desire, and gender vary across cultures? How are our concepts—queer, gay and lesbian, transgender, sex worker, or heterosexual—challenged by these similarities and differences? What happens

when our concepts travel across temporal, national, and cultural boundaries? And, finally, how does thinking both locally and globally help us understand, analyze, and reformulate the content of basic social categories like gender, sex, and sexuality?

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

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS241 OR AMST263 PREREQ: NONE

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 metropolis and of recent global urban trends, such as the explosion of cities into megalopolises. 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

ANTH232 Alter(ed)native Approaches: Middletown Lives

In this city, there’s a restaurateur who was a paratrooper, a minister who is a barber, a barista who’s a glass blower, an unmarked house that was part of the Underground Railroad, the old factory where the modern baseball plate was invented, 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

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 the images broadcasters and advertisers have of viewers’ domestic lives: broadcast 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, primetime dramas, daytime soaps, and talk shows. Sitcoms, in particular, have responded to and mediated historical shifts in family forms and gender relations over the past 50 years, and they will be a focus in this course. We will explore how television has both shaped and responded to larger cultural discourses about family and gender from the postwar era into the 21st century.

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

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 IDENTICAL WITH: ARHA255 OR CEAS165 PREREQ: NONE

ANTH249 From Metropolis to Megalopolis

What is the urban experience today? Are the old European metropolises, the global cities of New York or Tokyo, and the new megalopolises of the Global South commensurate entities? What are the theoretical and methodological challenges we face in thinking about “the urban” today, given the vastly different histories, trajectories, and physical and social realities of cities around the world? This course is an introductory and interdisciplinary survey of urban theory. We will critically examine “the city” as a transhistorical category of analysis and focus on issues of anthropological concern regarding the experience and epistemology of urbanization and urban life. No prior background in urban studies is expected but an interest in theory is a must.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: GANDOLFO, DANIELLA SECTION: 01

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

Almost all humans today derive their sustenance, directly or indirectly, from agriculture, but for more than 90 percent of our existence, people subsisted by hunting, gathering, fishing, and gardening. We tend to think of hunter/gatherers as living like the Dobe of the Kalahari desert in southern Africa, Australian Aborigines, or the Inuit of the Canadian Arctic. Ethnographic accounts of these and other peoples give us some insight into the hunter/gatherer way of life, but they describe populations existing in marginal environments. The foragers of the Upper Paleolithic and Mesolithic periods of human prehistory inhabited environmentally rich river valleys, lake shores, and coastal areas in temperate and tropical climates. They were characterized by high population densities, productive economies, intense material culture production, and complex regional social interaction. Initially, the course will explore this “lost” period of human existence. The second part of the course will examine the domestication of plants and animals, the environmental and other impacts of the early development of intensive farming, and the beginnings of “civilization.” The archaeological methods and theories underlying our understanding of these societies and processes will also be explored.

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

ANTH253 Practicum in Exhibition of East Asian Art

IDENTICAL WITH: CEAS253

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 IDENTICAL WITH: ARCP256 PREREQ: NONE

ANTH257 Ethnography and Native American Literature: Performativity and the Archive

IDENTICAL WITH: AMST272

ANTH259 Anthropology of Development

Development is one of the most important ideas of our time—it is a powerful way of organizing the world (Third and First Worlds, or North and South) and intervening in it to bring about certain kinds of cultural, political, and economic transformations. Our purpose in this course is to critically examine the ideas, practices, institutions, and effects of development through an anthropological lens. While development is certainly a potent way to exert power over and regulate Third World Others, it is also a fiercely contested space of struggle and a discourse of entitlement. Rather than position development as all bad or all good, this course aims to keep this messiness of development in focus and approaches it both as a project of rule and a project of rights. We will take up specific topics such as neoliberalism and structural adjustment, humanitarianism, dams, environment, and empowerment.

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

ANTH265 Archaeological Analysis: Introduction to Laboratory Methods

To most people, archaeology means excavation. In reality, most archaeological discovery occurs in the laboratory where detailed maps are drawn; objects are

measured, classified, and counted; samples are chemically or physically analyzed; and data are statistically evaluated. Students will be introduced to laboratory methods through a project-oriented, hands-on format utilizing the collections housed in the archaeology laboratory. A major focus of the course will be on the inferential processes through which archaeologists recover and understand the past.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ARCP265 PREREQ: NONE

ANTH267 Anthropology of Black Religions in the Americas

IDENTICAL WITH: REL1268

ANTH268 Prehistory of North America

Sometime before the end of the Pleistocene, people living in Siberia or along the Pacific Coast of Asia traveled east and found an hemisphere of arctic, temperate, and tropical climates uninhabited by other humans. 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

ANTH272 Commodity Consumption and the Formation of Consumer Culture

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

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

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

ANTH289 Ritual, Health, and Healing

Modern medicine has long imagined itself in opposition to and better than so called traditional medicine as well as ritual and religious healing. We will challenge this dichotomy in this seminar, exploring on the one hand the phenomenologies and politics of encounter between local systems of healing and global biomedical knowledge and on the other, the moral and material worlds of ritual and religious healing. What kinds of mode of knowing are rituals? How do rituals heal and what do they heal? What can rituals contribute to the health of individuals and communities with health understood as a political project in these dire times of environmental toxicity, world hunger, wars, and economic inequity? How might ritual and bodies talk back to hegemonic power?

Topics will be the intersections of illness, subjectivity, and socio-historical experience; spirit possession; shamanism; indigenous medicine; gender and healing; epistemologies of embodiment; colonialism and affliction. We will also look at emergent integrative models in modern medicine.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP289 PREREQ: NONE
SPRING 2016 INSTRUCTOR: GOSLINGA, GILLIAN SECTION: 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 United States and to the global circulation of Euro-American youth culture. Using case studies, we will consider the ways in which young people's

consumption practices have both reinforced and transgressed intersecting boundaries of class, race, gender, and nationality. An overarching concern in the course will be to assess whether or to what extent particular cultural practices may help prepare young people for positions of privilege, reconcile them to structural disadvantages, or provide them with resources to challenge the dominant society.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST290 PREREQ: NONE
SPRING 2016 INSTRUCTOR: TRAUBE, ELIZABETH G. SECTION: 01

ANTH295 Theory 1: 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 overall goal of the courses remains the same: to familiarize students with the main traditions from which the discipline of anthropology emerged and to explore the diverse ways in which contemporary anthropological practice defines itself both with and against them. This semester our topic will be anthropology and political economy. We will critically examine capitalist modernity. In addition to studying the three key people who theorized social change and capitalist modernity—Durkheim, Weber, and Marx—we will examine various topics, including factory work, neoliberalism, tourism, consumption and commodities, markets and finance, and anticapitalist ways of life from an anthropological perspective.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: ANTH101
FALL 2015 INSTRUCTOR: GANDOLFO, DANIELLA SECTION: 01

ANTH296 Theory 2: 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 GEN ED AREA: SBS PREREQ: ANTH101

SPRING 2016 INSTRUCTOR: ULYSSE, GINA ATHENA SECTION: 01

ANTH301 The United States in the Pacific Islands

IDENTICAL WITH: AMST314

ANTH302 Critical Perspectives on the State

This course builds on Marxist, poststructuralist, feminist, anarchist, and cultural analyses to take a critical approach to the state—what it is and what it does. We will examine how the state is imagined by those who write about it and struggle against it. Where does the state begin? How do states act, and what are the consequences of these acts? How is rule consolidated and how are individuals and communities annexed to the project of rule? How do people engage with state acts and ideologies? We will read texts drawn from a variety of disciplines, including anthropology, feminist theory, political theory, philosophy, sociology, and geography, that examine the nature, everyday workings, and effects of state power. Drawing upon ethnographic examples from around the world, we will analyze how states are cultural artifacts that produce and regulate people's identities and bodies, reproduce social inequalities, and engender resistances of all sorts. Some of the topics we will discuss include bureaucracy, governmentality, the security state, the prison industrial complex, terror and militarism, law and justice, citizenship, democracy, refugees, anti-state movements, the "man" in the state, and welfare and post-welfare politics.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS302 PREREQ: NONE
FALL 2015 INSTRUCTOR: SHARMA, ANU (ARADHANA) SECTION: 01

ANTH303 Moral Ecologies and the Anthropology of Vitality

IDENTICAL WITH: ENV5305

ANTH304 Native American Property Rights: Tangible and Intangible

This course will delve into all of the various forms of Native American property rights and recognition across the United States, including the tangible and intangible. This involves a historical analysis from the beginning of treaty-making, prior

to the founding of the United States, until today's most recent Supreme Court cases. Areas covered within this course of study will be federal acknowledgment and the effects it has on business development and putting land into trust; the effects of the designation of tribal lands on the protection of sacred places; an examination of cultural rights and the rights of tribal governments; and a study of the global approach to the protection of traditional knowledge.

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

ANTH306 Mobilizing Dance: Cinema, the Body, and Culture in South Asia

IDENTICAL WITH: CHUM307

ANTH307 Indigenous Politics

IDENTICAL WITH: AMST307

ANTH308 Television Storytelling: The Conditions of Narrative Complexity

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

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST316 OR FILM319 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: TRAUBE, ELIZABETH G. SECTION: 01

ANTH311 Representing China

This course will introduce perspectives that anthropologists, ethnographers, writers, filmmakers, artists, and photographers have taken to understand contemporary social life in China. Students will learn to differentiate the strengths and weaknesses of each perspective and, at the same time, will develop their own nuanced appreciation for Chinese culture and recent Chinese history. Beginning with basic concepts of family and family relationships, we will survey 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 GEN ED AREA: SBS IDENTICAL WITH: CEAS311 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: DOWDEY, PATRICK SECTION: 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. We will think genealogically, meaning that we will look into the historical conditions of possibility for thinking of bodies as we do in our EuroAmerican culture. Readings will be interdisciplinary, drawing from critical medical and cultural anthropology, feminist science studies, philosophy, and other disciplines interested in the body and cross-cultural perspectives on the body. We will 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 "biological" bodies at the beginning of the third millennium.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP313 OR FG55312 PREREQ: NONE
 FALL 2015 INSTRUCTOR: GOSLINGA, GILLIAN SECTION: 01

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 IDENTICAL WITH: AMST320 OR FG55322 PREREQ: NONE

ANTH324 Globalization and Localization in Youth Cultures

This course takes globally circulating forms of commercial youth culture (especially popular music, fashion, movies, and television) as sites for analyzing interconnected processes of cultural change and cultural continuity. Using ethnographically based studies of youth in a variety of national contexts, we will approach young people as agents who draw on locally embedded resources in consuming global cultural forms and also create new, hybridized forms of culture that have both local and global roots. In these emerging youthspheres, cultural flow is not simply from "West to Rest" but is multidirectional, as locally produced hybrid forms circulate across national boundaries and sometimes back to Western

markets. In mapping such flows, we will focus on their implications for identity formation among youth. In what ways, we will ask, do young people in particular sociocultural locations use the production and/or consumption of commercial cultural forms in orienting themselves vis-à-vis global and local worlds and in imagining and pursuing possible futures?

Designed primarily for anthropology majors, the course also admits students from other majors with serious interests in ethnographic youth-cultural research.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST321 PREREQ: ANTH101

ANTH325 Perspectives in Dance as Culture: Dance of the African Diaspora

IDENTICAL WITH: DANC377

ANTH326 Middletown Materials: Archaeological Analysis

IDENTICAL WITH: ARCP325

ANTH334 Emplacing the Local: Community, Place, and History in Middletown

In an era of globalization, it might seem that local place matters less and less to mobile communities, where individuals increasingly interact through cyberspace, drive from office to home, and pass through homogeneous spaces of airports and shopping malls. In contrast to this view, many scholars have drawn attention to the ongoing importance of place, where individuals actively seek ways to form authentic histories within particular spaces, despite their seeming incommensurability with practices and experiences of dwelling in modern urban areas and diasporic communities.

This class engages these questions of emplacement through active research with local communities in Middletown. We will cover geographical and spatial theory in relation to the idea of place-making in the contemporary and recent historical United States; the practical, ethical, and analytic process of conducting oral historical research into the local history of Middletown; and discuss how this relates to wider historical processes. The second half of the semester will be dedicated to working with community partners in recording oral histories in relation to Middletown. We will analyze the way that relatively modern spaces have become integral to the heritage and place-making within Middletown. Through recording histories in a variety of locations, we will reflect on the way in which histories and narratives are engaged in a close relationship to experiences of place and material culture.

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

ANTH335 Radio Production and the Politics of Independent Media

IDENTICAL WITH: AMST335

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 GEN ED AREA: SBS PREREQ: NONE

ANTH372 Archaeology of Death

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

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ARCP373 PREREQ: NONE

ANTH373 Field Methods in Archaeology

IDENTICAL WITH: ARCP373

ANTH395 Engaging Others: Ethnographic Approaches to the Study of Religion

IDENTICAL WITH: REL395

ANTH397 The Politics of Nature: Modernity and Its Others

This seminar explores the ways in which imaginations of nature-culture anchor particular regimes of living and power. Our larger query will concern ontology and cosmology—the worlds and worldviews we inhabit—and what happens when there is basic disagreement over what "nature" is. For example, do rocks, mountains, and glaciers listen as many indigenous peoples claim? Or are these claims merely 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 vision of nature? And why do certain visions of nature appear more "real" and more "universal" than others? What are the political and ethical consequences for how humans live and co-inhabit with Earth Others on this planet?

We will read across the history of science, philosophy, anthropology, post-colonial studies, cultural studies, and feminist science studies to explore reflexively and open-endedly the meanings and materialities of our concept of "nature" and become more discerning about our uniquely EuroAmerican frameworks, considering "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.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP397 OR ENV5397 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: GOSLINGA, GILLIAN SECTION: 01

ANTH398 Queer/Anthropology: Ethnographic Approaches to Queer Studies

This advanced seminar brings together queer theory with cultural anthropology to ask, Can there be a queer anthropology? Cultural anthropology and queer theory are sometimes opposed—some anthropologists find queer studies excessively theoretical, narrowly interested in Western forms of knowledge and power, and given to abstracted critique rather than social explication. Yet even as anthropologists problematize queer theory's assumptions, methods, and boundaries, queer theoretical insights and frameworks have generated new questions and approaches in the anthropology of sexuality—just as anthropology's interest in the global, the comparative, and the ethnographic have enriched new work in transnational queer studies. This course explores the possibilities of productively juxtaposing, combining, and even opposing anthropology and queer theory.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS398 OR AMST398 PREREQ: NONE

ANTH399 Rereading Gendered Agency: Black Women's Experience of Slavery

Slavery systematically influenced both the production and reproduction of race, class, and gendered identities. Black women's individual and collective response to that peculiar institution and its attempts at dehumanization and destruction highlights the impact of gender, race/color, and class on the making of different yet complex patterns of opposition and resistance. This course considers interdisciplinary research techniques and analytical approaches to unpack various forms of gendered agency. The ultimate aim is to reread black women's experiences of enslavement, particularly as these relate to conscious struggles to carve

out a sense of personhood to allow for exploration of creative gender-specific responses to the cultural dynamics of power.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS399 PREREQ: NONE

ANTH400 Cultural Analysis

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

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: ANTH296 OR ANTH295 FALL 2015 INSTRUCTOR: SHARMA, ANU (ARADHANA) SECTION: 01

ANTH401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ANTH409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

ANTH411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ANTH465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

ANTH467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

ARCHAEOLOGY PROGRAM

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

ASSISTANT PROFESSOR: Kathleen Birney, *Classical Studies*

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Douglas Charles; 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 Civilization. Majors design their own curriculum in close consultation with their advisor according to the specific area of concentration within the discipline.

COURSES FOR NON-MAJORS

Since there are no ARCP courses with prerequisites, all of our courses are suitable for non-majors.

ADMISSION TO THE MAJOR

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

GATEWAY COURSES

- ARCP201 Art and Archaeology of the Bronze Age Mediterranean
- ARCP202 Paleoanthropology: The Study of Human Evolution
- ARCP204 Approaches to Archaeology
- ARCP214 Survey of Greek Archaeology
- ARCP215 The Art and Archaeology of Anglo-Saxon England, 400–1100
- ARCP223 Survey of Roman Archaeology and Art
- ARCP225 Excavating America: Historical Archaeology of the Modern World
- ARCP256 African Archaeology
- ARCP268 Prehistory of North America

THINKING THROUGH ARCHAEOLOGY

- ARCP227 A History of the Pre-Columbian World: 100 Objects
- ARCP234 Art and Society in Ancient Pompeii
- ARCP244 Pyramids and Funerary Pyres: Death and the Afterlife in Greece and Egypt
- ARCP265 Archaeological Analysis: Introduction to Laboratory Methods
- ARCP285 The Greek Vase as Art and Artifact
- ARCP292 Archaeology of Food, Trade, and Power in South India
- ARCP304 Medieval Archaeology
- ARCP372 Archaeology of Death

MAJOR REQUIREMENTS

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

- One Gateway course—see *list above*
- One Thinking Through Archaeology course—see *list above*
- One course in each of the four areas—see *lists below*
- Anthropology
- Art history
- Classical civilization
- Methods and theory
- Two electives in archaeology or related disciplines
- Senior essay/thesis tutorial (1 or 2 credits)

ANTHROPOLOGY

- ARCP202 Paleoanthropology: The Study of Human Evolution
- ARCP227 A History of the Pre-Columbian World: 100 Objects
- ARCP250 Foragers to Farmers: Hunting and Gathering and the Development of Agriculture
- ARCP256 African Archaeology
- ARCP268 Prehistory of North America
- ARCP364 Monumental Cultures of Pre-Columbian North America

ART HISTORY

- ARCP215 The Art and Archaeology of Anglo-Saxon England, 400–1100
- ARCP292 Archaeology of Food, Trade and Power in South India
- ARCP304 Medieval Archaeology
- ARCP380 Relic and Image: Archaeology and Social History of Indian Buddhism

CLASSICAL CIVILIZATION

- ARCP201 Art and Archaeology of the Bronze Age Mediterranean
- ARCP214 Survey of Greek Archaeology
- ARCP223 Survey of Roman Archaeology and Art
- ARCP234 Art and Society in Ancient Pompeii
- ARCP244 Pyramids and Funerary Pyres: Death and the Afterlife in Greece and Egypt
- ARCP253 Ancient Rome: From Hut Village to Imperial Capital
- ARCP328 Roman Urban Life

METHODS AND THEORY

- ARCP226 Feminist and Gender Archaeology
- ARCP265 Archaeological Analysis: Introduction to Laboratory methods
- ARCP325 Middletown Materials: Archaeological Analysis
- ARCP372 Archaeology of Death
- ARCP373 Field Methods in Archaeology
- ARCP383 Grounding the Past: Monument, Site, and Memory

ADMISSION TO THE MINOR

To declare the minor, a student must achieve a grade of B or above in a designated Gateway course (see list under "Admission to the Major")

MINOR REQUIREMENTS

The archaeology minor requires a minimum of six credits in archaeology. These must include

- One designated Gateway course
- One designated Thinking Through Archaeology course
- One course in each of four areas (anthropology, classical civilization, art history, methods and theory)

For a listing of the different courses in each of these categories, please see Major Requirements.

To apply for the minor, please submit a declaration to add the minor through the Major/Minor/Cert Declaration application in your student portfolio.

STUDY ABROAD

Study abroad is possible at a number of institutions with well-established archaeology programs, some of which include tours of archaeological sites in addition to coursework. Wesleyan students have recently participated in semesters abroad at these institutions:

- University College London (UK)

- St. Andrews University (Scotland, UK)
- Intercollegiate Center for Classical Studies in Rome (Italy)
- College Year in Athens (Greece)

Interested students should consult the Office of International Studies for details about transferable credit.

CAPSTONE EXPERIENCE

All majors must write a senior honors thesis or a senior essay that involves interpretation of material remains. This may include work on objects in the archaeology and anthropology collections or research tied to a project of a Wesleyan faculty member. Students pursuing honors both in archaeology and in a second major are required to take at least one of their two required thesis tutorials in the Archaeology Program (i.e., either ARCP409 or 410).

Fieldwork. Archaeological fieldwork, typically carried out over the summer, is an excellent way to acquire hands-on experience and training in archaeological methods and excavation techniques. It also allows students to explore the history and material culture of a region in greater depth and, in some cases, even to conduct research on primary materials from a site that can then serve as the basis for a senior thesis or capstone project.

COURSES

ARCP112 Talking Trash

IDENTICAL WITH: ANTH112

ARCP153 Single Combat in the Ancient World

IDENTICAL WITH: CCIV153

ARCP201 Art and Archaeology of the Bronze Age Mediterranean

IDENTICAL WITH: CCIV201

ARCP202 Paleoanthropology: The Study of Human Evolution

IDENTICAL WITH: ANTH202

ARCP204 Approaches to Archaeology

Archaeology is the study of the past through its material remains. This course will introduce students to a range of approaches that archaeologists use to interrogate material culture (artifacts and other physical remains) and, in some cases, written records, to present interpretive reconstructions of past human history, societies, cultures, and practices. The course includes archaeological approaches to prehistoric cultures through to ancient, medieval, and early modern societies.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ANTH204 OR ARHA201 OR CCIV204 PREREQ: NONE FALL 2015 INSTRUCTOR: MAINES, CLARK SECTION: 01

ARCP209 Tradition and Testimony: Protecting Native American Sacred Lands, Ancestral Remains, and Cultural Items

IDENTICAL WITH: ANTH209

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 The Pre-Columbian World: 100 Objects

IDENTICAL WITH: ANTH227

ARCP234 Art and Society in Ancient Pompeii

IDENTICAL WITH: CCIV234

ARCP244 Pyramids and Funerary Pyres: Death and the Afterlife in Greece and Egypt

IDENTICAL WITH: CCIV244

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

IDENTICAL WITH: ANTH250

ARCP253 Ancient Rome: From Hut Village to Imperial Capital

IDENTICAL WITH: CCIV250

ARCP256 African Archaeology

IDENTICAL WITH: ANTH256

ARCP265 Archaeological Analysis: Introduction to Laboratory Methods

IDENTICAL WITH: ANTH265

ARCP267 Museum Collections: Ethical Considerations and Practical Applications

Serving as a broad overview to the practice of museology, this course introduces students to theories supporting the foundation of museums and the stewardship efforts found within collections. Topics covered will include the origins of museums and collecting, and philosophies behind historic and current museum policies. Ethical considerations surrounding highly publicized issues such as looted artifacts, repatriation, and cultural patrimony will also be covered. Finally, students will explore the practical aspects of creating and sustaining collections, preservation of objects, and interpretation and exhibition development. Although topics covered in this course will apply to a variety of museums, the general focus will be on anthropology and archaeology collections.

Written assignments will include reviews of policies used by museums, short papers, reacting to ethical case studies, and the development of a "museum exhibit" to be presented to the class.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE SPRING 2016 INSTRUCTOR: COHEN, JESSIE CHAIYA SECTION: 01

Fieldwork opportunities are offered both by our Wesleyan faculty as well as through a number of programs worldwide. For more information and a list of archaeological field programs, see: wesleyan.edu/archprog/fieldwork/. Excavation experience is strongly encouraged, and completion of an approved archaeological field school program may be substituted for the methods and theory requirement.

HONORS

See Capstone Experience above.

ADDITIONAL INFORMATION

- We encourage students to take the Gateway course before their chosen Thinking Through Archaeology course. However, as we have no prerequisites for entry to archaeology courses, it is possible for students to complete these requirements in reverse order.
- With prior approval from the chair of the Archaeology Program, the methods and theory requirement may be fulfilled by academic credit from a field school program. We strongly encourage minors to gain fieldwork experience in archaeology.
- Upon the discretion of the archaeology chair, one nonfieldwork archaeology credit may be transferred in to cover a Gateway or area requirement.
- No more than two courses cross-listed with the student's major will be counted toward the archaeology minor.

ARCP268 Prehistory of North America

IDENTICAL WITH: ANTH268

ARCP274 Water's Past—Water's Future: A History and Archaeology of Water Use and Management

IDENTICAL WITH: ENV5274

ARCP285 The Greek Vase as Art and Artifact

IDENTICAL WITH: CCIV283

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

IDENTICAL WITH: ARHA292

ARCP304 Medieval Archaeology

IDENTICAL WITH: ARHA216

ARCP325 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 unlock the day-to-day history of their past owners and users. In this class students will take part in excavation and analysis of a 19th-century free African American community, tied to the AME Zion Church. Known as the Beman Triangle, this site today sits on the Wesleyan campus. We will explore the history of the site through artifacts and will investigate the ties between the Beman Triangle and Wesleyan University. This project is a community archaeology project; students will work with community members on the project as equal partners and will explore ways in which archaeological heritage can be shared with local residents. This will include touring visitors around site and weekend excavations. Students will learn the basics of archaeological fieldwork through hands-on training.

The first two weeks of class will be spent in introducing the site. The next four weeks will be spent undertaking excavation, including three Saturday excavation days. We will then spend the remainder of the semester cataloging and interpreting this material, while also learning more about similar archaeological sites. The class may include a trip to the UMass Boston Fiske Center for Archaeological Research.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AFAM316 OR AMST262 OR ANTH326 PREREQ: NONE

ARCP328 Roman Urban Life

IDENTICAL WITH: CCIV328

ARCP329 Roman Villa Life

IDENTICAL WITH: CCIV329

ARCP372 Archaeology of Death

IDENTICAL WITH: ANTH372

ARCP373 Field Methods in Archaeology

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.

This class will provide general training in historical archaeological field methods. Students will spend time each day participating in excavations on the Beman Triangle site or working on materials analysis in the Cross Street Archaeology Laboratory. Through practical work, students will learn excavation techniques, field recording, artifact analysis, and how to integrate relevant documentary and oral historical sources into archaeological interpretations. Academic material in the class will cover the archaeology of 19th-century African American

communities, archaeological field methods, and studies of how community archaeology projects can be formulated as an equal partnership between community stakeholders and archaeologists.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ANTH373 OR AFAM327 OR AMST258 PREREQ: NONE

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

IDENTICAL WITH: ARHA381

ARCP383 Grounding the Past: Monument, Site, and Memory

IDENTICAL WITH: ARHA383

ARCP401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ARCP409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

ARCP411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ARCP465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

ARCP467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

ART AND ART HISTORY

PROFESSORS OF ART: Jeffrey Schiff, *CHAIR*; David Schorr; Tula Telfair

PROFESSORS OF ART HISTORY: Clark Maines; Peter A. Mark; Joseph M. Siry; Phillip B. Wagoner

ASSOCIATE PROFESSORS OF ART HISTORY: Nadja Aksamija; Katherine Kuenzli

ASSOCIATE PROFESSORS OF ART: Elijah Huges; Julia Randall

ASSISTANT PROFESSOR OF ART HISTORY: Claire Grace

ASSISTANT PROFESSOR OF ART: Sasha Rudensky

ADJUNCT ASSISTANT PROFESSOR OF ART HISTORY: Clare Rogan, *Curator, Davison Art Center*

ARTIST-IN-RESIDENCE: Keiji Shinohara

DEPARTMENTAL ADVISING EXPERTS FOR ART STUDIO 2015–2016: Elijah Huges, *Architecture*; Jeffrey Schiff, *Sculpture and Design*; David Schorr, *Printmaking and Graphics*; Keiji Shinohara, *Japanese Style Woodcuts and Ink Painting*; Tula Telfair, *Painting*

DEPARTMENTAL ADVISING EXPERTS FOR ART HISTORY 2015–2016: Nadja Aksamija, *Renaissance Art History*; Katherine Kuenzli, *Modern European Art History*; Clark Maines, *Medieval Art History and Archaeology*; Peter Mark, *African and African American Art History*; Clare Rogan, *History of Prints and Photography, Museum and Curatorial Studies*; Joseph Siry, *Modern Architectural History*; Phillip Wagoner, *South Asian and Islamic Art History*

The Department of Art and Art History is the administrative umbrella for two distinct major programs: art history and art studio. Majors within the department can be pursued in both areas. Students majoring in one area are allowed to count toward the 32 courses required for graduation up to 16 courses in the department. (University regulations regarding the maximum number of courses allowed in a department should be applied to the major itself: art history or art studio. Thus, majors in either program may count toward their graduation requirements no more than 16 credits in their major program [of which no more than 3 may be 100-level courses, and no more than 13 may be 200-level and above. These 16 would include 2 credits of thesis in the case of students majoring in art studio or

writing a senior thesis in art history.]) 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 special 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.

GENERAL EDUCATION

Candidates for honors in Art History are required to be compliant with the University's general education expectations (through Stage II).

MAJOR DESCRIPTION—ART HISTORY

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

ADMISSION 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.

MAJOR REQUIREMENTS

To complete the major in art history, you must:

- Take one introductory course (numbered 100-199) and nine courses numbered 200 or above. The nine upper-level courses must include at least two seminars (numbered 300-399). (*N.B. Tutorials for honors essays and theses—403, 404, 409, and 410—do not count toward the nine required courses.*)
- Satisfy the requirements for your area of concentration. The art history major offers two distinct areas of concentration:
 - **Concentration in the history of European, American, or African art.** For this concentration, the nine upper-level courses must include at least one course in each of the four historical periods—classical, medieval, Renaissance/Baroque, and modern—and at least one course in the areas of either African or Asian art.
 - **Concentration in the history of Asian art.** For this concentration, the nine upper-level courses must include five Asian art history courses—one of which must be a seminar—and at least one course in the European, American, or African traditions.

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.

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, Classics, or Anthropology. These courses must be preapproved by your major advisor.

ADMISSION TO THE MINOR

The art history minor is intended to reach students who would like to incorporate the study of artworks and architecture into their work in other disciplines and/or who discover art history later in their college career. The art history minor maintains the geographical breadth, historical depth, and academic rigor that is characteristic of the major but comprises fewer art history courses and does not require study of a foreign language. Art history minors may not write honors theses. For admission to minor, students must have taken a minimum of three art history courses and have a B average in art history, as well as a B average overall.

The Art History Program Director will admit students to the minor and certify them upon its completion. To sign up for the minor, students need to complete a minor declaration form found in the portfolio via EP>Student>Academic Career>Major/Minor/Cert Declaration.

Upon completing the minor, students must submit a completed minor certification form (wesleyan.edu/art/artist/form/FORM-Minor_grad_requirements.pdf).

Students will not be required to declare an official minor advisor, but they are encouraged to meet with the art history faculty on an as-needed basis and to take part in program events.

MINOR REQUIREMENTS

To complete a minor, students need to take six credits with the following requirements:

- Completion of a 100-level course. Students may choose from any of the 100-level courses offered in any given semester or year.
- Completion of five courses numbered 200 or above. These courses must include study in four of the following five areas: classical, medieval, Renaissance/Baroque, modern, and non-western. One of these five courses must be a seminar (numbered in the 300 range).
- All of the courses offered by or cross-listed with the Art History Program are eligible for the minor.
- No courses numbered 401 or higher may count toward the minor.
- No courses in other departments may count toward the minor, except for courses cross-listed with art history.

- One course in art history taken elsewhere may count toward the minor, subject to the department chair's approval. If preapproved, this course would serve as the fifth 200-level course and would not count toward the geographical and/or chronological distributional requirements.
- All courses that count towards the minor must be taken for a letter grade. Exceptions will be made for COL and CSS majors.

There is no prescribed sequence of courses, though it is recommended that students begin with a 100-level course and proceed upwards through the curriculum.

For a listing of active art history courses and the distributional requirements each fulfills, please see: wesleyan.edu/art/artist/form/ACTIVE_ARHA.pdf

STUDY ABROAD

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. Preapproved study abroad credits can be used to satisfy the 200-level electives for the major but may not count toward the geographical and/or chronological distributional requirements.

HONORS

The Honors Program in art history is designed to meet the needs of art history majors who wish to pursue a long-term, scholarly research project in an area of particular interest. The research project takes the form of a yearlong senior thesis. Candidates for honors are 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 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 summer and is required to submit a detailed proposal and preliminary bibliography for the project by the first day of classes of the fall term of the senior year. No one who fails to meet these minimum requirements will be allowed to pursue honors. The senior thesis courses for honors in the major are ARHA409 (fall) and ARHA410 (spring).

Senior theses 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. 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.

MAJOR DESCRIPTION—ART STUDIO ARCHITECTURE, DRAWING, PAINTING, PHOTOGRAPHY, PRINTMAKING, SCULPTURE, AND TYPOGRAPHY

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

GENERAL EDUCATION

Art studio 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.

ADMISSION TO THE MAJOR

At the time of application for major status, a student is expected to have completed ARST131 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, or ARST440 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.

ADVANCED PLACEMENT

A student who has completed an Advanced Placement art history course or its equivalent while in secondary school and who 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 an AP score of less than 5. AP credit may not be counted toward the completion of major requirements.

LANGUAGE REQUIREMENT

Because English represents a minority language in art history, majors are required to demonstrate proficiency in at least one foreign language. 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.

PRIZES

- **Alumni Prize in Art History:** Awarded to a senior who has demonstrated special aptitude in the history of art and who has made a substantive contribution to the major.
- **Beulah Friedman Prize:** This prize recognizes work of outstanding achievement by a student in the history of art. The prize is awarded to seniors.
- **John T. Paoletti Travel Research Fellowships in Art History:** Funds are available to support student research and travel in the summer following the junior year that will result in a senior thesis project. Paoletti Research Travel Fellowships are intended for advanced students who have demonstrated a commitment to art historical study and a strong aptitude for writing and research.

TRANSFER CREDIT

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.

ADDITIONAL INFORMATION

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.

MAJOR REQUIREMENTS

Students majoring in art studio must satisfactorily complete 11 courses in the department:

- ARST131 Drawing I
- 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 post-Renaissance (ARHA110 preferred)
 - 1 classical through Renaissance
 - 1 non-Western
 - 1 additional course from the offerings
- 2 semesters of senior thesis*

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

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

**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.*

ADVANCED PLACEMENT

No Advanced Placement credit is accepted in art studio.

TRANSFER CREDIT

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.

COURSES

ART HISTORY

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
FALL 2015 INSTRUCTOR: KUENZLI, KATHERINE M. SECTION: 01
INSTRUCTOR: AKSAMIIJA, NADIA SECTION: 01

ARHA127 Venice in the Golden Age

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

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

ARHA140 Van Gogh and the Myth of Genius

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

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

ARHA148 Frank Lloyd Wright: Myth and Fact

This seminar considers the architecture of Frank Lloyd Wright in the context of his own life as an artist, and in the 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 late-19th through the mid-20th century. A major focus 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 unbuilt projects themselves. Both Wright's residential and public architecture will be considered, and his designs for landscapes, urbanism, and the decorative arts. Architectural drawings will also be examined as a medium in themselves, along with textual and physical evidence, as a means of generating maximal insight into Wright's built and unbuilt works.

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

ARHA151 European Architecture to 1750

This course is an introduction to architecture and related visual art as an expression of premodern European civilizations, from ancient Greece through the early 18th century. The course focus is on analysis of form in architecture and the allied arts. Emphasis is on relationships between issues of style and patronage. In each era, how does architecture help to constitute its society's identity? What is the relationship between style and ideology? How do architects respond to the works of earlier architects, either innovatively or imitatively? How do patrons respond to the works of their predecessors, either locally or distantly? How are works of architecture positioned within those structures of power that the works, in turn,

help to define? How do monuments celebrate selected aspects of history and suppress others? How were the major buildings configured, spatially and materially? Lectures, readings, and discussions address such questions, with each class focused on the visual culture of specific sites at different scales (urban form, architecture, object, and image). Emphasis will be on continuities and distinctions between works across time, seeing Western traditions as a totality over centuries. Lectures and readings convey different historiographic approaches to these issues.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDST151 PREREQ: NONE

ARHA170 Postmodernism and the Long 1980s

This introductory immersion in the practice of art history offers an opportunity to gain expertise in visual analysis and historical interpretation through a guided investigation of art and critical theory in the United States during the 1980s. The central debates of this tumultuous decade—still very much with us today—brought the contested paradigm of postmodernism to a fever pitch. Two key exhibitions provide bookends: in *Pictures* (1977), techniques of appropriation diagnosed a new kind of slippage between reality and representation; in 1993's Whitney Biennial, the period's sustained engagement with gender, sexuality, race, and the relationship between art and politics achieved decisive (and controversial) visibility. Between these poles, artists turned to the street, navigated the "ends" of painting, and invented new forms to confront an increasingly image-soaked media-public sphere. The course attends to the strategies of photoconceptualism, painting, sculpture, video, and site-specificity by which artists intervened in a polarizing historical moment that saw the expansion of neoliberal economics and political conservatism, a sharpened divide between rich and poor, the AIDS crisis, and the geopolitical realignments of the late-Cold War.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST170 PREREQ: NONE

ARHA172 Memory Image: Introduction to Art (As) History

One premise of art history is that works of art necessarily register or encode the time and place of their making. Some art practices operate historically in more than an artifactual sense, whether by revisiting the art historical past through citation, or by actively responding to the socioeconomic, technological, or cultural conditions of their present. Others engage directly in the project of historical representation and research, recasting these activities through painting, photography, installation, and performance (from experiments in abstraction to queered archives and restaged mass protests). Spanning a series of case studies from post-Holocaust New York School painting to post-Katrina site-specificity, this course provides an introduction to the practice of art history by way of recent works of art that have made the resources (and limitations) of historical methodology a subject of investigation. What is the role of art as historical memory in an increasingly image-soaked world?

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST172 PREREQ: NONE
SPRING 2016 INSTRUCTOR: GRACE, CLAIRE ROBBIN SECTION: 01

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 IDENTICAL WITH: CEAS180 PREREQ: NONE

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

ARHA182 Understanding the Arts of Imperial China: Content and Methods

With its long history and diverse culture, Imperial China was known for its rich and complex traditions in art. From the magnificent terracotta warriors and splendid court paintings, to delicate blue-and-white porcelain, these artworks not only testify to the complexity of the society that produced them, they also suggest visual principles and ideological premises by which they can be understood. This course offers an introduction to the important roles that art played in the society of Imperial China, and discusses their visual principles and ideological premises so we can comprehend the artworks themselves. By examining three large groups of artworks from Imperial China that is, ritual objects and monuments from the early periods, courtly paintings and calligraphy from the middle periods, and commercial goods of factory art from the late imperial periods, we will look at the relationship of form and content, the materiality of artworks, questions of the artist's agency, and the context in which artworks were produced, transmitted, and consumed. The goal of this course is to encourage interest in the arts and culture of Imperial China as well as basic issues in the field of art history.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS166 PREREQ: NONE FALL 2015 INSTRUCTOR: SENA, YUN-CHIAHN SECTION: 01

ARHA201 Approaches 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

ARHA204 The Greek Vase as Art and Artifact

IDENTICAL WITH: CCIV283

ARHA207 Survey of Roman Archaeology and Art

IDENTICAL WITH: CCIV223

ARHA209 Van Eyck to Velazquez: a New Look at Old Masters

This course provides a critical and scholarly introduction to Northern European and Iberian art of the early modern period (1400–1700). Students will be introduced to the famed Old Master artists of the period and to a range of art historical methodologies, traditional and innovative, by which to evaluate their works. The Iberian Peninsula, Burgundian Lowlands, and central Europe were linked culturally, economically, and politically in the early modern period, and the establishment of overseas empires brought wealth and exotic goods to the continent. Artists thrived in the lands outside of Italy as art markets expanded, new genres arose to appeal to diversified audiences, and changes in religious belief and practices invigorated the market for devotional art. Add to this technical innovations such as the development of oil painting and introduction of canvas supports, and the stage was set for the emergence of the great masters whose works we will encounter in this course—including Rogier van der Weyden, Jan van Eyck, Pedro Berruguete, Hieronymus Bosch, Albrecht Dürer, Pieter Bruegel, Rembrandt, Velázquez, Vermeer, and Zurbarán.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDST213 PREREQ: NONE

ARHA210 Medieval Art and Architecture, ca. 300 to 1500

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

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

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

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

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

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDST231 PREREQ: NONE

ARHA213 Monastic Utopias: Architecture and Monastic Life to the 13th Century

This course examines the architecture and artistic production of the Western monastic tradition from its beginning to the end of the Middle Ages. Special

emphasis will fall on the great reform period (ca. 950 to ca. 1250), as well as on topics as monastic life, ritual, and industry.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDST233 PREREQ: NONE

ARHA214 The Art of Pilgrimage in Medieval Europe, 1100–1500

This course introduces students to the art and architecture of the later Middle Ages in Europe and the Mediterranean region as experienced by the travelers who traversed the great pilgrimage routes that crisscrossed the continent, from Canterbury to Compostela, Rome, and Jerusalem. Pilgrimage dramatically shaped the medieval landscape, leaving indelible marks on the natural and built environment. From great cathedrals to humble shrines, celebrated paintings to cheap souvenirs, lavish illuminated manuscripts to rough traveler's guides, the visual culture of medieval pilgrimage will be explored from a variety of perspectives and placed into an appropriate social, cultural, and historical context. Historical emphasis will be given to the cultural traditions of Christianity, with comparative studies of pilgrimage in Judaism, Islam, and secular culture.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDST216 OR COL222 PREREQ: NONE

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, the Vikings in the late ninth and tenth centuries 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 IDENTICAL WITH: MDST209 OR ARCP215 PREREQ: NONE

FALL 2015 INSTRUCTOR: MAINES, CLARK SECTION: 01

ARHA216 The Gothic Cathedral

Beginning with a short survey of monuments of the Romanesque period (ca. 950–ca. 1100), this course will study the continuities and changes in the forms, meanings, and contexts of religious and secular buildings during the Gothic period (ca. 1125–ca. 1350). While primary emphasis will be given to architecture in relation to function and meaning, consideration will also be given to sculpture, painting, and the so-called minor arts.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDST239 PREREQ: NONE

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 GEN ED AREA: HA IDENTICAL WITH: MDST304 OR CCIV304 PREREQ: NONE

ARHA219 Pyramids and Funerary Pyres: Death and the Afterlife in Greece and Egypt

IDENTICAL WITH: CCIV244

ARHA221 Early Renaissance Art and Architecture in Italy

This course surveys key monuments of Italian art and architecture produced between circa 1300 and 1500. Focusing on major centers such as Florence, Rome, and Venice, as well as smaller courts such as Urbino and Mantua, it considers the works and careers of the most important artists and architects of the period, among them Giotto, Brunelleschi, Alberti, Donatello, and Botticelli. Monuments are studied in their broader intellectual, political, and religious context, with particular attention paid to issues of patronage, devotion, gender, and spectatorship. Class discussions are based on close readings of primary sources and scholarly texts on a wide range of topics.

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

ARHA224 Italian Art and Architecture of the 16th Century

In addition to key monuments of 16th-century Italian art and architecture, this course 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 | FALL 2015 INSTRUCTOR: AKSAMUJA, NADJA SECTION: 01

ARHA225 Art and Society in Ancient Pompeii

IDENTICAL WITH: CCIV234

ARHA227 The Pre-Columbian World: 100 Objects

IDENTICAL WITH: ANTH227

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

ARHA240 Modernism and Modernity in 19th-Century French Painting

This course looks at factors that contributed to Paris's rise as the preeminent artistic center in the West at the time of the French Revolution and traces the evolution of French art throughout what would prove to be an extraordinary century of formal advance and experiment ending in impressionism and postimpressionism. The story of French art is one in which timeless ideals and triumphal narratives were continually put under pressure by the imperative to model the contingency of modern experience. Themes we will explore in this class include the significance of a public sphere for art making and the relationship between artistic advance and appeals to an ever-widening public; painting and revolution; history painting; the persistence of classical ideals and their relationship to modern subjects and experience; the new focus on sensation and the rise of landscape painting; the decline of narrative in painting in favor of form and surface; the relationship between modern art and academic practice; the rise of feminism and attempts on the part of women artists to find their own voice in a masculine practice; the conflict between the unabashed pursuit of artistic individualism and the need to define collective values and experience; the significance of the decorative to painting at the end of the century; and the relationship between art's embrace of privacy, domesticity, and intimacy at the end of the century and France's revolutionary legacy.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FRST290 OR COL240 PREREQ: NONE
SPRING 2016 INSTRUCTOR: KUENZLI, KATHERINE M. SECTION: 01

ARHA241 Introduction to European Avant-Garde, 1880–1940

In the years building up to and directly following World War I, artists, philosophers, and politicians called into question art's role, proposing both new relationships to society as well as path-breaking formal vocabularies that approached, and at times crossed, the threshold of abstraction. This deep uncertainty regarding art's relationship to society coincided with an era of unprecedented formal innovation. Artists struggled to define the costs and benefits of abstraction versus figuration, moving abruptly, even violently, between the two idioms. The extremism of artistic solutions speaks to a fundamental instability, if not outright crisis, in European art, society, and politics. This course will introduce students to the major avant-garde art movements from the first half of the 20th century as they took root in France, Germany, Italy, Holland, and Russia. Our focus will be on painting, but we will also look at attempts to go beyond painting in an attempt to gain greater immediacy or social relevance for art. Topics that will receive special emphasis include the relationship between abstraction and figuration, the impact of primitivism and contact with non-Western arts, modernism's relationship to mass culture, modernism and classicism, war and revolution, gender and representation, art and dictatorship, and the utopian impulse to have the arts redesign society as a whole.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FRST241 OR GRST241 OR COL230 PREREQ: NONE
FALL 2015 INSTRUCTOR: KUENZLI, KATHERINE M. SECTION: 01

ARHA244 European Architecture and Urbanism, 1750–1910

The course will consider developments in the history and theory of architecture and urbanism, primarily in France, England, and Germany, from the mid-18th through the early 20th century. Architectural culture will be discussed as a response to changing political, economic, technical, and ideological conditions in these national societies. A central theme is the relationship between concepts of both historicism and modernity throughout the period. The study of urbanism will include transformation of existing cities, housing, new towns, colonial capitals, and utopian communities. Major centers studied include Paris, London, Munich, Berlin, Vienna, Rome, Milan, and Barcelona.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FRST292 PREREQ: NONE

ARHA246 American Architecture and Urbanism, 1770–1914

This course considers the development of architecture and urbanism in the United States from the late 18th through the early 20th century. Major themes include the relationship of American to European architectures; the varied symbolic functions of architecture in American political, social, and cultural history; and the emergence of American traditions in the design of landscapes and planning for modern cities.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST232 PREREQ: NONE

ARHA250 Ancient Rome: From Hut Village to Imperial Capital

IDENTICAL WITH: CCIV250

ARHA251 Artists Design Exhibitions

The exhibition form holds promise as an occasion for what art historian Thomas Crow describes, in reference to the Salon of eighteenth-century revolutionary France, as "manifestations of antagonism." The exhibition is or can be a site of the public sphere, of collective encounter, debate, and opposition. The continued interest of this history for contemporary art is clear in the work of a variety of artists that approach the exhibition as an aesthetic form in its own right (from the Rosario Group to Julie Ault to Mark Leckey). Focusing on key works since the 1960s, with an eye to historical examples (Marcel Duchamp, El Lissitzky, etc.), this

course situates the exhibition form relative to installation art, institutional critique, and the implications for class and the production of value of a new "curatorial condition" in the larger culture (where data specialists now curate information, an artisan cheese shop curates its merchandise, and anyone with a social media account curates a presentation of self).

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: GRACE, CLAIRE ROBBIN SECTION: 01

ARHA252 Contemporary Art Since 1980

This historically rooted introduction to contemporary art sets an anchor around 1980 and moves through the major debates of the last thirty-five years. This period gave rise to a remarkable range of historical transformations: a post-communist Europe; an economically prominent China; the AIDS crisis and queer activism; increasingly molecular degrees of technological and visual mediation in everyday life; the consolidation of a globalized network of travel, communication, and capital; climate change; and a seemingly perpetual "war on terror," to name only a few. This course attends to the changing vocabulary of approaches by which artists both intervened in these conditions and positioned their work in relation to a longer view of the history of art. Rather than a strictly chronological survey, the course attends to specific theoretical frameworks (postcolonial, feminist, anti-racist, poststructural, etc.) and formal techniques (installation, video projection, social practice, public intervention, etc.) that fuel current practice.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST287 PREREQ: NONE
SPRING 2016 INSTRUCTOR: GRACE, CLAIRE ROBBIN SECTION: 01

ARHA253 Art After 1945

Focusing on the United States with lines cast to Europe, South America, and elsewhere, this course examines artistic production between 1945 and 1980. Artists in this period attempted to respond to the "caesura of civilization" brought about by the Holocaust and World War II, to contend with the consolidation of postwar consumer capitalism and mass culture, and to situate their work in relation to the far-reaching social upheavals of the 1960s and '70s. Practices linked to the early 20th-century avant-garde (such as abstraction, the ready-made, Dada, and surrealism) echoed in these years as attention gradually shifted away from the canvas and studio and toward expanded contexts of reception and public experience. The boundaries of the art object transformed in turn as artists developed new forms and new models of spectatorship to confront a world that had placed enormous pressure on traditional concepts of humanist subjectivity. Topics include New York School painting, Pop art, minimalism, process art, conceptual art, institutional critique, and site-specificity.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST249 PREREQ: NONE
FALL 2015 INSTRUCTOR: GRACE, CLAIRE ROBBIN SECTION: 01

ARHA254 Architecture of the 20th Century

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

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016 INSTRUCTOR: SIRY, JOSEPH M. SECTION: 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 and Shigeru Ban is a focus, as are selected projects by other architects 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

ARHA260 History of Prints

For centuries, printmaking has been the only way to reproduce visual images and was vital for the communication of ideas and the spread of artistic styles. This course examines the techniques, production, circulation, and collection of prints

in Europe and the United States from the 15th century to the present. In the 19th century, as photography took on the role of reproduction, printmakers reconsidered the artistic possibilities, reemphasizing the artist's touch and turning to renewed political uses. The course supplements lectures with study of the print collection of the Davison Art Center. Topics include aesthetics, connoisseurship, commerce, and technology.

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

ARHA265 Dialogue with Photography: From Its Beginning to Postmodernism

This course discusses topics in the history of photography from the invention of the medium in 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. Parallel to the readings and lectures, the course will regularly discuss photographs in the extensive collection of the Davison Art Center.

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

ARHA267 From Assimilation to Self-Expression: Afro-American Art, 1865–1990

This course surveys the painting and sculpture of black American artists. Most of the earliest professional African American painters concentrated on landscape, which was the dominant idiom in mid-19th century American art. What was unique or distinctive about their landscape? To answer this question, we begin with a unit on the history of landscape painting in Western art. We move then into the landscapes of Duncanson and Bannister. Next, we focus on the art of Henry O. Tanner, before turning our attention to the art of the Harlem Renaissance and the intellectual ideal of the New Negro. The role of the WPA and the art of Jacob Lawrence is followed by a section on the impact of the Civil Rights Movement on the visual arts and the art of Bearden.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM268 PREREQ: NONE
SPRING 2016 INSTRUCTOR: MARK, PETER A. SECTION: 01

ARHA273 Seeing a Bigger Picture: Integrating Environmental History and Visual Studies

IDENTICAL WITH: HIST262

ARHA274 Water's Past—Water's Future: A History and Archaeology of Water Use and Management

IDENTICAL WITH: ENV5274

ARHA275 Art and Society in the Ancient American World

In the early 16th century, Hernán Cortés, Francisco Pizarro, and their compatriots encountered two of the world's largest and most spectacular empires, the Aztec and the Inca. Suddenly, the Western world became aware of a parallel group of cultures flourishing in what they called the New World. These two empires, however, grew out of millennia of complex political development that preceded them in their respective areas, Mesoamerica and the Andes. This course surveys the art, architecture, and archaeology of the diverse array of peoples and cultures in ancient Mesoamerica (a geographical area that encompasses much of present-day Mexico, Guatemala, Belize, and Honduras) and those who lived between the Andean mountains and the Pacific coast of present-day South America (countries including Peru, Bolivia, and Chile). Through lectures, reading assignments, and discussions, students will be expected to gain a broad understanding of the urban planning, architecture, monumental sculpture, and portable arts of the ancient Americas, from the earliest times to the arrival of Europeans in the New World. Since most of these cultures did not use the written word, the class will also regularly raise questions of methodology in pre-Columbian scholarship.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST274 PREREQ: NONE

ARHA276 Museumizing: "Science," Stories, and the Arts of Native Americans

IDENTICAL WITH: AMST303

ARHA278 Goddesses and Heroines: Images of Women in the Art of China and Taiwan

This course examines the history of visual representations of women in China and Taiwan from the 12th to the early 20th century. During this period, images of women increasingly appeared in the art of China and Taiwan as guardians and advocates for the weak and the suffering, as well as political or moral allegories. These mythical and legendary figures, such as Guanyin, Mazu, and Nie Xiaoqian, empowered both women and men who were in poverty, peril, or despair. Their heroic and divine images combine traits of feminine qualities highlighted in a male-chauvinistic tradition and symbols of a mega-being beyond any gender-specific definition. By tracing the formation and transformation of images of women in the art of China and Taiwan, this course will explore three themes: (1) the development of female cults in the visual cultures of China and Taiwan; (2) the relationship of feminine representation, human morality, and divine power in Chinese and Taiwanese societies; (3) the negotiation of political and cultural identities in these societies through the appropriation of female images. The goal of this course is to offer students contextualized knowledge about women's roles in the arts and visual cultures of China and Taiwan.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS167 OR FGSS279 PREREQ: NONE
FALL 2015 INSTRUCTOR: SENA, YUN-CHIAHN SECTION: 01

ARHA279 Art of China and Japan: Ritual Bronzes to Zen Gardens

This course surveys major modes and styles of artistic representation and expression in East Asia, with a focus on China and Japan. Because of the extraordinary early influence of Chinese civilization on its East Asian neighbors, we will consider not only the impact of religion, thought, and social-economic force on the arts

of each country, but also patterns of reception and transformation. Major topics include literati painting, calligraphy, pictorial carving and sculpture, court art, Zen Buddhism, ceramics, and wood-block prints.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS273 PREREQ: NONE

ARHA280 Islamic Art and Architecture

This course is a thematic introduction to the history of Islamic art and architecture from the time of the Prophet Muhammad through its 17th-century culmination in the period of the great Islamic empires of the Ottomans, Safavids, and Mughals. All major genres of Islamic art will be considered including religious and secular architecture, the arts of the book (calligraphy and painting), and decorative arts. Some of the broader issues to be examined include the allegedly anti-iconic nature of Islamic art, relations between Islamic art and preexisting traditions in territories absorbed by Islam (Byzantine, Persian, Central Asian, Indian), and the problem of what makes Islamic art Islamic.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDST280 PREREQ: NONE

ARHA282 Practicum in Exhibition of East Asian Art

IDENTICAL WITH: CEAS253

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 IDENTICAL WITH: CEAS283 PREREQ: NONE | SPRING 2016

ARHA284 Buddhist Art from India to Japan

This course surveys the development of Buddhist sculpture, painting, and architecture in India, China, and Japan. The course will stress the relationship of changes in the religion and its social setting to formal changes in its art. Readings will be interdisciplinary in nature, and class discussion will be encouraged.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS282 PREREQ: NONE

ARHA285 Art and Architecture of India to 1500

This course is an introduction to the artistic and architectural traditions of the Indian subcontinent from prehistory to 1500 through a series of thematically-focused units arranged in broadly chronological order. In each unit, we will consider a different body of artworks, monuments, and material cultural objects of major significance within the South Asian tradition and will use them as a means to understand the historical development of Indian society, religion, and politics. The four units of the course examine the early historic interaction between Vedic Aryan and Dravidian cultures and the resulting emergence of a distinct south Asian tradition; the development of narrative and iconic sculpture and its purposes within the context of the Buddhist cult of relics; the relationship between architecture and community in the Buddhist cave-monasteries of the western Deccan (focusing in particular on ritual and patronage); and the theology, iconography, and politics of the Hindu image and temple cult.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS285 PREREQ: NONE

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 often characterized as naturalistic, rational, and political, while 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 appropriated formal conventions from 16th-century European prints and paintings.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: WAGONER, PHILLIP B. SECTION: 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 IDENTICAL WITH: CEAS287 PREREQ: NONE | SPRING 2016

ARHA289 Buddhist Temple Art of China

Buddhism was one of the most important sources of artistic inspiration in China. From the religion's early introduction to the northwestern regions of China in the third century CE, cave-chapels and temples were constructed and their walls were painted with images of Buddhist deities and paradise scenes as visual aids

in ritual practices. Statues and sculptures in all sorts of media were also made as objects of veneration in temple halls. As Buddhism was assimilated into Chinese culture, Buddhist art began to manifest traditional Chinese belief systems, visual preferences, and even moral teachings. Focusing on major cave sites and temple compounds, this course examines the development of artistic programs and styles at different stages of Buddhism's absorption into the religious life and material culture in China.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS289 PREREQ: NONE

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

This course explores the complex interface between literary texts and visual performance traditions in South Asia, taking as our primary focus the two great 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 two epics: 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 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 consider the visual manifestations of the Sanskrit epics in the form of classical Sanskrit plays (known literally as "visual poetry"), later dance-drama forms such as *Yakshagana* and *Kathakali*, contemporary religious pageantry such as the *Ram Lila*, and, finally, the films of the Hindi- and regional-language cinemas. 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 GEN ED AREA: HA 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 second and seventh centuries. This pivotal era witnessed the definition of new forms of social and political thought, the creation of new types of expressive literature in Sanskrit, and the crystallization of the Hindu religion. In this course, we explore classical Indian thought through a variety of theoretical and literary texts articulating the ideas and values of the age. Most of these works were originally written in Sanskrit, the ancient Indian language of culture and power that served as a lingua franca uniting vast portions of Southern Asia. The emphasis is on close reading and discussion of the translated texts themselves and critical engagement with the ideas and values they present.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: HST277 OR RELI236 PREREQ: NONE

FALL 2015 INSTRUCTOR: WAGONER, PHILLIP B. SECTION: 01

ARHA292 *Archaeology of Food, Trade, and Power in South India*

This course examines patterns of life in premodern South India, focusing on the millennium from about 600 to 1600 AD. It explores the persistent practices and institutions that structured social life—agricultural regimes of food production, patterns of local and long-distance trade, and elite discourses of power and authority—as well as historical events and processes that brought change to those patterns. The course capitalizes on South India's rich array of archaeological evidence, from surface remains and excavated finds to standing architectural monuments, donative inscriptions on stone and copper plates, and various forms of coinage and coin hoards informing an economic life. Specific topics investigated include the articulation of cultural space and landscapes; food, subsistence, and modes of agricultural production; domestic architecture and habitation; trade, markets, and monetary systems; and the roles of religion and ritual in legitimating political power. There is an explicit emphasis on methods and their application, including those of epigraphy (the analysis of inscriptions), numismatics (the materially based study of coinage and monetary systems), surface archaeology (survey, documentation, and analysis of exposed surface remains), and the archaeology of buildings. Many class sessions will be devoted to active discussion and analysis of data.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ARCP292 OR ENV5292 PREREQ: NONE

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 Shonibare and the art of Julie Mehretu, exhibited in the Davison Art Center in Fall 2011. We will look online art sites such as PAAACK. Students will also have a chance to create a museum exhibition of photography by Senegalese teenagers, made as part of a West African peace-building project.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM293 PREREQ: NONE

SPRING 2016 INSTRUCTOR: MARK, PETER A. SECTION: 01

ARHA295 *Art in Africa: An in-Depth Look at the Past and Present*

This is not a comprehensive survey of all African art. It focuses in-depth on the art of a limited number of past and present societies in Africa and raises certain broad theoretical problems. The aim is to gain a taste of the formal variety, technical richness, cultural depth, symbolic meaning, historical complexity, and dynamic transformations of sub-Saharan African art.

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

ARHA296 *The Mountains in the History of Art*

This course is a comparative study of mountains as artistic inspiration, focusing on the Alps and the Black Forest in Europe, and the Appalachians. We begin with Moses, the first mountain climber. We then turn to the first historical mountain climber: Oetzi, the 5,200 year-old man found frozen in the ice high in the Tyrolian Alps. We then turn to medieval Europe. There, passes through the Alps and the Black Forest were conduits for the transit of men, goods, and cultural forms. Mountains were not barriers but passageways that linked cultures. In 16th- and 17th-century Europe, Netherlandish artists—Breughel, Seghers, Ruisdael, Jos de Momper—first gave full expression to the grandeur, far beyond a human scale, of Alpine scenery. Gradually, mountains came to be viewed as places of aesthetic beauty and as manifestation of the sublime.

Romanticism, in the visual arts, poetry, and music, captures the experience of the Alps as both symbol and physical manifestation of the transcendent. In the paintings of C. D. Friedrich, Constable, and Turner, mountains become the means to express the concept of the Sublime. A deeper understanding of the Sublime may be found in the poetry of Wordsworth and Coleridge. In America, too, mid-19th century painters focused on the mountains. We will study Hudson River School artists represented in Connecticut collections (Church, Cole).

The mid-19th century saw the birth of mountaineering as a sport. We will read selections from narratives of climbing expeditions—Leslie Stephen, Mark Twain. After World War I, mountaineering took on a heightened spiritual dimension for men who had survived the horrors of trench warfare. In Austria and Germany, climbing was identified with the cult of physical prowess and, sadly, with National Socialism and anti-Semitism. In fact, however, the development of climbing and skiing in the Alps owes much to Austrian and German Jews. In art, too, during the first decades of the 20th century, mountains were an important source of spiritual inspiration for painters whose work is central to the evolution of modern art.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENV5296 PREREQ: NONE

FALL 2015 INSTRUCTOR: MARK, PETER A. SECTION: 01

ARHA299 *African History and Art*

This course traces the art and cultural history of selected West African societies from the 12th century to the early 20th century. Each week we will focus on a single art work, as that work illuminates social and cultural history. The objects will include royal bronze sculpture from the Kingdom of Benin (16th century); a carved ivory vessel from Guinée or Sierra Leone (16th century); a horned initiation mask made of woven fiber from Senegal (19th century); a map of the Sahara made in Spain by a Jewish artist in 1375. Each object sheds light on the history, religion, and culture of the region from which it comes.

The trans-Saharan trade was crucial to both North and West Africa. From Morocco came the Muslim religion, as well as Islamic architecture. In 1445 Portuguese mariners arrived on the Atlantic coast of West Africa. From that moment on, West Africa has been part of a global economy. Already by 1500, the growth of Creole Euro-African communities is reflected in artwork.

"Art" is best understood in the specific historical context and the culture in which it develops. To us, removed in space and in time from these African societies, architecture, sculpture, and ritual performance help to illuminate the lives of the people we are studying. Ultimately, we will consider such questions as: Does African art exist? What is "African art"? Who defines art—Africans or Westerners?

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

FALL 2015 INSTRUCTOR: MARK, PETER A. SECTION: 01

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

IDENTICAL WITH: AFAM310

ARHA321 *Art and the Imagined Self in Spain and the Americas, 1450–1800*

This seminar explores issues of race, religion, and representation in the visual culture of Spain and the Americas. During the Age of Discovery (1450–1800), artists such as El Greco, Velázquez, Zurbarán, and Goya chronicled the tensions and aspirations of golden age Iberia, while indigenous and European artists in Spain's Atlantic colonies absorbed and filtered the art of the old and new worlds to create their own rich body of images. Readings and discussions will explore the role of visual culture and religious practice in the construction of political, social, and racial identities. Topics will include indigenous religions, ecclesiastical evangelization, and popular devotion; Mexican "casta" paintings and lineage portraits; viceregal costume and colonial attire; confraternities and processional culture; Morisco culture in early modern Iberia; and the influence of medieval Iberian multiculturalism on new-world architecture and urbanism.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST321 PREREQ: NONE

ARHA322 Landscape and Ideology, 1450–1650

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

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 "tongues 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

ARHA339 Modernism and the Total Work of Art

The term "total work of art" refers to the German *Gesamtkunstwerk*, which took on new urgency in the 19th century amid social upheaval and revolution. Understood as the intention to reunite the arts into one integrated work, the *Gesamtkunstwerk* was tied from the beginning to the desire to recover and renew the public function of art. True to its origins in revolution, the modern idea of the total work of art intends a critique of existing society and anticipates a utopian alternative. This course examines modern formulations of totality as a response to a cultural crisis initiated by the 1789 French Revolution. From there, we turn to an analysis of composer Richard Wagner's ideas and compositions, which made the idea of the synthesis of the arts a central focus for European modernism. Yet if Wagner's works and writings provide the dominant reference for subsequent developments from the 1880s onwards, these appear primarily in the form of a search for alternatives to his own theory and practice. Attempts to unite the arts and the arts with life continued until the 1930s, when artists' utopian dreams of the total work found perverted realization in the propaganda machines put in place by totalitarian governments.

This course examines the origins of the *Gesamtkunstwerk* in French Revolutionary festivals and German idealism before shifting to a focus on Wagner and the total work of art. It will then examine attempts to envision totality after Wagner in Impressionist painting and German expressionism before concluding with a look at Nazi festivals and art exhibitions.

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

IDENTICAL WITH: GRST239 OR GELT239 OR FRST339 OR COL349 OR MUC285 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: KUENZLI, KATHERINE M. SECTION: 01

ARHA340 Architectures of Aftermath

IDENTICAL WITH: CHUM328

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

ARHA352 Energy and Modern Architecture, 1850–2015

IDENTICAL WITH: ENV5352

ARHA358 Style and Stylistic Change: Creativity and the Recurrent Problem of Reaching an Audience in the Arts

This seminar treats in historical overview, and from diverging disciplinary perspectives, major developments in the theory and interpretation of style in the visual arts. Style is, in effect, a culturally defined visual language that enables the transmission of meaning between the artist and his/her audiences, i.e., both to the artist's initial audience and to secondary audiences of later times. 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 Hegel, Wölfflin, Panofsky, Kubler, Belting, and others who have made important contributions to a fuller understanding of these matters. On the whole, the approach to the material will be that of intellectual history, but intellectual history with the aim of helping one to clarify his/her thinking on style to evolve an understanding of stylistic change that is relevant to his/her own art historical (or, by extension, cultural historical) interests and everyday experience.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016

ARHA360 Museum Studies

This museum studies seminar introduces students to the history of art museums and current debates on the role of museums in today's society, as well as institutional practices and career paths. In addition, students will organize a group exhibition of artwork from the Davison Art Center collection, research objects, and write exhibition labels.

The theme for this year's exhibition will be the German Renaissance prints of Albrecht Dürer and his contemporaries including Lucas Cranach and the "Little Masters." Students will consider the evolving art market, the effect of the Reformation on image production, the commissions of Emperor Maximilian, and new representations of nature and of the body. Students will study the artwork in the collection and collaboratively define an exhibition theme and select artwork for exhibition.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: GRST262 PREREQ: NONE

FALL 2015 INSTRUCTOR: ROGAN, CLARE L. SECTION: 01

ARHA361 Thresholds of Art and Activism Since the 1960s

IDENTICAL WITH: AMST361

ARHA362 Sol LeWitt Wall Drawings and Their Influence

This course will explore the history of Sol LeWitt's more than 1,000 wall drawings (1968–2007). It will consider their significance in the history of conceptual art, and their influence on the visual arts, as well as on select composers, dancers, and performance artists.

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

ARHA363 Fluxus and New Media Art, 1950s–1970s

This course will examine the artists' 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 new-media "intermedia" art, especially combining performance, object-making, and video. The relationships between Fluxus and contemporaneous artistic trends of the 1950s–1970s, such as environments, happenings, and conceptual art, 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, urban landscapes, sociology, colonial and post-colonial architecture, and feminist architectural history.

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

ARHA373 Mayan Mythology and Make-Believe in U.S. Art and Visual Culture

IDENTICAL WITH: AMST311

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 (1st–3rd century CE). The course begins with the examination of the basic teachings of Buddhism as presented in canonical texts and then turns to 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 GEN ED AREA: HA IDENTICAL WITH: CEAS381 OR ARCP380 OR RELI375 PREREQ: NONE

ARHA383 Grounding the Past: Monument, Site, and Memory

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

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

ARHA401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ARHA409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

ARHA411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ARHA465/466 EDUCATION in the Field, Undergraduate

GRADING: OPT SECTION: 01

ARHA467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

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 2015 INSTRUCTOR: HIRZEL, SARAH BECCA SECTION: 03-04
INSTRUCTOR: TENEYCK, KATE SECTION: 01
INSTRUCTOR: TELFAIR, TULA SECTION: 02

SPRING 2016 INSTRUCTOR: RANDALL, JULIA A. SECTION: 01

ARST432 Drawing II

This class builds upon the course content covered in ARST131 Drawing I. 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
SPRING 2016 INSTRUCTOR: RANDALL, JULIA A. SECTION: 01

ARST433 Studies in Computer-based Modeling and Digital Fabrication

Digital design and fabrication technologies are shifting the ways that architecture is conceived and produced. This course will explore both the techniques involved in these new ways of "making" and their intersections with traditional craft. The two primary learning objectives of this course will be an introduction to tools of architectural production using digital fabrication and an investigation of the formal and conceptual possibilities these tools enable. This course addresses issues on procedure and process through physical making for students interested in architecture.

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

ARST434 Studies in Contemporary Urbanism

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

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

ARST435 Architecture I

This course is a synthesis of fundamentals of design principles and introduction to design vocabulary, process methodologies, and craft. Emphasis is placed on developing students' ability to examine the relationship between production (the process of creating things) and expression (the conveying of ideas and meaning)

involved in the making of architecture. The intent of the course is to develop students' awareness and understanding of the built environment as a result of the investigations, observations, and inquiries generated in the studio.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: HUGE, ELIJAH SECTION: 01

ARST436 Architecture II

This course is a research-design-build studio focused on a full-scale fabrication 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 assembly. 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. Additional information about the studio and its past project may be found at: [facebook.com/wesnorthandstudio](https://www.facebook.com/wesnorthandstudio).

GRADING: A-F CREDIT: 1.50 GEN ED AREA: HA PREREQ: ARST435
SPRING 2016 INSTRUCTOR: HUGE, ELIJAH SECTION: 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 2015 INSTRUCTOR: SCHORR, DAVID SECTION: 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 2016 INSTRUCTOR: SCHORR, DAVID SECTION: 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 2015 | SPRING 2016 INSTRUCTOR: TELFAIR, TULA SECTION: 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 & ARST439)
SPRING 2016 INSTRUCTOR: TELFAIR, TULA SECTION: 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 InDesign (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 2015 INSTRUCTOR: SCHORR, DAVID SECTION: 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.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016 INSTRUCTOR: SCHORR, DAVID SECTION: 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: ARST131
FALL 2015 | SPRING 2016 INSTRUCTOR: SCHIFF, JEFFREY SECTION: 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: ARST445 OR ARST435
 FALL 2016 INSTRUCTOR: SCHIFF, JEFFREY SECTION: 01

ARST451 Photography I

This is a comprehensive introductory course to the methods and aesthetics of film-based and digital photography. The topics of study will include evaluating negatives and prints, developing film, photoshop techniques, printing, reading light, visualization, photographic design, and history of photography.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 FALL 2015 INSTRUCTOR: UIBOPUU, TERTTU SECTION: 01
 SPRING 2016 INSTRUCTOR: RUDENSKY, SASHA SECTION: 01

ARST452 Photography II

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

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016 INSTRUCTOR: RUDENSKY, SASHA SECTION: 01

ARST453 Digital Photography I

This course is an extensive examination into the methods and aesthetics of digital photography. The topics of study will include DSLR camera operation, Adobe Photoshop, Adobe Bridge, and printing but, more important, will focus on photography as a fine art through both a historical and contemporary viewpoint.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: UIBOPUU, TERTTU SECTION: 01

ARST460 Introduction to Sumi-e Painting

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

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS460 PREREQ: NONE
 FALL 2015 | SPRING 2016 INSTRUCTOR: SHINOHARA, KEIJI SECTION: 01

ARST461 Alternative Printmaking: Beginning Japanese Woodblock Technique

Students are taught traditional Japanese techniques for conceptualizing a design in terms of woodcut, carving the blocks, and printing them, first in trial proofs and editions. After understanding how both of these methods were originally used and then seeing how contemporary artists have adapted them to their own purposes, both for themselves and in collaboration with printers, students will use them to fulfill their own artistic vision. Considerable use is made of the Davison art collection of traditional and contemporary Japanese prints as well as many European and American woodcuts.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS461 PREREQ: NONE
 FALL 2015 INSTRUCTOR: SHINOHARA, KEIJI SECTION: 01

ARST480 Video Art

This course provides an introduction to the basic concepts of video art. Students will be introduced to camera operation, sound recording, and lighting, as well as video and sound editing. The screening of works by historical and contemporary artists and filmmakers creates the conceptual framework for the class and enables the students to develop a critical eye for time-based art and culture. The class discussions will focus on artists' screenings and students' projects, in progress. The class will culminate in a major project where students realize their own video project.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FILM441 PREREQ: NONE

ARST482 Digital Media II

This is a project-based class where students realize works that center around a class topic determined at the beginning of the semester. The class will function as a study group that researches the class topic, conceptualizes ideas, discusses students' work in progress, and develops digital media installations.

The screening, students' presentations, and discussion of artists' works will provide historical background, source for inspiration, and frame of reference for the creation of digital projects that go beyond a frontal single-screen projection.

Students' work will expand upon their basic technological knowledge by being introduced to advanced digital tools and their concepts, including installations, site-specific works, interactivity, and live control over digital video. The final presentation of the installations will take place in an event outside the classroom context.

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

ARST401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ARST409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

ARST411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ARST465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

ARST467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

ASTRONOMY

PROFESSORS: William Herbst; Edward C. Moran, CHAIR

ASSOCIATE PROFESSOR: Seth Redfield

ASSISTANT PROFESSOR: Meredith Hughes

RESEARCH ASSISTANT PROFESSOR: Roy Kilgard

UNDERGRADUATE PROGRAM

UNDERGRADUATE PROGRAM DEPARTMENTAL ADVISING EXPERTS 2015–2016: William Herbst; Edward Moran; Seth Redfield

The Wesleyan Astronomy Department provides outstanding opportunities for undergraduates who wish to major in this fascinating subject, either in preparation for graduate school or as an end in itself. Our unique program blends course work with research opportunity and provides students access to professional-quality telescopes, instrumentation, and computers. A principal strength is our active research faculty who will work one-on-one with undergraduates employing state-of-the-art instrumentation, and computers to investigate areas of current astronomical interest.

Our students go on to graduate programs, including the best in the country, or to a variety of rewarding careers in and out of science. Many of our students are co-authors on research papers based on work performed during their undergraduate careers. In addition, we offer a comprehensive range of course work that will prepare students for a variety of directions in life, including graduate study.

ADMISSION TO THE MAJOR

The standard introductory course for potential majors and other science-oriented students is **ASTR155**. It may be taken in the first or sophomore year. 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 REQUIREMENTS

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**, as well as four upper-level astronomy courses. The required upper level courses are taken one each semester in the junior and senior years. Depending on the year, the courses will be the following: **ASTR221**, **222**, **224**, **231**, **232**, and **240**. **PHYS324** and **MATH222** are strongly recommended but are not required. Additional upper-level physics courses are also recommended but are not required. Ability to program a computer in at least one of the widely used languages in the sciences, such as C, Fortran, or IDL, is also highly recommended. This does not necessarily mean that students should take a computer science course. Potential majors with graduate school aspirations should complete or place out of the basic physics and mathematics courses listed above, preferably by the end of their sophomore year, and should also take **ASTR155** and **ASTR211** during their first two years.

Since physics GRE scores are an important admission criterion at most astronomy graduate schools, those planning to go on for a PhD are advised to double major in physics. This can be accomplished by taking several of the following additional courses, normally in the junior and senior years: **PHYS324**, **313**, **315**, and **316**. Check the published requirements for the physics major for more details and speak to your advisor.

Additional mathematics courses, such as **MATH229**, may also be chosen.

HONORS

Students considering graduate school are strongly urged to do a senior thesis project (**ASTR409/410**); honors in astronomy requires completion of a senior thesis. Students with an interest in planetary science are advised to look at the course cluster information on that topic.

BA/MA PROGRAM [wesleyan.edu/grad/degree-programs/ba-ma.html]

This program provides an attractive option for 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.

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.

COURSES

The student will normally enroll in at least one 500-level course in astronomy each semester. These courses 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.

PROGRESS AND QUALIFYING EXAMS

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.

TEACHING

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

COURSES**ASTR102 Science Information Literacy**

IDENTICAL WITH: MB&B102

ASTR103 The Planets

IDENTICAL WITH: E&E5151

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 a 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: CR/U CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE | FALL 2015 INSTRUCTOR: HERBST, WILLIAM SECTION: 01

ASTR108 Conceptual Astronomy: Science Fact vs. Science Fiction

Our conceptual understanding of the world around us is shaped by our experiences, often in subtle ways. In this media-dominated world, the public's

ADDITIONAL INFORMATION

All astronomy majors are to enroll each year in the .25-credit courses ASTR430 and ASTR431. These discussion courses provide a broad exposure and introduction to research and education topics of current interest to the astronomical community. Majors are also encouraged to serve as teaching apprentices in a general education course at least once during their junior or senior year and to participate in the observing program with the 24-inch telescope of Van Vleck Observatory.

RESEARCH

The research interests of the current faculty are:

- **Dr. William Herbst**—star formation
- **Dr. Ed Moran**—extragalactic X-ray sources and X-ray background
- **Dr. Seth Redfield**—exoplanets and the interstellar medium
- **Dr. Roy Kilgard**—high-mass X-ray binary populations and statistical challenges in high energy astrophysics
- **Dr. Meredith Hughes**—planet formation

The department is well-equipped for instruction and research. Facilities include a network of MacOS X workstations, a CCD attached to a 24-inch reflector, a 20-inch refractor equipped for observational work, and the substantial astronomical library of the Van Vleck Observatory. Members of our faculty are frequently awarded observing time on world-class telescopes, including the Hubble Space Telescope, Chandra X-ray Observatory, and dozens of ground-based telescopes.

THESIS / DISSERTATION / DEFENSE

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.

CONCENTRATIONS

Planetary science is an emerging interdisciplinary field at the intersection of geology and astronomy with substantial contributions from physics, chemistry, and biology. The subject matter is planets, including those around other stars (exosolar systems). The science questions include the most important of our times: How do planets (including the Earth) form? How common are they in the universe? What is their range of properties and how do they evolve? Is there or was there ever life on other planets? Certainly, the discovery of even microbial life beyond the Earth would rank as one of the greatest human achievements of all time, and this quest lies squarely within the purview of planetary science.

INFORMATION

For additional information, please visit wesleyan.edu/astro/grad-program.

predominant exposure to science comes from science fiction in popular culture, especially TV and movies. In this course, we will examine the ways in which popular culture has influenced our collective knowledge about astronomy: the good, the bad, and the really bad. Wide-ranging topics will include asteroids and comets threatening the earth, travel through space and time, and life in the universe. Through lecture, discussion, and laboratory exercises, we will examine these topics through the lens of science to expose the reality of the universe that is our home.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE | SPRING 2016 INSTRUCTOR: KILGARD, ROY E. SECTION: 01

ASTR111 The Dark Side of the Universe

The physical world we experience is one of normal matter, energy, and—if one looks up at night—stars. But on larger scales, the universe has an exotic and much-less-well-understood side dominated by things we call dark matter, dark energy, and black holes. What are these mysterious components, and what is the relationship between them and the world that is familiar to us? The answers lie at the frontier of modern astrophysics. In this course, we explore the evidence for the existence of these dark components and the current debates regarding their nature and origin. In different ways, each of them has a vital role in the evolution of the universe and its ultimate fate.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE | FALL 2015 INSTRUCTOR: MORAN, EDWARD C. SECTION: 01

ASTR155 Introductory Astronomy

The fundamentals of 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 GEN ED AREA: NSM PREREQ: NONE
FALL 2015 INSTRUCTOR: HUGHES, MEREDITH SECTION: 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: 1.25 GEN ED AREA: NSM PREREQ: ASTR105 OR ASTR107 OR [E&E5151 OR ASTR103] OR ASTR155
SPRING 2016 INSTRUCTOR: MORAN, EDWARD C. SECTION: 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 GEN ED AREA: NSM IDENTICAL WITH: ASTR521 PREREQ: (ASTR155 & ASTR211)

ASTR222 Modern Observational Techniques

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

GRADING: A-F CREDIT: 0.50 GEN ED AREA: NSM IDENTICAL WITH: ASTR522 PREREQ: ASTR211

ASTR224 Exoplanets: Formation, Detection, and Characterization

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

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: ASTR524 PREREQ: (ASTR155 & ASTR211)
SPRING 2016 INSTRUCTOR: REDFIELD, SETH SECTION: 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 GEN ED AREA: NSM IDENTICAL WITH: ASTR531
PREREQ: (PHYS213 & PHYS214 & ASTR155 & ASTR211)
FALL 2015 INSTRUCTOR: HERBST, WILLIAM SECTION: 01

ASTR232 Galaxies, Quasars, and Cosmology

This course introduces modern extragalactic astronomy, blending established practices in the field and important recent discoveries. Three major themes will be developed. First, the basics of Newtonian and relativistic cosmologies will be discussed, including modern determinations of the Hubble Law and the observations that have led to the currently favored cosmological model. Next, the universe

of galaxies will be investigated: their constituents, structure and kinematics, and multiwavelength properties. Finally, the nature of galactic nuclei will be explored, including the observational consequences of black-hole accretion and the coordinated growth of galaxies and their central black holes. Outstanding research questions related to the topics covered will be highlighted throughout the course.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: ASTR532 PREREQ: (ASTR155 & ASTR211)

ASTR240 Radio Astronomy

This course will introduce students to the origins, theory, and practice of radio astronomy. It will cover theory of antennas and interferometers, as well as signal detection and measurement techniques. Particular emphasis will be placed on the theory and applications of Fourier transforms. A practical laboratory component will provide experience working with single-dish and interferometric data.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: ASTR155

ASTR401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ASTR409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

ASTR411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ASTR423/424 Advanced Research Seminar, Undergraduate

GRADING: OPT SECTION: 01

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 GEN ED AREA: NSM PREREQ: ASTR155 OR ASTR211
FALL 2015 INSTRUCTOR: HUGHES, MEREDITH SECTION: 01

ASTR431 Research Discussion in Astronomy

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

GRADING: CR/U CREDIT: 0.25 GEN ED AREA: NSM PREREQ: ASTR155 OR ASTR211
SPRING 2016 INSTRUCTOR: REDFIELD, SETH SECTION: 01

ASTR465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

ASTR467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

ASTR500 Graduate Pedagogy

IDENTICAL WITH: BIOL500

ASTR501/502 Individual Tutorial, Graduate

GRADING: OPT SECTION: 01

ASTR503/504 Selected Topics, Graduate Science

GRADING: OPT SECTION: 01

ASTR511/512 Group Tutorial, Graduate

GRADING: OPT SECTION: 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

ASTR549/550 Advanced Research Seminar, Graduate

GRADING: OPT SECTION: 01

ASTR561/562 Graduate Field Research

GRADING: OPT SECTION: 01

ASTR555 Planetary Science Seminar

IDENTICAL WITH: E&E555

BIOLOGY

PROFESSORS: David Bodznick; Ann Burke; Barry Chernoff, *Earth and Environmental Sciences*; Frederick Cohan; Stephen Devoto; Laura B. Gabel; John Kirn, *CHAIR*; Janice Naegele; Sonia Sultan; Michael Weir

ASSOCIATE PROFESSORS: Gloster B. Aaron Jr.; Michael S. Singer

ASSISTANT PROFESSOR: Joseph Coolon; Ruth Johnson

UNDERGRADUATE PROGRAM

UNDERGRADUATE PROGRAM DEPARTMENTAL ADVISING EXPERTS 2015–2016: All departmental faculty

These are thrilling times to study biology. Advances in molecular biology, epigenetics, 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 Biology Department 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, and 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.

COURSES FOR NON-MAJORS

The following courses do not have prerequisites and, as such, are appropriate for non-majors.

- BIOL106 The Biology of Sex
- BIOL131 Service-Learning Clinical Experience at Connecticut Valley Hospital
- BIOL137 Writing about Evolution
- BIOL140 Classic Studies in Animal Behavior
- BIOL145 Primate Behavior: The Real Monkey Business
- BIOL148 Biology of Women
- BIOL149 Neuroethology: Sensory Basis of Animal Orientation and Navigation
- BIOL173 Global Change and Infectious Disease
- BIOL181 Principles of Biology I: Cell Biology and Molecular Basis of Heredity
- BIOL182 Principles of Biology II
- BIOL197 Introduction to Environmental Studies

ADMISSION TO THE MAJOR

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

A prospective biology major begins with a series of two core introductory courses. Students should begin the core series with BIOL181 and its associated laboratory course (BIOL191), which are offered in the fall semester. BIOL181 is offered in a number of small sections rather than a single large lecture class. These small sections allow for problem-based learning at a more individualized pace as students master the first semester of university-level biology. 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 and its laboratory course, BIOL192. An optional spring course (BIOL194) is offered to students of BIOL182 who wish a challenging reading and discussion experience in addition to the lectures.

MAJOR REQUIREMENTS

The Biology majors program of study consists of the following.

- The two introductory courses BIOL181-182 with their labs, BIOL191-192.
- At least six elective biology courses at the 200 and 300 levels, including one mid-level cell/molecular course (either MB&B208, BIOL210, 212, or 218) and one mid-level organismic/population course (either NS&B/BIOL213, BIOL214, or 216).
 - **Note: For the class of 2016:** No more than four of these mid-level courses (listed above) may be counted towards the six advanced elective requirement. **For the class of 2017 and beyond:** No more than three of these mid-level courses (listed above) may be counted towards the six advanced elective requirement.
- Two semesters of general chemistry (CHEM141-142 or 143-144)
- Any three additional semesters of related courses from at least two different departments: physics (PHYS111 or 112 or 113 or 116), organic chemistry (CHEM251 or 252), mathematics (MATH117 or higher), statistics (MATH132 or BIOL320/520 or QAC201), or computer science (COMP112, 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, as well as a course in biochemistry.

Electives may be chosen from among the following courses at the 200, 300, or 500 levels. See WesMaps for current course offerings. The courses are grouped thematically for your convenience only.

CELL AND DEVELOPMENT BIOLOGY

- BIOL212 Principles and Mechanisms of Cell Biology
- BIOL218 Developmental Biology
- MB&B/BIOL237 Signal Transduction
- BIOL245 Cellular Neurophysiology
- BIOL/NS&B325 Stem Cells: Basic Biology to Clinical Applications
- BIOL334 Morphogenesis: Integrating Changes in Cell Structure and Behavior
- BIOL335/535 Research Approaches to Disease
- BIOL340/540 Issues in Development and Evolution
- BIOL343/543 Muscle and Nerve Development
- BIOL/NS&B345 Developmental Neurobiology
- BIOL232/MB&B232 Immunology

EVOLUTION, ECOLOGY, AND CONSERVATION BIOLOGY

- BIOL214 Evolution
- BIOL216 Ecology
- BIOL220 Conservation Biology
- BIOL226 Invasive Species: Biology, Policy, and Management
- BIOL235 Comparative Vertebrate Anatomy
- BIOL254 Comparative Animal Behavior
- BIOL282 Ecophysiology of Animals
- BIOL290 Plant Form and Diversity
- 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 Origins of Bacterial Diversity
- BIOL340/540 Issues in Development and Evolution
- BIOL346 The Forest Ecosystem

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
- MB&B231/BIOL231 Microbiology
- MB&B294 Advanced Laboratory in Molecular Biology and Genetics
- BIOL327/527 Evolutionary and Ecological Bioinformatics
- MB&B333/533 Gene Regulation

PHYSIOLOGY, NEUROBIOLOGY, AND BEHAVIOR

- NS&B/BIOL213 Behavioral Neurobiology
- BIOL/NS&B224 Hormones, Brain, and Behavior
- BIOL235 Comparative Vertebrate Anatomy
- BIOL239/NS&B239 Functional Anatomy of the Human
- NS&B/BIOL243 Neurohistology
- BIOL/NS&B245 Cellular Neurophysiology
- BIOL/NS&B247 Laboratory in Neurophysiology
- BIOL/NS&B249 Neuroethology
- BIOL/NS&B250 Laboratory in Cellular/Behavioral Neurobiology
- BIOL/NS&B252 Cell Biology of the Neuron
- NS&B/BIOL254 Comparative Animal Behavior
- BIOL/NS&B299 Waves, Brains, and Music
- NS&B/BIOL328 Chemical Senses
- BIOL/NS&B345 Developmental Neurobiology
- BIOL/NS&B351 Neurobiology of Learning and Memory
- NS&B/BIOL353 Neurobiology of Neurological Disorders

FULFILLING THE BIOLOGY MAJOR

Cross-listed courses that are included on the list above are automatically credited to the biology major. 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. Two Wesleyan courses that fall into this category are ANTH202 **Paleoanthropology: The Study of Human Evolution** and ANTH349 **The Human Skeleton**.

Additional courses which may be credited to the major: BIOL320, E&E5233, MB&B228 and 383 and ECON300. MB&B228 **Introductory Medical Biochemistry** may be counted only if MB&B208 **Molecular Biology** and MB&B383 **Biochemistry** are not counted toward the major.

Biology majors are allowed to apply at most one elective course taken credit/unsatisfactory 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.

CAPSTONE EXPERIENCE

As a capstone experience, senior biology majors are encouraged to participate in one of the following opportunities for intensive scientific engagement: a hands-on laboratory or field course, participation in lab research (typically begun prior to senior year), or enrollment in an advanced (300-level) seminar or class. A series of faculty-student dinners during fall and spring of senior year provide further opportunities to discuss emergent scientific issues and approaches, and their relation to students' career goals.

HONORS

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.

ADVANCED PLACEMENT

Students who have received a grade of 4 or 5 on the AP exam may receive one university credit toward graduation.

If you earned a 4 or 5 on the AP Biology exam, you are eligible to take a placement exam during Freshman Orientation. If you pass this exam, you may choose to place out of BIOL181 and go directly into BIOL182 in the spring. However, we recommend against this for almost all students, especially those who may be interested in the Biology major. Although some of the MB&B/BIOL181 material will be familiar from a high school AP course, the depth and rigor of MB&B/BIOL181 provide a strong foundation as you move forward to more advanced courses. Alternatively, students with AP 4 or 5 may consult individually with the BIOL182 faculty regarding placing out of this second-semester introductory course. However, both courses are

considered essential background for our upper-level courses; students are highly encouraged to enroll in both semesters.

PRIZES

- **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.
- **The Peirce Prize:** Awarded in successive years for excellence in biology, chemistry, and geology.

TRANSFER CREDIT

Up to two 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 (Professor David Bodznick) to ensure creditability of specific courses from other institutions.

RELATED PROGRAMS OR CERTIFICATES

Environmental Studies Certificate. The Environmental Studies (ENVS) program is interdisciplinary and offers both a certificate and a linked major. The ENVS linked major is a secondary major and requires a student to also have a primary major in another department, program or college. ENVS majors write a senior thesis or essay in environmental studies that is mentored by a professor in another department, program or college (e.g., biology). There is also an opportunity to earn an ENVS certificate, which does not require a senior thesis or essay. See: wesleyan.edu/coe/academics/.

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 with faculty training and 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, some classroom teaching opportunities may be offered. 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.

COURSES

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 are 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.

Working with the First Year Advisory committee, graduate students design their own program of courses to complement and strengthen their previous background knowledge. Each student participates in one of the journal clubs in which recent journal articles are presented and discussed. Three journal clubs meet weekly over lunch:

Informatics and Modeling Certificate. The Integrative Genomic Science pathway within this certificate will be of particular interest for life science majors. See wesleyan.edu/imcp/igs.html.

Neuroscience and Behavior Program. Several faculty members in the Biology and Psychology departments also participate in the Neuroscience and Behavior Program that, at the undergraduate level, constitutes a separate major. Information about that program can be found at wesleyan.edu/nsb.

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.

BA/MA PROGRAM [wesleyan.edu/grad/degree-programs/ba-ma.html]

This program provides an attractive option for life science majors to substantially enrich their research and course background and to earn an advanced degree while at Wesleyan. Students are advised to begin research by their junior year if they intend to pursue the BA/MA in biology. Admission is competitive and based on GPA, faculty recommendations, and research experience.

ADDITIONAL INFORMATION

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.

- Ecology/Evolution
- Cell/Development/Genetics
- Neuroscience/Behavior

PROGRESS AND QUALIFYING EXAMS

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 whose research field is clearly outside the student's area of special interest.

TEACHING

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

RESEARCH

Graduate students start their research experience with two or more semester-long practica in laboratories. These are designed to provide complementing experiences to prepare students for their thesis research. Research projects are available in the following areas:

- **Aaron Lab**—epilepsy, the hippocampus, and the cortex
- **Bodznick Lab**—neuroethology
- **Burke Lab**—development and evolution
- **Chernoff Lab**—conservation, evolution, and genetics of fishes
- **Cohan Lab**—evolutionary genetics and speciation of bacteria
- **Devoto Lab**—muscle development in zebrafish
- **Grabel Lab**—embryonic stem cell neurogenesis
- **Johnson Lab**—regulation of cell movement during development
- **Kirn Lab**—developmental neurobiology of vocal learning in songbirds
- **Naegele Lab**—development of GABAergic interneurons and neural stem cell therapy
- **Singer Lab**—evolution and ecology of plant-animal interactions
- **Sultan Lab**—evolutionary ecology of phenotypic plasticity in plants
- **Weir Lab**—molecular genetics; bioinformatics

All graduate students present their research in biweekly seminars attended by all members of the department, to encourage students to become fluent and comfortable with their presentation skills.

THESIS / DISSERTATION / DEFENSE

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.

INFORMATION

For additional information, please visit wesleyan.edu/bio/graduate.

COURSES

BIOL102 Science Information Literacy

IDENTICAL WITH: MB&B102

BIOL106 The Biology of Sex

This course is featured as a general education course within the Department of Biology. Serving to complement courses currently offered within biology that only touch upon the subject of sex, this course will dive into specifics regarding sexual behavior and will serve to highlight new discoveries that have been facilitated by novel scientific techniques and approaches. As we study the biology of sex in the animal world, it becomes apparent that sex is achieved in a multitude of ways, many appearing rather bizarre and flamboyant. Yet under these guises, animals are still able to mate and reproduce. Sex is often defined according to sexual reproduction, whereby two individuals that are male and female mate and have offspring. However, many organisms engage in asexual reproduction and/or a combination of the two reproductive strategies. Reproductive anatomy and behavior will be addressed as we explore a variety of organisms, ranging from marine mollusks and their "sex changes" to the (female) marmoset monkey that can give birth to chimeras (an offspring with more than two parents). As an organism pursues sex, what are the mating strategies? What are the chemicals of sex (pheromones and hormones)? By examining the biology of sex in detail, we will also debate age-old topics such as whether sexual reproduction is sexist, the competing strategies of males and females, and whether human cultural displays are yet another way to decipher quality in a potential mate.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: POWZYK, JOYCE ANN SECTION: 01-02**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 permission of instructor (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 IDENTICAL WITH: PSYC131 PREREQ: NONE
FALL 2015 INSTRUCTOR: DONADY, J. JAMES SECTION: 01**BIOL137 Writing About Evolution**

This class will explore various interesting problems in natural history, using short writing assignments to build familiarity with concepts of organismic evolution.

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

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 2015 INSTRUCTOR: POWZYK, JOYCE ANN SECTION: 01-02**BIOL145 Primate Behavior: The Real Monkey Business**

This course will examine the full spectrum of the primate order. How has evolution shaped these different primate species, and what underlying mechanisms 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 2016 INSTRUCTOR: POWZYK, JOYCE ANN SECTION: 01**BIOL148 Biology of Women**

This course will cover a range of topics relating to the 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 IDENTICAL WITH: FG5148 PREREQ: NONE

BIOL173 Global Change and Infectious Disease

Among the most insidious effects of global change are the expanded geographical ranges and increased transmission of infectious diseases. Global warming is bringing tropical diseases, such as malaria, poleward from the tropics; the extreme weather events of a changed world are leading to outbreaks of zoonotic diseases, such as those caused by Hantaviruses; and nonclimatic anthropogenic factors, such as forest fragmentation, are taking their toll on human health, for example, by increasing the incidence of Lyme disease. This course will cover the evidence that global change has increased the geographical ranges and rates of incidence of infectious diseases in humans, in agricultural animals and plants, and in endangered species. We will explore how interactions between different anthropogenic effects (for example, habitat loss and pollution) exacerbate the effects of global warming on infectious diseases. We will analyze and critique projections for future changes in geographic ranges in infectious diseases. Finally, we will cover how revolutions in bioinformatics will increase the resolution of tracking and predicting responses of disease organisms to global change. The course has no formal prerequisites and will introduce material from ecology and microbiology, as needed, to allow students to read and interpret the recent literature on global change and infectious disease.

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: ENV5260 PREREQ: NONE
SPRING 2016 INSTRUCTOR: COHAN, FREDERICK M. SECTION: 01**BIOL181 Principles of Biology I: Cell Biology and Molecular Basis of Heredity**

IDENTICAL WITH: MB&B181

BIOL182 Principles of Biology II

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

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: MB&B182 PREREQ: [MB&B181 OR BIOL181]
SPRING 2016 INSTRUCTOR: DEVOTO, STEPHEN H. SECTION: 01
INSTRUCTOR: SINGER, MICHAEL SECTION: 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: CRU CREDIT: 5 GEN ED AREA: NSM IDENTICAL WITH: MB&B192 PREREQ: [MB&B191 OR BIOL191]
SPRING 2016 INSTRUCTOR: MUROLO, MICHELLE AARON SECTION: 01-05**BIOL193 Principles of Cell and Molecular Biology: Advanced Topics**

IDENTICAL WITH: MB&B193

BIOL194 Principles of Biology II: Advanced Topics

This course provides an optional supplement to the introductory course in physiology, development, evolution, and ecology (BIOL182, which should be taken concurrently). It is designed for highly motivated biology students who seek to enrich their understanding by engaging with current research in an intensive seminar setting. Students in BIOL194 will read and discuss recent journal articles that probe in greater depth some of the subjects covered in BIOL182. Weekly meetings will consist of a short lecture by the professor followed by group discussion of the readings.

GRADING: CRU CREDIT: .25 GEN ED AREA: NSM IDENTICAL WITH: MB&B194 PREREQ: BIOL181 OR MB&B181
SPRING 2016 INSTRUCTOR: DEVOTO, STEPHEN H. SECTION: 01
INSTRUCTOR: SINGER, MICHAEL SECTION: 01**BIOL197 Introduction to Environmental Studies**

IDENTICAL WITH: E&E5197

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

Genetics has provided a foundation for modern biology. We will explore the classical genetics and go on to consider how genomics has transformed this field. This course is intended to introduce students to the fields of genetics and genomics, which encompass modern molecular genetics, bioinformatics, and the structure, function, and evolution of genomes. We will discuss important new areas of research that have emerged from the genome projects, such as epigenetics, polymorphisms,

transgenics, systems biology, stem cell research, and disease mapping. We will also discuss bioethical issues that now face us in this new postgenome era.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: MB&B210 PREREQ: [MB&B181 OR BIOL181]
 SPRING 2016 INSTRUCTOR: LANE, ROBERT P. SECTION: 01

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 understanding biological function from the molecular to organismic levels. The goals of this course are to introduce major concepts of cellular function. Topics covered include cell and organelle structure and function, trafficking, cell adhesion and motility, proliferation, signal transduction and cell differentiation. Journal papers will introduce students to research in these topics of cell biology. To demonstrate how basic biological processes combine to form a coherent whole, we will discuss examples of integration of biological functions in tissues—and when these go awry in diseases.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: MB&B212 PREREQ: [MB&B181 OR BIOL181]

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 GEN ED AREA: NSM PREREQ: [BIOL182 OR MB&B182]
 SPRING 2016 INSTRUCTOR: BURKE, ANN CAMPBELL SECTION: 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 coevolution, population outbreaks, ecological coexistence, patterns of biodiversity, ecological succession, species invasions, food web dynamics, nutrient and energy cycling, variation in ecosystem goods and services, and global change.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: ENVS216 PREREQ: [BIOL182 OR MB&B182]

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 GEN ED AREA: NSM PREREQ: [BIOL182 OR MB&B182]
 SPRING 2016 INSTRUCTOR: GRABEL, LAURA B. SECTION: 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 habitat loss and alteration, overharvesting, food web alteration, invasive species, and climate change. We will use readings from the primary literature and field projects to learn about current research methods used in conservation biology.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: ENVS220 PREREQ: [BIOL182 OR MB&B182]
 FALL 2015 INSTRUCTOR: SINGER, MICHAEL SECTION: 01

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). This course is POI.

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

BIOL224 Hormones, Brain, and Behavior

Hormones coordinate the anatomical, physiological, and behavioral changes necessary for developmental, seasonal, and diurnal transition in animals. These molecules have profound effects on the development of the brain and on adult brain function. How do hormones orchestrate brain assembly and the expression of specific behaviors? How do behavior, social context, and the environment influence hormone secretion? This course will provide a critical survey of our understanding of the relationship between endocrinology, the brain, and behavior in a variety of animal systems. Select topics include insect metamorphosis; sexual differentiation of the vertebrate brain and behavior; reproductive and aggressive behavior in birds, lizards, and rodents; song learning and song production in birds; and the effects of hormones on sexual behavior and cognitive function in primates, including humans. The exploration of a variety of systems will provide students with an appreciation of the ways in which the relationships between hormones and behavior vary across species, as well as the extent to which these relationships are conserved.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B224
 PREREQ: [NS&B213 OR BIOL213 OR PSYC240] OR [BIOL182 OR MB&B182]
 FALL 2015 INSTRUCTOR: KIRN, JOHN SECTION: 01-02

BIOL226 Invasive Species: Biology, Policy, and Management

Invasive species account for 39 percent of the known species extinctions on Earth, and they are responsible for environmental damages totaling greater than \$138 billion per year. However, the general population has little knowledge of what invasive species are or what threats they pose to society. In this course, we will explore the biological, economic, political, and social impacts of invasive species. We will begin by exploring a definition of an invasive species and looking at the life history characteristics that make them likely to become pests. Then, we will consider the effects of invasive species expansion on the conservation of biodiversity and ecosystem function, as well as their global environmental and political impacts. Finally, we will explore the potential future changes in invasive species distributions under a changing climate.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: E&E5356 OR ENVS226
 PREREQ: [E&E5197 OR BIOL197] OR [BIOL182 OR MB&B182] OR E&E5199
 SPRING 2016 INSTRUCTOR: POULOS, HELEN MILLS SECTION: 01

BIOL228 Introductory Medical Biochemistry

IDENTICAL WITH: MB&B228

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) & [BIOL182 OR MB&B182]] & [MB&B191 OR BIOL191] & [BIOL192 OR MB&B192]

BIOL237 Signal Transduction

IDENTICAL WITH: MB&B237

BIOL239 Functional Anatomy of the Human Brain

IDENTICAL WITH: NS&B239

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 GEN ED AREA: NSM IDENTICAL WITH: NS&B245 PREREQ: [NS&B213 OR BIOL213 OR PSYC240]

BIOL246 Cell Biology of Major Health Challenges

Thanks to the development of antibiotics and vaccines, many contagious diseases have been eliminated or controlled. Nonetheless, we are still confronted with a group of debilitating diseases that affect a growing number of people. Diseases such as diabetes, addiction, AIDS, influenza, Alzheimer's disease, and cancer are of great consequence to the individual and increasing concern to our society. Cancer will be the main topic of the course, but we will also learn about some other challenging diseases as well. We will consider the social and economic consequences of the topic of choice, but the main focus will be on the molecular and cellular basis of the disease, the difficulties in curing or treating the disease, as well new research approaches that offer hope for the future.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM
 PREREQ: [(BIOL181 OR MB&B181) & [BIOL182 OR MB&B182]] OR [(BIOL195 OR MB&B195) & [BIOL196 OR MB&B196]] OR [(BIOL181 OR MB&B181) & [BIOL196 OR MB&B196]] OR [(BIOL195 OR MB&B195) & [BIOL182 OR MB&B182]]

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 and intracellular recording techniques.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B247
 PREREQ: [(NS&B213 OR BIOL213 OR PSYC240) & [BIOL182 OR MB&B182]] OR [(NS&B213 OR BIOL213 OR PSYC240) & [BIOL196 OR MB&B196]]

FALL 2015 INSTRUCTOR: BODZNICK, DAVID SECTION: 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, navigation, and homing; and sensory-motor integration.

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B249
PREREQ: (BIOL182 OR MB&B182) & (NS&B213 OR BIOL213 OR PSYC240)
SPRING 2016 INSTRUCTOR: BODZNIK, DAVID SECTION: 01

BIOL250 Laboratory in Cellular and Behavioral Neurobiology

The goals of the course are to introduce students to a number of contemporary laboratory techniques in neuroscience and behavior. The laboratory introduces students to experimental method and techniques including neuroanatomy, immunohistochemistry, primary neuronal and astrocyte cell culture methods, analyses of electrical activity in the brain, and behavioral analyses of learning, memory, social behavior, and social dominance in inbred strains of mice.

Students will learn to analyze experimental data and write a series of laboratory reports on the experiments done during class. Additionally, students will write a term paper related to one of the experimental approaches.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B250 OR NS&B555
PREREQ: (NS&B213 OR BIOL213 OR PSYC240) | SPRING 2016 INSTRUCTOR: NAEGELE, JANICE R SECTION: 01

BIOL252 Cell Biology of the Neuron

IDENTICAL WITH: NS&B252

BIOL254 Comparative Animal Behavior

An introduction to the study of animal behavior, this course will examine the factors that control the behavior of vertebrates and invertebrates within evolutionary, social, and physiological contexts.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B254
PREREQ: (BIOL182 OR MB&B182) OR (BIOL196 OR MB&B196) OR (NS&B213 OR BIOL213 OR PSYC240)

BIOL265 Bioinformatics Programming

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

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: MB&B265 OR COMP113 PREREQ: (MB&B181 OR BIOL181)
SPRING 2016 INSTRUCTOR: WEIR, MICHAEL P. SECTION: 01

BIOL282 Ecophysiology of Animals

This course will examine the physiological adaptations of animals to their natural habitats. Starting with an overview of basic physiological requirements (energy and metabolism, thermal considerations, water relations), a series of case studies will investigate physiological and life-history specializations to diverse ecological conditions in a variety of invertebrates and vertebrates.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: (BIOL182 OR MB&B182)

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, the plant life cycle in nature, including interactions with animals, and ecological diversity of plants in contrasting habitats. Special events include a field trip to the Smith College Botanic 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)
FALL 2015 INSTRUCTOR: SULTAN, SONIA SECTION: 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 IDENTICAL WITH: NS&B299 PREREQ: (NS&B213 OR BIOL213 OR PSYC240)

BIOL313 Microbes and Human-Caused Environmental Change

IDENTICAL WITH: ENV5313

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 GEN ED AREA: NSM IDENTICAL WITH: BIOL316
PREREQ: BIOL214 OR (BIOL220 OR ENV5220) OR BIOL290 OR (BIOL216 OR ENV5216)

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 GEN ED AREA: NSM IDENTICAL WITH: BIOL318
PREREQ: BIOL214 OR BIOL218 OR (BIOL254 OR NS&B254) OR (BIOL224 OR NS&B224)

BIOL320 Quantitative Methods for the Biological and Environmental Sciences

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

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: BIOL520 OR E&ES320 OR E&ES520 PREREQ: NONE

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 IDENTICAL WITH: NS&B325
PREREQ: ((MB&B181 OR BIOL181) & (BIOL182 OR MB&B182))

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. Students will learn algorithms for reconstructing phylogeny, for sequence alignment, and for analysis of genomes, and students will have an opportunity to create their own algorithms.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: COMP327 OR BIOL527 OR COMP527
PREREQ: (BIOL182 OR MB&B182) OR (BIOL196 OR MB&B196) OR COMP112 OR COMP211
FALL 2015 INSTRUCTOR: COHAN, FREDERICK M. SECTION: 01
INSTRUCTOR: KRIZANC, DANIEL SECTION: 01

BIOL328 Chemical Senses

IDENTICAL WITH: NS&B328

BIOL333 Gene Regulation

IDENTICAL WITH: MB&B533

BIOL334 Morphogenesis: Integrating Changes in Cell Structure and Behavior

Changes in cell shape, size, and position, and changes in cell number profoundly influence tissue and organ formation and function. By examining a range of developmental processes and structures in *Drosophila*, students will be challenged to consider the following questions: What are the cellular mechanisms that govern the shapes of cells and organs during development? How do forces (stress and tension) modify cells? How do cells move within and out of a tissue? How is organ size determined? Why is cell position an important factor in determining cell fate or differentiation? During the course, students will be introduced to working with *Drosophila* to address these questions in cell biology.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM
PREREQ: (BIOL210 OR MB&B210) OR (BIOL212 OR MB&B212) OR BIOL218 OR MB&B208
SPRING 2016 INSTRUCTOR: JOHNSON, RUTH INEKE SECTION: 01

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 GEN ED AREA: NSM IDENTICAL WITH: BIOL540 PREREQ: BIOL218 OR BIOL214
FALL 2015 INSTRUCTOR: BURKE, ANN CAMPBELL SECTION: 01

BIOL343 Muscle and Nerve Development

We will examine the structure and function of muscle cells, the development of muscle cell identity, the development of motor neurons, and the interactions between nerve and muscle that lead to a functioning neuromuscular system. The

course will focus primarily on vertebrate model systems such as chick, mouse, and fish. We will also examine human diseases, including muscular dystrophies and other neuromuscular disorders.

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B543 OR BIOL543 OR NS&B343
 PREREQ: BIOL218 OR (BIOL182 OR MB&B182) & (BIOL212 OR MB&B212) OR (BIOL182 OR MB&B182) & (NS&B213 OR BIOL213 OR PSYC240) OR (BIOL196 OR MB&B196) & (BIOL212 OR MB&B212) OR (BIOL196 OR MB&B196) & (NS&B213 OR BIOL213 OR PSYC240)

FALL 2015 INSTRUCTOR: DEVOTO, STEPHEN H. SECTION: 01

BIOL345 Developmental Neurobiology

Near the top of the list of unsolved mysteries in biology is the enigma of how the brain constructs itself. Here is an organ that can make us feel happy, sad, amused, and in love. It responds to light, touch, and sound; it learns; it organizes movements; it controls bodily functions. An understanding of how this structure is constructed during embryonic and postnatal development has begun to emerge from molecular-genetic, cellular, and physiological studies. In this course, we will discuss some of the important events in building the brain and explore the role of genes and the environment in shaping the brain. With each topic in this journey, we will ask what the roles of genes and the environment are in forming the nervous system. We will also discuss developmental disorders resulting from developmental processes that have gone astray. This is a reading-intensive seminar course emphasizing classroom discussions, with readings from a textbook and the primary scientific literature.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B345 OR NS&B545 OR BIOL545
 PREREQ: (NS&B213 & MB&B181 & BIOL182) OR (NS&B213 & MB&B181 & BIOL196) OR (NS&B213 & MB&B195 & BIOL182) OR (NS&B213 & MB&B195 & BIOL196)

BIOL346 The Forest Ecosystem

This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of forest ecology at various levels of organization from individuals to populations, communities, and ecosystems. Lectures, lab exercises, and writing-intensive assignments will emphasize the quantification of spatial and temporal patterns of forest change at stand, landscape, and global scales.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: BIOL546 OR E&E5346 OR E&E546 OR ENV5340
 PREREQ: BIOL182 OR MB&B182) OR (E&E197 OR BIOL197) OR E&E5199

BIOL347 Mammalian Cortical Circuits

While scientists are still very unsure of how the mammalian cortex enables conscious perception and thought, there has been a tremendous explosion of knowledge recently concerning the wide heterogeneity of neuronal classes and the specific kinds of connections between these classes. Detailed wiring diagrams of local cortical circuits are emerging, colored with dynamic connections that have created a wellspring of ideas motivated toward understanding the cortex with reverse-engineering strategies. This course will focus on cortical circuit studies in the neocortex. Students will come to know, for example, many different varieties of inhibitory interneurons in terms of their firing properties, synaptic plasticities, the connections they make with other neurons, and what roles they might play in governing cortical dynamics.

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B347 PREREQ: [NS&B213 OR BIOL213 OR PSYC240]

BIOL351 Neurobiology of Learning and Memory

Animals as varied as sea slugs and humans display a number of types of learning, ranging from the capacity to acquire species-specific behavior to the ability to form arbitrary associations. Just as varied are the philosophies governing the choice of how to best study the neurobiology of learning and memory. Through lectures, class discussion, student presentations, and a critical reading of the primary literature, the advantages and disadvantages of these various approaches will be investigated. While the specific focus of this class will be on learning and memory, other ways in which the brain learns will also be explored. Normal brain ontogeny relies to some extent on invariant cues in the animal's environment, making this process somewhat analogous to learning. In fact, the neural substrates for learning are likely to be a subset of the basic steps used during brain development. Moreover, the developmental rules guiding brain assembly place constraints on the what, how, and when of brain function and learning. Therefore, this course will also cover select topics in basic developmental neurobiology.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B351 PREREQ: [NS&B213 OR BIOL213 OR PSYC240]

BIOL353 Neurobiology of Neurological Disorders

IDENTICAL WITH: NS&B353

BIOL356 Neurodevelopmental Disorders

IDENTICAL WITH: NS&B356

BIOL369 Ecological Resilience: The Good, The Bad, and The Mindful

IDENTICAL WITH: ENV5369

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.

Training in pedagogy in the first semester of attendance is required for all incoming Wesleyan MA and PhD students who have not already fulfilled this requirement at Wesleyan. BA/MA students are not required to get training in pedagogy but may choose to do so.

GRADING: CRJU CREDIT: .5 IDENTICAL WITH: CHEM500 OR E&E5500 OR ASTR500 OR MB&B500 OR MUSC500 OR PHYS500 OR PSYC500 OR BIOL500 PREREQ: NONE

BIOL505 Cell and Development Journal Club I

Presentation and active discussion of a series of current research articles in the field of cell and developmental biology from journals including *Cell*, *Journal of Cell Biology*, *Development*, *Genes and Development*, *Developmental Biology*, *Science*, and *Nature*.

GRADING: OPT CREDIT: .25 PREREQ: NONE
 FALL 2015 INSTRUCTOR: DEVOTO, STEPHEN H. SECTION: 01
 INSTRUCTOR: WEIR, MICHAEL P. SECTION: 01
 INSTRUCTOR: JOHNSON, RUTH INEKE SECTION: 01

BIOL506 Cell and Development Journal Club II

Presentation and active discussion of a series of current research articles in the field of cell and developmental biology from journals including *Cell*, *Journal of Cell Biology*, *Development*, *Genes and Development*, *Developmental Biology*, *Science*, and *Nature*.

GRADING: OPT CREDIT: .25 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: DEVOTO, STEPHEN H. SECTION: 01
 INSTRUCTOR: GRABEL, LAURA B. SECTION: 01
 INSTRUCTOR: WEIR, MICHAEL P. SECTION: 01
 INSTRUCTOR: JOHNSON, RUTH INEKE SECTION: 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, coevolution, 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: .25 PREREQ: NONE
 FALL 2015 INSTRUCTOR: COHAN, FREDERICK M. SECTION: 01
 INSTRUCTOR: BURKE, ANN CAMPBELL SECTION: 01
 INSTRUCTOR: SINGER, MICHAEL SECTION: 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 coevolution, speciation, phylogenetic approaches for investigating natural selection, the role of competition in evolution, evolution of host-parasite relationships, and the evolution of behavior. Articles for discussion generally come from the journals *Evolution*, *American Naturalist*, *Genetics*, *Science*, and *Nature*.

GRADING: OPT CREDIT: .25 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: COHAN, FREDERICK M. SECTION: 01
 INSTRUCTOR: BURKE, ANN CAMPBELL SECTION: 01
 INSTRUCTOR: SINGER, MICHAEL SECTION: 01

BIOL509 Neuroscience Journal Club I

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

GRADING: CRJU CREDIT: .25 PREREQ: NONE
 FALL 2015 INSTRUCTOR: BODZNICK, DAVID SECTION: 01
 INSTRUCTOR: KIRN, JOHN SECTION: 01
 INSTRUCTOR: AARON, GLOSTER B. SECTION: 01

BIOL510 Neurosciences Journal Club II

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

GRADING: CRJU CREDIT: .25 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: NAEGLE, JANICE R SECTION: 01
 INSTRUCTOR: BODZNICK, DAVID SECTION: 01
 INSTRUCTOR: KIRN, JOHN SECTION: 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

BIOL527 Evolutionary and Ecological Bioinformatics

IDENTICAL WITH: BIOL327

BIOL533 Gene Regulation

IDENTICAL WITH: MB&B533

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: CRJU CREDIT: .5 PREREQ: NONE | SPRING 2016 INSTRUCTOR: KIRN, JOHN SECTION: 01

BIOL401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

BIOL409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

BIOL411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

BIOL423/424 Advanced Research Seminar, Undergraduate

GRADING: OPT SECTION: 01

BIOL465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

BIOL467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

BIOL501/502 Individual Tutorial, Graduate

GRADING: OPT SECTION: 01

BIOL503/504 Selected Topics, Graduate Science

GRADING: OPT SECTION: 01

BIOL511/512 Group Tutorial, Graduate

GRADING: OPT SECTION: 01

BIOL549/550 Advanced Research Seminar, Graduate

GRADING: OPT SECTION: 01

BIOL561/562 Graduate Field Research

GRADING: OPT SECTION: 01

CENTER FOR HUMANITIES

DIRECTOR 2015–2016: Ethan Kleinberg, *BA University of California, Berkeley; MA, PhD University of California, Los Angeles*

ANDREW W. MELLON POSTDOCTORAL FELLOWS: Larry McGrath; Jeanette Samyn

FACULTY FELLOWS: Steve Horst, *FALL 2015*; Marcela Oiteza, *FALL 2015*; Courtney Weiss Smith, *FALL 2015*; Steve Angle, *SPRING 2016*; Peter Gottschalk, *SPRING 2016*; Jeffers Lennox, *SPRING 2016*; Rachel Ellis Neyra, *SPRING 2016*; Jesse Torgerson, *SPRING 2016*

STUDENT FELLOWS: Jill Buleani; Juan Gallardo; David Whitney; Deren Ertas; Miranda Hayman

RELATED PROGRAMS OR CERTIFICATES

Social, Cultural, and Critical Theory Certificate

COURSES

CHUM214 The Modern and the Postmodern

IDENTICAL WITH: HIST214

CHUM227 Introduction to Social, Cultural, and Critical Theory

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

GRADING: OPT CREDIT: 1 GEN ED AREA: HA

IDENTICAL WITH: COL212 OR ENGL214 OR GRST227 OR ANTH229 PREREQ: NONE

CHUM267 The Acceleration of Europe: Mobility and Communication, 1000–1700

This research course explores the thesis that during the Middle Ages, Europeans began to move faster, to move more often, and, by doing so, transformed the nature of social life, cultural life, and the character of selves and minds in the world. The course will explore the material aspects of this, such as the nature and development of roads and bridges, ships and canals, inns and hospitality that sustained and encouraged advancing travel. Thematic importance will be given to the place of horses and horseriding in these developments. The course is about the history of communication and the idea that a particular sort of traveler was created through later medieval travel and became the means of cultural and psychological acceleration. The social and cognitive networks established through travel, including the exchange of letters and messages, linked the local to the national. Merchants, pilgrims, soldiers, judges, students, preachers, and bureaucrats became the means of spreading news, changing views, and speeding up the world. This course will expose students to methods and skills in the digital humanities such as network analysis, geographic information systems, and database analysis.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: HIST392 PREREQ: NONE

CHUM276 Moving Through the Revolutionary Age: British Colonies and Early America, 1774–1815

Thomas Jefferson argued in his 1805 inaugural address that boundaries were less important than principles. Regardless of where they lived, Americans were Americans. British colonists were equally mobile and equally sure that their British liberties followed them wherever they went, which in no small part led to the Revolution itself. In the period during and after the American Revolution, with the creation of states and colonies in northern North America, people and ideas moved with regularity from one region to the next, thus testing Jefferson's ideals and extant imperial bonds. This course will examine the movement of peoples and ideas within and across these new boundaries to explore the idea of mobility as a revolutionary, Native, and loyalist ideal. American settlers wanted to push west, and some later moved north; Natives desired to maintain their migratory patterns and traditional lands; and British Loyalists moved to remain members of—and demand changes within—the British Empire, while also relocating to American states when necessary. As soon as they were created, the borders that divided colonies and separated states were challenged and ignored. By exploring the political ideals, territorial claims, and movement of people during and after the American Revolution, students will be encouraged to study the Revolution not as an American event, but rather as a North American process shaped by those who moved through it.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: HIST310 PREREQ: NONE

CHUM301 Social Mobility, Politics, and Morals

This course will tackle social mobility and inequality from historical, political, and moral perspectives. We will address questions such as, What do we mean

by social mobility? How do we measure it? Does social mobility matter? Why do we care about it? How did policymakers respond to social mobility in the early 20th century? How has the politics of inequality and social mobility changed in the later 20th century America? What role will social mobility have in the future of American politics?

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SOC301 OR AMST301 PREREQ: SOC151

CHUM305 Matter, Community, Environment

In recent years, it has become increasingly difficult to consider human communities without also considering questions of “nature” or “environment.” Actor-network theory condemns nature/society dualisms; ecological theory argues that there is indeed no “nature” or “society”—only the Anthropocene; and, drawing from the former two positions, Object Oriented Ontology conceives of ideas (such as “community” or “society”) as objects and ecological actors. In this seminar, we will consider various approaches taken in recent years to thinking about our relations to the worlds we inhabit. We will attempt to think not only outside a focus on “us” as humans in the first place, but even outside a focus on sentient life or life in general. Examining theories of matter, community, and environment, we will discuss and analyze work by philosophers, evolutionary biologists, literary scholars, and sociologists, among others. We will pay special attention to how theorists and critics are blurring the boundaries between nature and society, environment and community, life and matter. In addition to class participation and a series of brief reading responses, students will be required to produce a final paper dealing with any topic related to the course.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL302 OR SIS303 OR COL303 PREREQ: NONE

FALL 2015 INSTRUCTOR: SAMYIN, JEANETTE LISA SECTION: 01

CHUM307 Mobilizing Dance: Cinema, the Body, and Culture in South Asia

This course focuses on questions of “mobility”—cultural, social, and political—as embodied in two major cultural forms of South Asia, namely “classical” dance and cinema. Using Tamil cinema and *Bharatanatyam* dance as case studies, the course focuses on issues of colonialism and history, class, sexuality and morality, and globalization. The course places the notion of “flows of culture” at its center and examines historical, social, and aesthetic shifts in these art forms over the past 150 years.

The course is both studio- and lecture-based. It includes learning rudimentary *Bharatanatyam* technique, watching and analyzing film dance sequences, and participating in guest master classes in ancillary forms such as Bollywood dance and *Kathak* (North Indian classical dance). The studio portion of this course is for beginners, and no previous dance experience is necessary.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FG55307 OR ANTH306 OR DANC307 PREREQ: NONE

CHUM308 Taped in Front of a Live Audience: On Liveness and Temporality in Media and Performance

In this class students will explore how the temporality of audience plays into the production and reception of a given work of art or literature. Television sitcoms, replete with laugh tracks and theatrical living room stock sets, provide us with one framework for imagining the mythical question of the audience. Using the television phrase, “taped in front of a live audience,” this class will explore the generative confluence of liveness and mediation that such a TV example suggests. We will ask, How might this simultaneity of media and liveness allow us to imagine multiple audiences and intentions for a given work of art, literature, performance, or film? Moving from older media's relationship to the live and performance, we will also explore the question of the live studio audience in terms of new media technologies and platforms. How might we understand the “live audience” of new media wherein virtual or digital media are often figured as timeless and permanent? This class will trace questions of liveness as they relate to audiences that are

known, unknown, and inarticulated to explore the temporality of the audience in media and performance. Students will be introduced to a range of contemporary media and performance sites in which to ground our audience inquiries.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FG5308 OR AMST305 PREREQ: NONE

CHUM309 Road Trip! Mobility and Encounter in the Americas

What is more U.S. American than driving? Modern American roads facilitate travels—be they migrations, meanderings, or pilgrimages—that forge connections across diverse peoples and places. How do these encounters across difference shape subjectivities and imagined communities? This is the central question of this course. As features of the landscape contoured by political institutions, economies, and cultures, roads can create among travelers a sense of belonging to the nation as citizen-subjects. But road travels can also involve cross-cultural encounters that reify difference and enforce colonial patterns of power. Stereotypes of tourists reproducing tropes of discovery and conquest come to mind. Then again, roads can offer escape, a way out of the social order, a chance, perhaps, for freedom—or something else. This course considers these tensions, with an eye toward exploring the relationship between mobility and modernity across the globalized Americas. We will engage diverse traditions of thought from popular, literary, and scholarly sources, and from both national and transnational perspectives, to understand how movements and encounters on the road remake the borders and frontiers of our hemisphere.

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

CHUM310 French Crowds, Mobs, and Mobilities

Under the date of 14th July 1789, Louis XVI entered in his diary but one word: “*Rien*.” That day, a crowd of *sans-culottes* flooded the streets of Paris, overwhelmed the guards, and captured the Bastille. What the king could not foresee is the political power of a mob, a “*foule*,” deriving its etymology and strength from the pressure of thousands of feet pounding the pavement. From this founding event on, the building of the French nation could be read as a history of mobile crowds kept alive today in yearly student and union demonstrations. How does “*rien*” become the emblematic event of French national identity? What moves a crowd, and what does a crowd move? What do such gatherings accomplish, and how do they form in France and why?

Drawing on French sociology and literature, this course will explore the influence that crowds have exerted on French politics, society, and aesthetics. We will discuss the power of numbers by focusing on major subversive events in French history from the 18th century to contemporary France: the French Revolution, *chouanneries*, barricades and the Commune in Paris, and May 1968, but also colonial and immigrant demonstrations in France. Students will be encouraged to relate the course to their own experience of mobile crowds, in concerts or sports events, on more quotidian moves such as commuting, and to draw comparisons with demonstrations across time and space, such as the “Arab Spring.”

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FRST310 OR FIST310 PREREQ: NONE

CHUM313 Concepts of Matter: A Brief Philosophical History of the Concept of Matter

In this course, we will explore changing notions of matter in Western thought from classical Greek thought through the quantum revolution in physics, and philosophical debates about their implications. We will begin with views of matter in Plato, Aristotle, and the ancient atomists and how they were interrelated with views of human beings: the devaluation of matter and the body in Platonist and Gnostic thought, the perhaps surprisingly positive attitude taken toward death without a hope of continued existence by the materialist Lucretius, and the appropriation of Aristotle’s hylomorphic philosophy into Christian theology and scholastic science in the late middle ages. We will then look at the emergence of a conception of “material substance” in the 17th century, examining the differences between the mathematical formulations of Galileo and Descartes and those of atomists such as Gassendi. The remainder of the section will focus on the rise of materialism and reactions against it: Descartes and Hobbes on the question of whether human beings are merely machines, the Newton-Leibniz debate about the activity of God in nature, Laplace’s demon and the deterministic interpretation of classical mechanics, and the 19th-century reactions of romanticism and spiritualism. Finally, we will examine the radical and counterintuitive changes in the notion of matter occasioned by quantum mechanics, as well as interpretations that put consciousness and subjectivity back into the collapse of the wave function. We will consider whether contemporary physics really has the kind of notion of “material substance” needed for a traditional form of materialism before concluding with readings from philosophers and physicists in the recent revivals of dualism and panpsychism.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: PHIL310 PREREQ: NONE
FALL 2015 INSTRUCTOR: HORST, STEVEN W. SECTION: 01

CHUM314 Ethnographies of Emerging Media

Emerging media, from social network sites to mobile phones, are reshaping many aspects of daily life, selfhood, and society, yet are often designed with elite, technically savvy users in mind. Whose social connections do “social media” articulate? What kinds of mobility are facilitated by laptops and smartphones? This seminar examines the implicit norms that shape technology design and use, especially dominant understandings of sociality and mobility. We will examine

emerging social and mobile media through ethnographic, critical, and interpretive approaches from anthropology, science and technology studies (STS), and information studies, as well as feminist and queer theories. The course will emphasize theoretical and analytical tools to address topics such as mobility and disability, the materiality of information, networked forms of sociality and selfhood, digital divides and inequalities, transnationalism and place-making, virtual worlds, “big data,” and design ethnography. We will consider emerging media practices in cross-cultural and transnational settings to examine the situated contexts of their design and use, while asking broadly what consequences these technologies have for our social worlds. This course requires intensive reading and writing, including a final project that can be undertaken in a variety of ways, such as an ethnographic or critical analysis of an emerging media practice.

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

CHUM315 Emperor, Caliph, King: Comparing the Byzantines, Abbasids, and Carolingians

IDENTICAL WITH: COL347

CHUM316 City, Mobility, and Technology: Toward the Modern City in Spain

Movements, itineraries, encounters—these are some of the elements that have characterized modern literature. From the Baudelairean figure of the *flâneur* to the car chases of popular movies like *Bullitt*, the city is described from a series of journeys that create a representation of urban space. However, these narratives reveal more than a personal account of the city: they show the urban architectures that allow the movement in those spaces (paths, roads, lighting), and in doing so, they portray the development of the modern city. With this framework in mind, in this course we will analyze the construction of the modern city in Spain through literary and filmic texts. We will pay special attention to Barcelona and Madrid, but we will also look at how other international cities are perceived and represented in Spanish literature. In doing so, we will explore how these authors understand the modern city and, furthermore, the connections and influences among what we will call international hubs in a specific historical moment.

Our journey will start in the 19th century with great novelists and essayists such as Leopoldo Alas “Clarín,” Benito Pérez Galdós, and Mariano José Larra, and we will compare their conceptions of the city with those of poets such as Baudelaire. In their texts, we will see the construction of the industrial city and the conflicts that arise once the urban space becomes a mobile space, technologically and socially speaking. Then we move into the 20th century, and such authors as Federico García Lorca and Carmen Laforet will show us what is like to be an stranger in the big city, a strangeness emphasized by the migratory movements that characterized the pre- and postwar era in Spain. And films including Luis García Berlanga’s *Bienvenido, Mr. Marshall* and Alejandro González Iñárritu’s more recent *Biutiful* will show us how the city grows outward fueled by capitalism, an economic system that leaves out those who do not inhabit the urban centers, such as the case of *Bienvenido*, or those who are exploited by it, as we will see in *Biutiful*. These fascinating narratives offer a very detailed portrayal of urban centers in Spain that will allow us to research their mobile nature.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FIST262 PREREQ: NONE

CHUM317 Space and Materiality: Performing Place

Scenography explores and shapes the material world in and through the performative event. In site-specific performances, it transforms place and time to create an alternative reality in which the materiality of the artistic design and the performer’s body intervene in the architecture of a place and the spectator’s reception of meaning. In this course, we will study site interventions through the lens of street performance, immersive theater, and the theatrical apparatus to build a theoretical and hands-on understanding of the material potential and limitations of the four key elements involved in the scenographic project—artistic design, the actor’s body, local architecture, and time.

This course is divided in four units: (1) site-specific interventions; (2) street performance; (3) immersive theater; and (4) theatrical apparatus. Each unit includes scholarly readings, assignments in performance and scenography, and a response paper. The final project for the course is a performance intervention devised for a particular site on campus that demonstrates the student’s cumulative grasp of site specificity, scenography, and materiality.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: THEA357 PREREQ: NONE
FALL 2015 INSTRUCTOR: OTEIZA, MARCELA SECTION: 01

CHUM318 Comparing Revolutions: The United States and Early Canada, 1774–1815

The American Revolution didn’t just create the United States. Loyalists fled to British colonies in what would become Canada, while Native nations reasserted their sovereignty over ancestral homelands. British, French, American, and Indigenous peoples in North America expanded (or moved) west, established new communities, and struggled to retain (or create) new identities.

Students in this seminar will read widely in the literature of the revolutionary era as it pertains to American, Canadian, and Native groups and will undertake specifically comparative research as part of Professor Lennox’s larger book project. What did Benjamin Franklin think of Montreal? Where did Iroquoia go after 1783? How did the creation of states such as Vermont compare to the division of Quebec the same year? What impact did David Thompson’s exploration for the Hudson’s Bay Company have on Lewis and Clark? By combining close reading of the most recent

literature with in-depth exploration of primary sources, this seminar will encourage students to consider the Revolution as a continental rather than national event.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: HIST349 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: LENNOX, JEFFERS LANDELL SECTION: 01

CHUM322 Time Is Money: Capitalism and Temporality

What does it mean for us to live by the clock? And how has the clock come to command our sense of time? To explore these and related questions, in this interdisciplinary, reading-intensive seminar, we will work from two core premises: the quality of temporality—or, how we inhabit, perceive, and regulate time—has changed over the course of history (itself a term we will need to unpack), and how those changes have corresponded to fluctuations in the rate and rhythm of global capitalism. Centering our inquiry in the United States and beginning in the antebellum South, we will toggle between different spatio-temporal scales and examine a range of case studies, from the cotton plantations of the 1830s and the futures markets of the 1880s, to the shopping malls of the 1960s and the child-care centers of the 1980s. Throughout, we will analyze time as an instrument of domination and expropriation and, thus, of capital accumulation, but also as a means of disruption and interruption and, thus, of opposition, whether it is “seized” along an assembly line or in a public square, or within the structure of a novel.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL315 OR AMST356 OR HIST273 PREREQ: NONE

CHUM325 The Caribbean Epic

The epic is one of the grand literary genres, claiming world stature and universality. Caribbean literary epics, in addition, direct the reader's attention to the local place: its history, its people, its geography, its flora and fauna. This course focuses on the interplay between local specificity and claims to universality.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL379 OR AMST339 OR AFAM326 OR LAST297
 PREREQ: NONE

CHUM327 Heidegger and the Temporal Sense of Being

Martin Heidegger claims in *Being and Time* that the most fundamental philosophical question is the question of the sense of being, but that this question has been obscured and trivialized in the Western philosophical tradition. His book aimed to recover an understanding of this question and to show how temporality and time are central to an adequate grasp of the sense of being. This advanced seminar is not a course on Heidegger but is instead an attempt to clarify and address this question concerning the temporal sense of being. We are reading *Being and Time* and various secondary literature as guides to what it would mean to “reawaken” that question. Since this question is also thought to replace or reformulate many familiar problems in philosophy—about meaning and intentionality, knowledge, agency/normativity, and metaphysics (as about entities rather than the being of those entities)—and to relocate others (truth, objectivity, historicity, and what it is to be human), we shall consider the significance of and rationale for these replacements and relocations. We shall give special attention to the role accorded to time and temporality in understanding being, and especially to the claim that any understanding of being is and must be finite.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: PHIL389 PREREQ: NONE

CHUM328 Architectures of Aftermath

This course will examine the ways in which the built environment has been affected by, is complicit in, and is responsive to catastrophe, both natural and manmade, through a series of notable case studies. Each case study will trace the development of an architectural emergency technology through a catastrophic architectural or urban failure and its aftermath. Exploring how specific disaster events have reshaped the technological, economic, design, and sociological conditions in which architecture is created, students will develop semester-long projects working with a single disaster typology (flood, earthquake, wind, attack, temperature extreme, plague, fire, etc.), positioning architectural failures as moments within time, set against the backdrop of the catastrophe in slow motion that is climate change. In doing so, the class will study the ways in which architecture's role in emergency—both historic and fictional—is represented and the mercurial relationships among prediction, projection, imagination, invention, and testing that characterize the invariably speculative activity of building for the catastrophic moment.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ARHA340 PREREQ: NONE

CHUM332 Musical Mobility in America: Diasporas, Migrations, Borderlands

The United States has always been a nation of people on the move, by choice or through pressure. The three headings of diasporas, migrations, and borderlands summarize a complex, interlocking, and often volatile set of flows. In all cases, music plays a key role in defining, expressing, and encapsulating the individual and collective aspirations, fears, experiences, and sensibilities that mobility induces and engages.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MUSC267 PREREQ: NONE

CHUM338 You, Me, We, Them: A History of Comparison in a Globalizing World

“Race,” “nation,” “religion,” and “civilization” represent some of the most powerful axes of identification by which humans over the past three centuries have known, embraced, incorporated, marginalized, and persecuted others. Yet each of these terms came to indicate very different referents in the shift from the medieval to the modern. Following experiences of European imperialism and non-European resistance, acceptance, and accommodation, postcolonial cultures drew on Western and Indigenous traditions to know themselves and their place in a gradually globalizing set of political, economic, and epistemic orders.

In this interdisciplinary seminar, we will critically examine personal and social dynamics of comparison in three broad historical periods. First, using sources from Mughal India, medieval England, and the Ottoman empire, we will consider examples of how premodern communities engaged in acts of comparison to know the natural, human, and superhuman worlds (a distinction based on a necessarily questionable comparison). Second, through materials generated during the European age of discovery and empire, the seminar will explore how “modern” paradigms—informed by Western Christian and European-originated science—reshaped Indian, English, and Turkish worldviews. This occurred not simply because the taxonomical categories changed but because the very nature of comparison and classification shifted to modes that emphasized singularity, individuality, and nonambiguity. Meanwhile, new ideals of human belonging relied on emergent notions of inclusivity and tolerance. Finally, while globalization appears to both erase boundaries through transnational and crosscultural flows of culture and capital, it has also served the interests of those seeking a deeper reinscription (or imagined reinscription) of differences. Thus, the seminar concludes with a set of theoretical reflections on comparison that are considered in light of specific postcolonial societies and their endeavors to define themselves and the larger world.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: RELI291 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: GOTTSCHALK, PETER S. SECTION: 01

CHUM340 Observing Justice: Trials and Judgments in Arendt, Kleist, and Kafka

Hannah Arendt's *Eichmann in Jerusalem* (written at Wesleyan's Center for Advanced Studies in 1962) is often reduced to the easily misunderstood phrase “the banality of evil.” This seminar will seek to account for the explicit and implicit theoretical claims of Arendt's work. The course will be divided into two parts: In the first, we will explore in-depth *Eichmann in Jerusalem* and its controversial reception in conjunction with Arendt's evaluation of the faculty of judgment as elusive yet decisive in establishing a viable moral philosophy after Auschwitz. We will conclude our study of Arendt with her lectures on Kant's *Critique of the Power of Judgment*, a work that she treats not as Kant's aesthetics but rather as his (unwritten) political philosophy. The second part of the seminar will be dedicated to literary depictions of trials and/or texts that have themselves a trial-like structure. Our literary case studies include texts by Kleist, Kafka, and Peter Weiss. The ultimate purpose of the seminar is to study and critique procedural (and this includes literary and juridical) evaluative mechanisms that allow the truth of inhuman acts to come to light. Thus, we will examine the rules, procedures, and language games that are instrumental in making ineffable events appear.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: GRST340 OR COL340 PREREQ: NONE

CHUM342 Knowledge, Race, and Justice: A Transhistorical Perspective

This course examines the relation between the production of knowledge and discourses of race/alterity in three significant historical moments: during the 16th-century expansion of Spain into the Americas, the 18th-century Enlightenment in Europe, and in the late 19th- and early 20th-century postbellum United States. In each period, a school of thought will be under investigation. The course begins with the Spanish School of Salamanca's discussion of the “affairs of the Indies,” undertaken in the context of the then-emergent juridical/natural law perspective that was articulated as the primary basis of ethical judgments and that served as the conceptual framework within which the question of the status of the Indigenous peoples and the expropriations of their lands was to be considered. Then the course moves to the European Enlightenment (Scottish, French, and German), where one of the central preoccupations remained a new taxonomy classifying human groups, this as part of an increasing scientific perspective. Finally, the Dunning School of historiography, located primarily at Johns Hopkins and Columbia universities, is examined. The formulations of this school of thought emerged in the aftermath of the Civil War and provided intellectual justification for the reconfiguration of racial hierarchy during the era of Reconstruction and beyond. Moreover, several of the prominent historians associated with the school played an important role in the founding and in the early development of the professionalization of the discipline of history in the United States.

Each school of thought will be examined for its respective insights as well as for the limitations that we can perceive from a contemporary standpoint. These intellectual movements will be analyzed for their conceptualization that made the colonization of the Americas (in the case of the Spanish), the hierarchical categorization of human groups (in the case of the Enlightenment), or the reaffirmation of a postslavery racial hierarchy (in the case of the United States) seem legitimate and just.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AFAM342 OR HIST346 PREREQ: NONE

CHUM344 “If there is no God, then everything is permitted?” Moral Life in a Secular World

In Fyodor Dostoevsky's *The Brothers Karamazov*, Dmitri Karamazov famously poses the question of what would happen to mankind “without God and immortal life,” asking whether this means that “all things are permitted.” Made famous by Dostoevsky, the question of whether we can be moral without God has always haunted secularism and has consistently been the most vocal criticism of unbelief. From papal condemnations of secularism and “godless Soviets,” to the contemporary consensus that belief in God is evidence of moral goodness and its absence a sign of a broken ethical barometer, the assumption has been that

transcendental authority is all that stands between us and moral abyss. When the atrocities committed by “totalitarian” regimes are cited as evidence of this, it is only the most radical articulation of a broader narrative of secular modernity.

One of modernity’s master narratives is that people go from being under the care of the church to being under the care of the state, and our focus will be on historical cases where the question of secular values was explicitly engaged by the state. We will examine individual and collective articulations of morality in three prominent models of secularism: American civil religion, French *laïcité*, and Communist official atheism. What constitutes the moral foundation of a world without God? Can religion’s moral and spiritual function be performed by a different kind of belief system?”

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: HIST395 OR REES344 PREREQ: NONE

CHUM346 Digital Humanities: Intellectual Encounters in the 21st Century

Tweeting, Tumblr, blogs, and social media are changing the way that intellectuals produce, disseminate, discuss, and archive their work. This course will explore new modes of intellectual production and dissemination in theory and practice to explore and evaluate the ways that these forms are changing intellectual production (if indeed they are). The course combines two distinct components: attendance at the Center for the Humanities weekly Monday Night Lecture series and faculty and weekly discussion meetings. The lectures will serve as content to be discussed, disseminated, and archived using such forms as Twitter, Tumblr, and class blogs. Then we as a class will evaluate these artifacts in terms of efficacy, depth, and appropriateness to the subject under consideration. Students will learn strategies for informed live tweeting, editorial oversight of academic discussion forums, academic blogging, and other new media.

GRADING: CR/UC CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL346 PREREQ: NONE

CHUM348 Representing Gender in Politics and the Media

This course examines the representation of gender in media coverage of politics. The course begins with the political theory literature on the act of representation. What does it mean to represent someone? Political scientists have considered substantive and descriptive representation, among other types. Under what circumstances is one approach preferable for representing gender? How might these concepts be linked? The course extends these questions to the realm of news media, investigating differences in how female and male politicians are portrayed in the media, how viewers and readers react to these portrayals, and how politicians themselves attempt to craft a gender strategy that will enable their political success. The course examines these issues in cross-national perspective with the goal of understanding how representations of gender vary according to cultural context.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: GOVT292 OR FGS5347 PREREQ: NONE

CHUM356 Interest and Pleasure: Toward a Theory of Political Audiences

What does it mean for a nonpolitician to be “interested” in political life? What is the nature of the satisfaction citizens get by keeping themselves informed about current events? Is the pleasure derived from following the news similar to or different from that of enjoying political fictions, such as Shakespeare’s *Julius Caesar* or NBC’s *The West Wing*? What do we citizens DO with the information we acquire through different media? Is our interest properly political (that is, practical), or is it aesthetic? Is it both, is it a mixture of the two, or is it some other, radically different, still unidentified, form of interest?

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: HIST356 PREREQ: NONE

CHUM360 The View from Abroad on the Early Modern Stage

IDENTICAL WITH: FIST302

CHUM365 Nature Description: Literature and Theory

IDENTICAL WITH: ENGL367

CHUM366 The Sounds of Black and Brown Performance

This course organizes itself as a scene of listening with care to black and brown sounds, where listening is conceived as a mode of audience engagement of performances informed by avant-garde, queer, and critical race theories. Listening, then, is part of the artistic-theoretical practices that students will both read about and act out in this course. Here, we will engage theater, dance, and performance with the demand of listening in brown for the distinct sounds made in different performances, whether by identifiably racialized artist-subjects or not, and how they compel us to think of embodiment. If to say black is to say abjection, prison, AIDS, as well as the generative, the contra-rationally beautiful (Moten),

and if to say “gender-y” is to say threatening, off-kilter, violatable, as well playful, and transformative (Sedgwick, Doyle), then what happens when we listen in brown, that is, with the headphones of melancholia, depression, as well as wildness, the excessive, the “hot and spicy” as critiques of the violence of the whitened norm? (Muñoz).

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL363 OR THEA366 OR AFAM362 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: ELLIS NEYRA, RACHEL SECTION: 01
 INSTRUCTOR: BREWER BALL, KATHERINE SECTION: 01

CHUM368 Comparative Philosophy

This seminar will explore the substantive and methodological issues that arise when one takes seriously the idea that philosophy has been, and continues to be, practiced within multiple traditions of inquiry, in many different ways, and in many different languages. We will examine and critique some of the ways in which “comparison” has been used, as well as examine arguments that comparison across traditions is in fact impossible. Although most of our attention will be focused on written academic research, we will also attend to the challenges and benefits of interacting directly with philosophers in other countries and cultures.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS258 OR PHIL337 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: ANGLE, STEPHEN SECTION: 01

CHUM370 Engaging Audiences: Spectatorship Within Black Popular Culture and Performance

This course uses recent scholarship on spectatorship and popular culture to interrogate the production and reception of “popular” black performances and representations within and beyond the United States. With special attention to the historical context in which these black cultural products are created, disseminated, and received, we focus on the social spaces, local contexts, temporal conditions, and embodied acts within which these case studies emerge and examine the political implications of their consumption and sustainability. Central to our investigation will be a consideration of the ways in which the terrain of “the popular” is inextricably linked to issues of aesthetics, appropriation, authenticity, circulation, community, globalization, identity, marginalization, meaning-making, and power. Case studies will include historic and contemporary examples from theater, dance, film, music, media, and the visual arts.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: THEA370 OR AFAM370 PREREQ: NONE

CHUM372 Literature and Visual Culture in Shakespeare’s England

IDENTICAL WITH: ENGL372

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 2015 | SPRING 2016 INSTRUCTOR: KLEINBERG, ETHAN SECTION: 01

CHUM384 The Contemporary Stage and the Antitheatrical Prejudice

Theater has always hosted a broad array of arts disciplines: dance, literature, music, the visual arts, and, most recently, film and the digital moving image are commonly incorporated on the theatrical stage. Regardless, the lingering assumption that theater is irrevocably anchored in a dramatic text resulted in the classification of the emerging theatrical forms of the late 20th century as “performance,” rather than as “theater” per se. The course’s theoretical foundation will be what Erika Fischer-Lichte has called “the performative turn.” We will consider theater as event as we examine its mobility across arts disciplines. Theater’s defining characteristic lies in the verifiable autonomy of a production’s “performance text,” not the written one, but the live and kinesthetic “text” that engages the actors’ bodies and design elements in time and space.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: THEA325 PREREQ: NONE

CHUM401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CHUM409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

CHUM411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CHUM465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

CHUM467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

CENTER FOR JEWISH STUDIES

The Center for Jewish Studies offers interdisciplinary courses in Jewish and Israel Studies. All courses (required and elective) are counted towards the Certificate in Jewish and Israel Studies. The Center for Jewish Studies courses and workshops are taught by its core and affiliated faculty, as well as by distinguished visitors and scholars including film directors and internationally acclaimed writers and artists. The Center for Jewish Studies offers an innovative Hebrew program based on a unique model of incorporating language skills with cultural events and all Hebrew courses are counted towards the Israeli track in the Certificate for Jewish and Israel Studies. In addition, the Center for Jewish Studies offers

Wesleyan and the general community rich and innovative events and series linked to other departments, programs, and colleges at the University. Among them, the annual fall series Contemporary Israeli Voices, the annual spring series The Ring Family Wesleyan University Israeli Film Festival, the annual Samuel and Dorothy Frankel Memorial Lecture, the annual Jeremy Zwelling Lecture, and the new series in Jewish Cultures of the World. To be engaged with the larger Wesleyan community, the Center for Jewish Studies sponsors Weseminars presented by its faculty. The Center also has a web page and a blog (wesleyan.edu/cjs).

COURSES

CENTER FOR JEWISH STUDIES

CJST215 Yiddish Cultural Expression: Music, Theater, Literature, Film

IDENTICAL WITH: MUSC297

CJST218 Sarnoff to Seinfeld: American Jews and the Television Age

IDENTICAL WITH: HIST161

CJST220 Identity and Alterity in Israeli Literature

IDENTICAL WITH: WRCT265

CJST221 From Literature to Cinema and Back: What Happens When Literary Works are Adapted to Films

Israeli literature has a long history of the written word behind it, which sometimes serves as a burden for Hebrew writers. Israeli cinema, on the other hand, has no tradition of visual representation behind it, no iconic conceptual history. So what happens when a major literary work is adapted to film? Does the film maintain the same approach to the issues that the novel is confronting, or does it find new ways to deal with the subject, reconfiguring the perspective and the hierarchy of its inner elements?

GRADING: A-F CREDIT: 0.50 GEN ED AREA: HA PREREQ: NONE | FALL 2015

CJST236 Revival of the Israeli Cinema

This course will analyze the possible reasons for the current revival of Israeli cinema. We will explore the history of Israeli filmmaking in the context of the changes that the political and social climates in Israel have undergone over the years, focusing on the developing cinematic styles and the rises and falls of various cinematic movements. Selected Israeli films will be examined and discussed. This course will be taught by an Israeli film director.

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

CJST238 Political Thought and Politics of Israel

IDENTICAL WITH: GOVT394

CJST240 When Private Meets Public in Israeli Documentary Films

Israeli documentary films reflect freedom of speech and democracy, but it wasn't always the case. The films that Israeli filmmakers were commissioned to create in the very early '50s had to reflect the official voice of the Israeli establishment. There was no room but to serve the cause of building a nation in a state that had just been established. The year 1967 marked the beginning of a new era when, for the first time, the Israeli public broadcaster was on air, yet some daring films that were made back then were censored and have never been shown. Modernist documentaries of filmmakers David Perlov and David Greenberg opened the field to various voices; and when the 1973 war broke, the consensus in Israeli society fell apart, and critical and radical documentaries started to be produced. The major revision happened when Channel 2 was licensed and the New Israeli Foundation for Cinema and TV was founded. Both paved the road for individual voices that could, from then on, tell very personal stories (no longer serving the establishment) and deconstruct controversial social and cultural subject matters.

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

CJST313 Performing Jewish Studies: History, Methods, and Models

IDENTICAL WITH: HIST313

CJST401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CJST409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

CJST411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CJST465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

CJST467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

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: 1.50 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: KATZ, DALIT SECTION: 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: 1.50 GEN ED AREA: HA PREREQ: **HEBR101**
SPRING 2016 INSTRUCTOR: KATZ, DALIT SECTION: 01**HEBR201 Intermediate Hebrew I**

This course follows **HEBR101** and **102**. Emphasis is divided among the four basic language skills: reading, writing, speaking, and listening comprehension. Instruction of Hebrew grammar will be enhanced. Multimedia resources as well as computer programs will be used in the appropriate cultural context. Lab work with digitized film is required. Israeli scholars' visits will be integrated into course curriculum.

GRADING: A-F CREDIT: 1.50 GEN ED AREA: HA PREREQ: **HEBR102**
FALL 2015 INSTRUCTOR: KATZ, DALIT SECTION: 01**HEBR202 Intermediate Hebrew II**

This course is a continuation of **HEBR201** with more advanced grammar and increased emphasis on speaking as well as reading more complicated texts, including literary texts. Various multimedia resources, computer programs, and the Internet will be used to enhance listening, composition, and comprehension skills. Exposure to appropriate cultural material such as Israeli films will also be included. Participation in all activities related to the Israeli film festival is required as part of the course curriculum.

GRADING: A-F CREDIT: 1.50 GEN ED AREA: HA PREREQ: **HEBR201**
SPRING 2016 INSTRUCTOR: KATZ, DALIT SECTION: 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. The 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: 1.50 GEN ED AREA: HA PREREQ: **HEBR202**
FALL 2015 INSTRUCTOR: KATZ, DALIT SECTION: 01**HEBR401/402 Individual Tutorial, Undergraduate**

GRADING: OPT SECTION: 01

HEBR409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

HEBR411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

HEBR465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

HEBR467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

HEBREW STUDIES

HEST401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

HEST409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

HEST411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

HEST465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

HEST467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

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.

COURSES

CSPL127 Introduction to Financial Accounting

IDENTICAL WITH: ECON127

CSPL201 Foundations of Civic Engagement

The promise of democracy is that citizens can act together to shape the conditions of their collective lives. This class examines that promise, focusing on the ways in which civic engagement can contribute to its realization. We examine

civic engagement both as a theoretical perspective on citizen participation and an active practice. What does it mean to have a truly democratic society? What is the role of citizen participation, both within formal political activity and in civil society generally? What role should experts play in democratic politics, and how can expertise be squared with democratic equality? What, if any, responsibility does the University have to promote civic engagement?

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: GOVT346 PREREQ: NONE
FALL 2015 INSTRUCTOR: MOON, J. DONALD SECTION: 01

CSPL202 Power of Insights: How to Bring Structure to Chaos Through Design Thinking

This is an action-based course where students learn how to build, recognize, and communicate insights. Why insights? Insights are core to the design-thinking process or any problem-solving approach that brings human needs to the forefront because they tell us something valuable and new. Through a series of case studies and weekly in-class challenges, students will work to create their own insights and also put into action ideas from existing businesses. Students will leave the course with the necessary confidence to identify and create powerful insights making them more effective creative problem solvers.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | SPRING 2016

CSPL210 Money and Social Change: Innovative Paradigms and Strategies

How do people make decisions about using their money for social change? Where will it have the most impact? When do shifts in the rules or the use of capital create systemic change and address structural inequities? This course will explore the role of capital in social change. If we rethink how social change happens—analyzing the nonprofit and public sectors, but also new sector-blending approaches and concepts like collective impact—how does our perspective on capital shift? As a part of this unique course, students will work through an active process of selecting a set of nonprofits in and around Middletown to which, as a class, they will actually grant a total of \$10,000.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | FALL 2015 INSTRUCTOR: ANDERSON, JOY L. SECTION: 01

CSPL220 Photography and Social Movements

Photography has long played an important role in social movements in the United States and elsewhere in the world. Recent critical discussion, moreover, has moved to analyze the efficacy of photographic representation in promoting and recording social change. This course will combine historical, visual, and critical texts to consider how photography has been deployed from the early 20th century on in connection with issues such as child labor, slum clearance, rural poverty, civil rights, antiwar protest, political reform, and the women’s and gay rights movements. In attending to history, politics, and media, the course is intended to complement other aspects of the Center for the Study of Public Life.

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

CSPL240 Nonprofits and Social Change

This course explores the world of nonprofits and how they help (or don’t help) the process of social change. As nonprofits increasingly address issues and concerns that governments have previously addressed, a critical analysis of how and why they carry out their work is central to the Allbritton Center’s concern with public life. Each class session will include (1) background on a particular social issue (including global health, inner-city education, clean water, hunger, refugees, and national borders); (2) a case study of a nonprofit addressing that issue; (3) discussion with leaders of that nonprofit.

GRADING: CR/U CREDIT: 5 IDENTICAL WITH: SOC242 PREREQ: NONE
FALL 2015 INSTRUCTOR: SHAMES, JEFFREY L. SECTION: 01
INSTRUCTOR: ROSENTHAL, ROB SECTION: 01

CSPL250C Topics in Journalism: Techniques of Narrative Journalism

IDENTICAL WITH: WRCT250C

CSPL250D Topics in Journalism: Writing (and Arguing) About Inequality: How to Make Your Case

IDENTICAL WITH: WRCT250D

CSPL250E Topics in Journalism: War Stories—Fact, Memory, and Imagination: Conflict Reporting and Literature of War

IDENTICAL WITH: WRCT250E

CSPL250F Topics in Journalism: Journalism, Nonfiction Writing, and the Search for Truth

IDENTICAL WITH: WRCT250F

CSPL250G Topics in Journalism: Literary Journalism

IDENTICAL WITH: WRCT250G

CSPL301 Beyond “the Veil”: Representations and Realities of Muslim Women in the United States

IDENTICAL WITH: FG55301

CSPL302 Senior Seminar for Civic Engagement Certificate

In this partial-credit seminar, the candidates for the Civic Engagement Certificate will acquaint each other with their particular interests in and commitments to civic engagement. Under close faculty supervision, the participants will organize the course as a collaborative undertaking. Meeting bi-weekly, they will revisit the readings from the Foundations of Civic Engagement (CSPL201) course, discussing them in light of their subsequent course work and practical experiences in engagement. At the end of the semester, each student will make a formal presentation to the group, the faculty sponsors of the certificate, and invited guests.

GRADING: CR/U CREDIT: .25 GEN ED AREA: SBS PREREQ: CSPL201

CSPL320 Collaborative Cluster Initiative Research Seminar

Students participating in the Collaborative Cluster Initiative will take this course in the fall semester. They will meet with the cluster instructors to learn relevant research methods and background pursuant to the cluster theme for the year and will begin work on their year-long research projects.

GRADING: A-F CREDIT: 5 PREREQ: NONE
FALL 2015 INSTRUCTOR: BROWN, LOIS SECTION: 01
INSTRUCTOR: STANTON, NICOLE LYNN SECTION: 01

CSPL321 Collaborative Cluster Initiative Research Seminar

Students participating in the Collaborative Cluster Initiative will take this course in the spring semester. They will continue with projects started in the fall semester.

GRADING: A-F CREDIT: 5 PREREQ: NONE
SPRING 2016 INSTRUCTOR: BROWN, LOIS SECTION: 01
INSTRUCTOR: STANTON, NICOLE LYNN SECTION: 01

CSPL333 Music Movements in a Capitalist Democracy

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

We will look at huge events, like the Newport festivals, Woodstock, Michigan Womyn’s Music Festival, Lillith Fair, and Bonaroo, and examine how these movements have both evolved and spread their tendrils into the world (if they have). We will also spend some time on smaller grassroots venues and music series in Chicago, Boston, San Francisco, and New York and see how blues, folk, punk, and “Americana” venues have affected and interacted with their communities. We will look at how music scenes evolved and grew and sometimes became institutions, like the Chicago Old Town School of Music.

GRADING: A-F CREDIT: 1 PREREQ: NONE | SPRING 2016 INSTRUCTOR: WILLIAMS, DAR SECTION: 01

CSPL340 Entrepreneurs and Innovations in Public Education, from “A Nation At Risk” to “Race to the Top”

This course examines innovations in public education over the past 30 years through the work and writings of entrepreneurs who advanced curricular, pedagogical, organizational, technological, and other reforms. This time frame roughly begins with the release of the “A Nation at Risk” report in 1983 and continues through to today. The course offers a broad survey of the key ideas and actors who have animated widely recognized efforts to improve public schools as well as a critical examination of these initiatives. Students will complete the course with a solid understanding of the history of such innovations, the theories that animate them, and the evidence of their impact. These topics are relevant to students who intend to work in public education as teachers or administrators or as advocates for reform and to concerned citizens.

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

CSPL341 Choice: A Case Study in Education and Entrepreneurship

In this seminar, we will investigate an increasingly popular reform movement—choice—to better understand what happens when educators act more like entrepreneurs in competing for students, how families navigate both schooling and housing markets, and the outcomes of recent policy innovations. Drawing from the disciplines of history, sociology, and government, we will compare and contrast choice models that have been promoted by charter schools, magnet schools, and move-to-opportunity housing experiments. Teams of student researchers will conduct quantitative analyses of choice data and qualitative interviews with parents and stakeholders in Hartford.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | SPRING 2016

CSPL345 Entrepreneurship in Education: Past, Present, and Future

Entrepreneurship plays an increasingly important role in the American public education system. This course examines the historic roots of entrepreneurship in education, looking at both the business side of entrepreneurship and the more recent emergence of social entrepreneurship. Furthermore, the course examines the current debates in the United States about the engagement of business with education, addressing such concerns as the proper role of risk, profit motives, privatization, and neoliberalism. The New Orleans public school system will serve as a case study for investigation in this discussion. Students will better understand the entrepreneurial personality, the sources of innovation, and the promise and pitfalls of entrepreneurship in public K-12 schooling.

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

CSPL350 All the News That’s Fit to Post: Issues for Content Creators in the New Global News World

Journalists operate today in an increasingly global and digital media environment, confronting new challenges and seizing new opportunities. The pace of change is unprecedented. Focusing on global news journalism, we will explore ethical, legal, and professional judgments impacting content and its distribution platforms. We will focus on threshold dilemmas including reputation and privacy rights; who is a journalist; relying on and protecting anonymous sources; fact vs. opinion; aggregation; the risks and rewards of global interconnectivity; the critical multifaceted global roles of Google, Twitter, Facebook; the enabling or oppressing power of governments; and sustaining and building an independent free press in the United States and globally. We will explore all issues through an international

lens. The seminar will include real-life case studies from *Newsweek*, *newsweek.com*, and *MSNBC*. The seminar will be of interest to students considering careers in journalism, media, communications law and regulation, and work in the civil society and advocacy communities.

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

CSPL493 Internship

Through this course, you can earn academic credit for an internship, whether paid or unpaid. Many for-profit organizations require students applying for unpaid internships to document that they will receive such credit. Detailed instructions and necessary forms can be found on the Wesleyan Career Center website, under "Jobs and Internships." The internship must include at least 40 hours of work. In

addition to completing the internship satisfactorily, you will need to comply with the learning requirements and deadlines described in the instructions.

GRADING: CR/U CREDIT: .25 PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: JUHASZ, BARBARA JEAN SECTION: 01

CSPL401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CSPL409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

CSPL411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CSPL465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

CSPL467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

CHEMISTRY

PROFESSORS: David Beveridge; Philip Bolton; Michael Calter, *CHAIR*; Albert J. Fry; Joseph L. Knee; Stewart E. Novick; Rex Pratt; Irina Russu

ASSOCIATE PROFESSORS: Brian Northrop; T. David Westmoreland

ASSISTANT PROFESSORS: Michelle Personick; Erika A. Taylor

UNDERGRADUATE PROGRAM

UNDERGRADUATE PROGRAM DEPARTMENTAL ADVISING EXPERTS 2015–2016: Albert Fry, *Organic*; George Petersson, *Physical*; Rex Pratt, *Biochemistry*; T. David Westmoreland, *Inorganic and Analytical*

Chemistry is the science of molecules. Scientific, medical, and technological phenomena ultimately are understood in terms of molecular structure and interactions. Understanding chemistry is essential to effective work in all sciences, and some knowledge of chemistry is useful in such fields as law, government, business, and art. Many aspects of our high-technology society can be understood better from the viewpoint of chemistry.

The following are typical important chemical problems: the structure of DNA, the molecular details of the resistance of bacteria to penicillin, the chemistry of biofuel production, the synthesis of new molecules that might be expected to have medical applications, the consequences of putting electrons and photons into molecules, the details of what happens as two molecules collide, the fundamental basis of the energies of molecules, and the synthesis of nanomaterials. These are all areas of research by Wesleyan faculty and their undergraduate and graduate coworkers.

COURSES FOR NON-MAJORS

Nonscientists are encouraged to consider **CHEM117**, **118**, **119**, **120**, **198**, or **CHEM141/142** as part of their program to meet NSM requirements. **CHEM117** covers basic aspects of human biochemistry and molecular biology. **CHEM118** provides an interdisciplinary view of the DNA molecules and their impact on society at large. **CHEM119** studies the basic chemistry of several diseases, including AIDS, cancer, bacterial infections, and the drugs used to treat them, as well as psychotherapeutic drugs. **CHEM120** covers basic chemical principles and then shows how these principles relate to important issues in the real world, such as global warming, alternative energy, genetic engineering, and the treatment of diseases. **CHEM198** gives an overview of the modern criminal forensics procedures with hands-on experience. **CHEM141/142** is an introduction to chemistry that includes quantitative material. **CHEM141** can be taken as a single-semester course toward the NSM requirements and can be taken by students who have had no high school chemistry.

Scientists majoring in areas other than chemistry can prepare themselves better for work in their discipline by having a grounding in chemistry, which will enable them to understand molecular phenomena. The chemistry department offers two yearlong tracks of **Introductory Chemistry**, **CHEM141/142** or **143/144**. The **CHEM143/144** sequence, requiring some prior chemistry and calculus, provides a more sophisticated introduction and represents a better preparation for science majors. The **CHEM141/142** sequence requires no previous exposure to chemistry or calculus and emphasizes environmental and biological applications. **CHEM152 Introductory Chemistry Laboratory** is taken concurrently with **CHEM143** in the fall semester or with **CHEM142** or **144** in the spring semester. **CHEM251/252 Principles of Organic Chemistry I/II** 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.

ADMISSION TO THE MAJOR

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. A student whose interest in biochemistry arises from a desire to understand biological systems at the molecular level may choose to study biochemistry as a chemistry major. (See Biological chemistry track below.)

MAJOR REQUIREMENTS

To major in chemistry, a student should complete a year of **Introductory Chemistry** (**CHEM141/142**, or, preferably, **CHEM143/144**, and the associated lab **CHEM152**), unless the student has been given Advanced Placement credit. In addition, a year of

organic chemistry (**CHEM251/252**), the concurrent laboratories (**CHEM257/258**), and a year of physical chemistry (**CHEM337/338**) are required. One year of advanced laboratory is required **CHEM375/376 Integrated Chemistry Laboratory**. Chemistry majors are also required to register for and attend two semesters of **CHEM521/522 Chemistry Symposia**. 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 Senior Thesis**, or **CHEM423/424 Undergraduate Advanced Research Seminar**). Other seminars or journal clubs cannot be counted as electives. All chemistry majors are encouraged to do research with a faculty member, including during one or more summers. Financial support for summer research is generally available.

One year of calculus (**MATH117/118** or **MATH121/122**; or Advanced Placement credit with a score of 4 or 5) and one year of physics (**PHYS111/112** or **PHYS113/116** or Advanced Placement credit with a score of 4 or 5) are also required for the major. Students who do not study inorganic chemistry in **CHEM144**, either through exemption or because they have satisfied the introductory chemistry requirement with **CHEM141/142**, must select **CHEM361** or **CHEM363** as one of their 300-level electives.

Before or during the second semester of the sophomore year, a student interested in majoring in chemistry should consult with the chair of the chemistry department or the departmental advisors for specific areas of chemistry (analytical, biochemistry, inorganic, organic, and physical) concerning a suitable program of study. If the student does opt for a chemistry major, these people may also assist in the choice of a major advisor for the student. Students who intend to be multiple majors are strongly advised to consult with their chemistry advisors at the beginning of their junior year to plan their chemistry program.

A chemistry major planning graduate work in chemistry ordinarily takes at least one additional 300-level chemistry course (excluding **CHEM337/338**) and two semesters of undergraduate research, **CHEM409/410** or **CHEM421/422**. When feasible, an intensive continuation of research during at least one summer is encouraged. The preparation of a senior thesis based on this research (**CHEM409/410 Senior Thesis**, or **CHEM423/424 Undergraduate Advanced Research Seminar**) 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.

Biological chemistry track. The Chemistry Department recognizes that a number of students each year are interested in a major program containing both a strong biology or biochemistry component and somewhat less emphasis on chemistry than the standard chemistry major. In response to this interest, the chemistry department now offers a biological chemistry track. This track would, for example, be an excellent preparation for medical school or graduate school in biochemistry and biophysics. (Students interested in chemistry as a profession are advised to take the standard chemistry major track, which provides a better preparation for graduate school in chemistry.)

To begin a major in this track, a student should complete a year of **Introductory Chemistry** (CHEM141/142, or, preferably, CHEM143/144, and the associated laboratory, CHEM152), unless the student has been given Advanced Placement credit. In addition, one year of organic chemistry (CHEM251/252), the concurrent laboratories (CHEM257/258), and a semester of biology (BIOL/MB&B181) are required. One year of advanced laboratory (CHEM375/376 **Integrated Chemistry Laboratory**) and two semesters of the CHEM521/522 **Chemistry Symposia** are also required. MB&B395/CHEM395 **Structural Biology Laboratory** may be substituted for one semester of CHEM375/376. Also required are CHEM383 **Biochemistry** and CHEM381 **Physical Chemistry for the Life Sciences**. 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 normally required for chemistry majors should be taken from the following:

- CHEM/MB&B321 **Biomedical Chemistry**
- CHEM/MB&B325 **Introduction to Biomolecular Structure**
- CHEM385, **Advanced Biochemistry: Enzyme Kinetics**
- CHEM/MB&B386 **Biological Thermodynamics**
- CHEM387 **Enzyme Mechanisms**
- CHEM390/MB&B340 **Physical Principles in Biochemistry**
- 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, including MB&B208, not cross-listed with chemistry, may count as an elective toward the major.) Also required is MATH117 or MATH121, preferably the former, or Advanced Placement calculus with an AP score of 4 or 5; MATH118 or MATH122 and a year of physics are recommended. One of the electives may be replaced by two semesters of research (CHEM409/410 **Senior Thesis**, or CHEM423/424 **Undergraduate Advanced Research Seminar**). Other seminars or journal clubs cannot be counted as electives. 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. Students who intend to be multiple majors are strongly advised to consult with their chemistry advisors at the beginning of their junior year to plan their chemistry program.

STUDY ABROAD

A semester abroad is possible if adequately planned in advance. Students should discuss plans with their chemistry major advisors.

CAPSTONE EXPERIENCE

The recommended capstone experience is research followed by a senior thesis. Successful completion of the Integrated Lab sequence CHEM375/376 is considered a capstone for those students not doing research in chemistry.

HONORS

Honors are awarded based on the evaluation of senior theses.

ADVANCED PLACEMENT

- Students who take CHEM141, CHEM142, or CHEM143 cannot receive AP credit.
- Students who earn a minimum grade of B in CHEM144 and scored a Chemistry AP of 4 or 5 may receive 1 credit.
- Students who do not take CHEM144, but earn a minimum grade of B in CHEM251 and CHEM252 and scored a Chemistry AP of 5 may receive 2 credits.

INTERNATIONAL BACCALAUREATE CREDIT

- Students who take CHEM141, CHEM142, or CHEM143 or scored a Chemistry IB of 4 cannot receive IB credit.
- Students who earn a minimum grade of B in CHEM144 and scored a Chemistry IB of 5, 6, or 7 may receive 1 credit.

GRADUATE PROGRAM

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 12 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 designed 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,

- Students who do not take CHEM144, but earn a minimum grade of B in CHEM251 and CHEM252 and scored a Chemistry IB of 6 or 7 may receive 2 credits.
- Students who do not take CHEM144, but earn a minimum grade of B in CHEM251 and CHEM252 and scored a Chemistry IB of 5 may receive 1 credit.

A-LEVELS

- Students with a grade of A on the Chemistry A-Levels can receive 1 credit by completing CHEM144 with a minimum grade of B or completing the year-long **Organic Chemistry** (CHEM251 and 252) with a grade of B or higher. No credit will be granted if the student has completed any of the following courses: CHEM141, CHEM142, or CHEM143.

Special Note: Students with Chemistry AP, IB, or A-Levels scores who intend to major in chemistry should consult with the department chair as soon as possible.

TRANSFER CREDIT

- General chemistry courses taken at other institutions will usually satisfy the prerequisites for CHEM251 **Organic Chemistry** at Wesleyan. Prerequisite override requests and related questions should be directed to the instructor of CHEM251.
- The instructor of the equivalent Wesleyan course (CHEM141 or CHEM142 for **Introductory Chemistry** and CHEM251/252 for **Organic Chemistry**) for the current academic year must approve all transfer of credit requests. Such approvals are solely at his/her discretion.
- Permission should be requested before the course is taken. The student should submit the "Permission to Transfer Credit from Another College or University" form available on the Dean's Office website (wesleyan.edu/deans/forms.html),
- the syllabus for the course including the name and author (and edition, if relevant) of the text and the outline of the topical coverage of the course,
- the total number of class hours involved, and
- the name and contact information for the course instructor.
- The other institution must offer a chemistry major and the course must be a Gateway course to the major.
- For community colleges and other two-year institutions, a grade of B+ or better is required for transfer credit.
- Courses taken elsewhere may not be counted toward a chemistry major at Wesleyan (except by special petition to the Curriculum Committee of the chemistry department).

BA/MA PROGRAM [wesleyan.edu/grad/degree-programs/ba-ma.html]

This program provides an attractive option for 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.

UNDERGRADUATE INFORMATION

Undergraduate 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 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.

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 sciences, green energy and biofuel technology, and better chemistry through quantum mechanics.

COURSE REQUIREMENTS

Course requirements are intended to achieve two basic goals.

1. **Acquisition of background knowledge.** A central core of material is basic for all well-trained chemists. Therefore, graduate students are initially expected to develop or demonstrate knowledge of an appropriate one-semester course in each of the areas of organic chemistry, inorganic chemistry, biochemistry, physical chemistry, and quantum chemistry.
- **Continued scholarly growth.** Graduate students are expected to take one course or its equivalent every semester. This may be a regular advanced course in chemistry or a related discipline, a seminar, or a tutorial designed to meet the special needs of an individual student.

PROGRESS AND QUALIFYING EXAMS

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 two to three years.

TEACHING

Teaching skills are honed 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 50-minute 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.

CONCENTRATIONS**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. 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.

MOLECULAR BIOPHYSICS

GUIDING COMMITTEE: David L. Beveridge, *Chemistry*; Ishita Mukerji, *Molecular Biology and Biochemistry*

The Chemistry Department participates in an interdisciplinary program of graduate study in molecular biophysics with the 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 an annual off-campus research retreat. Both activities bring together

COURSES**CHEM102 Science Information Literacy**

IDENTICAL WITH: MB&B102

CHEM117 Human Biochemistry

The first part of the course will focus on the basic steps, the molecules, the chemical reactions, and the pathways that make up human energy metabolism. This should give students the background for understanding what happens to food on the molecular level. This will be followed by a consideration of how the demand for energy is communicated between cells. These concepts will be applied to the examination of the regulation of human metabolism by insulin and other hormones as well as by the nervous system. In the second part, the focus will shift to genetics, evolution, and genetic engineering. The course will cover how the genetic information is passed from one generation to the next and how the genetic information controls the activities of each cell in an organism. The following section will be on evolution and the relationship between evolution and genetics. Then we will examine how genetic engineering is done as well as some of its applications and the impact the information from the human genome project is having. The course is presented with the assumption of no prior college-level

RESEARCH

After taking three research rotations in different laboratories through the first semester, students are usually then able to choose a research mentor.

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.

THESIS | DISSERTATION | DEFENSE

The thesis research and dissertation—an original contribution worthy of publication—is the single most important requirement. Finally, the candidate defends the thesis before his/her committee and then presents a final seminar to the department.

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 5th 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.

students, research associates, and faculty from all participating departments and foster interdisciplinary collaborative projects.

The molecular biophysics program receives special support from the National Institutes of Health (NIH) in the form of a training grant. The program is affiliated with interest groups such as the New York Structural Biology (NYSB) and the New York Bioinformatics and Computational Biology (NYBCB) groups. All students are encouraged to join and attend national meetings of the Biophysical Society.

Students interested in this program apply for admission to the Chemistry Department or to the other two participating departments. Application forms for these departments are available at wesleyan.edu/chem.

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 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

CHEM121 It's a Small World—Atoms and Elements

How large is an atom? How much does an atom weigh? Can we ever hope to see one? Does a single atom differ from an element? We will start from the earliest historical notions of atoms and elements and look at how our answers to these questions have evolved over time.

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

CHEM125 Chemistry and Society

An introductory course for nonscience majors emphasizing the role of chemistry in environmental and technological problems of concern to society such as air and water pollution, current energy sources and alternatives, nuclear chemistry, household chemicals, pharmaceuticals, plastics and recycling, and food and agriculture.

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 stars shine; the roles of amateurs in modern astronomical research; visualizing the fourth dimension; Einstein's "greatest blunder"; Bose-Einstein condensates; the race toward absolute zero; the interaction of radiation and matter; the Heisenberg Uncertainty Principle; how prime numbers are used in cryptography; the discovery of C60; the list is almost inexhaustible.

GRADING: CR/U CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE

CHEM141 Introductory Chemistry I

This course emphasizes rigorous descriptive reasoning. While intended for students with little or no previous background in chemistry, the course is taught at a relatively high level. The topical coverage emphasizes the relationships between electronic structure, chemical reactivity, and the physical properties of the elements and their compounds.

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

FALL 2015 INSTRUCTOR: OBENCHAIN, DANIEL ADAM SECTION: 01-08

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 2016

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 2015 INSTRUCTOR: NORTHROP, BRIAN HALE SECTION: 01-05

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 2016 INSTRUCTOR: WESTMORELAND, T. DAVID SECTION: 01-06

CHEM152 Introductory Chemistry Laboratory

This course provides an introduction to the application of chemical concepts in the laboratory. The course will focus on practical aspects of fractional distillation, qualitative inorganic analysis, and synthesis of inorganic compounds. It should be taken by those who plan to take more than one year of chemistry.

GRADING: A-F CREDIT: 25 GEN ED AREA: NSM PREREQ: NONE

FALL 2015 INSTRUCTOR: MANTZARIS, JOHN SECTION: 01-04

SPRING 2016 INSTRUCTOR: MANTZARIS, JOHN SECTION: 01-05

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

CHEM241 Informal Science Education for Elementary School Students I

A service-learning course that will focus on designing and implementing original, effective, and engaging science-based lesson plans for elementary age children in an afterschool program setting at five local elementary schools. The classroom component includes writing, testing, and critiquing lesson plans and organizing a once-a-semester event, Science Saturday. Members of the class are required to volunteer weekly, co-lead Science Saturday, complete individual work, and organize meetings for projects outside of class.

GRADING: CR/U CREDIT: 1 PREREQ: NONE

FALL 2015 INSTRUCTOR: ROBERTS, ANDREA SECTION: 01

INSTRUCTOR: VOTH, GREG A. SECTION: 01

CHEM242 Informal Science Education for Elementary School Students II

A service-learning course that will focus on designing and implementing original, effective, and engaging science-based lesson plans for elementary age children in an afterschool program setting at five local elementary schools. The classroom component includes writing, testing, and critiquing lesson plans and organizing a once-a-semester event, Science Saturday. Members of the class are required to volunteer weekly, co-lead Science Saturday, complete individual work, and organize meetings for projects outside of class. This course is a continuation of CHEM241.

GRADING: CR/U CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE

SPRING 2016 INSTRUCTOR: ROBERTS, ANDREA SECTION: 01

INSTRUCTOR: VOTH, GREG A. SECTION: 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: CHEM142 OR CHEM144

FALL 2015 INSTRUCTOR: TAYLOR, ERIKA A. SECTION: 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 2016 INSTRUCTOR: CALTER, MICHAEL A. SECTION: 01-06

CHEM254 Honors Organic Chemistry

This course is a honors level 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

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 & CHEM142 & CHEM152) OR (CHEM143 & CHEM144 & CHEM152)

FALL 2015 INSTRUCTOR: ADEDIRAM, SUARA A. SECTION: 01-06

CHEM258 Organic Chemistry Laboratory

This course presents laboratory techniques of organic chemistry.

GRADING: A-F CREDIT: 5 GEN ED AREA: NSM PREREQ: (CHEM251 & CHEM257)

SPRING 2016 INSTRUCTOR: ROBERTS, ANDREA SECTION: 01-06

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 GEN ED AREA: NSM

IDENTICAL WITH: MB&B307 OR CHEM507 OR MB&B507 OR PHYS317 OR PHYS517 PREREQ: NONE

FALL 2015 INSTRUCTOR: BEVERIDGE, DAVID L. SECTION: 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 GEN ED AREA: NSM

IDENTICAL WITH: MB&B308 OR CHEM508 OR MB&B508 OR PHYS318 OR PHYS518 PREREQ: NONE

SPRING 2016 INSTRUCTOR: MUKERJI, ISHITA SECTION: 01

CHEM309 Molecular and Cellular Biophysics

This course is an integrated consideration of the biophysics and biophysical chemistry of biological systems from molecules to cells. The objective is to develop a critical sense of the quantitative data currently being obtained from microscopy to spectroscopy, considering both ensemble and single-molecule experiments, and to gain familiarity and facility with interpretation using mathematical and computational models. Biological systems are inherently complex, and some form of modeling is always involved in developing an explanation of how they work. However, these models typically involve only a few basic constructs (simple harmonic motion, ideal fluids, two-state Ising models, random walks, electrostatic

interactions, classical dynamics, rate equations, QM energy levels, distribution functions, and network analysis) and only elementary aspects of linear algebra, calculus, differential equations, and statistics. This course deals with how these constructs are integrated in the framework of Boltzmann statistical mechanics to formulate mathematical models of biological phenomena, how these models are validated and refined, and how they are used to form explanations and make testable predictions. Model systems to be considered include the nucleosome, the ribosome, membrane dynamics and ion channels, molecular devices and motors, prototype signal transduction systems, and regulatory processes. This course is suitable for physics and chemistry students who wish to learn about biological applications and for molecular and cellular biology students to develop skills with quantitative physicochemical modes of inquiry applied the life sciences.

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

IDENTICAL WITH: MB&B309 OR CHEM509 OR MB&B509 OR PHYS539 OR PHYS539 PREREQ: (CHEM251 & CHEM252)

FALL 2015 INSTRUCTOR: BEVERIDGE, DAVID L. SECTION: 01
INSTRUCTOR: EYSON, CANDICE MARIE SECTION: 01

CHEM314 Environmental Chemistry

This course for is designed for students with college-level general and organic chemistry background. Examples of topics to be covered include energy production and consumption, chemical pollution and environmental clean-up, among others. Analysis and criticism of environmental literature are included.

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

PREREQ: (CHEM141 & CHEM142 & CHEM251 & CHEM257) OR (CHEM143 & CHEM144 & CHEM251 & CHEM257)

SPRING 2016 INSTRUCTOR: TAYLOR, ERIKA A. SECTION: 01

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 IDENTICAL WITH: CHEM520 PREREQ: NONE

FALL 2015 INSTRUCTOR: BEVERIDGE, DAVID L. SECTION: 01

CHEM321 Biomedical Chemistry

This course is designed to explore the molecular basis of disease and treatment options. Topics will reflect the importance of chemistry and biochemistry in the advancement of medicine today and will include treatment of metabolic disorders, rational drug design, and mode of drug action. A large portion of the course will be dedicated to learning computer programs used in computational drug design as part of a final drug design project.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: MB&B321

PREREQ: (CHEM251 & (CHEM383 OR MB&B383))

CHEM325 Introduction to Biomolecular Structure

This course aims to provide a framework for understanding three-dimensional structures of proteins, nucleic acids, and their complexes. The first half of the course emphasizes structural modules and topological patterns in major classes of proteins and nucleic acids. The second part of the course covers novel structural motifs, such as helix-turn-helix, zinc-finger, and leucine zipper, that are responsible for recognition of specific nucleotide sequences in nucleic acids by proteins. Analysis of structures using tools available on the Web and independent exploration of protein and nucleic acid databases are strongly encouraged.

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: MB&B325

PREREQ: MB&B181 OR BIOL181 OR MB&B191 OR BIOL191

FALL 2015 INSTRUCTOR: RUSSU, IRINA M. SECTION: 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 GEN ED AREA: NSM

PREREQ: (CHEM141 & CHEM142 & MATH121 & MATH122) OR (CHEM143 & CHEM144 & MATH121 & MATH122)

FALL 2015 INSTRUCTOR: NOVICK, STEWART E. SECTION: 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 GEN ED AREA: NSM

PREREQ: (MATH121 & MATH122 & CHEM141 & CHEM142) OR (MATH121 & MATH122 & CHEM143 & CHEM144)

SPRING 2016

CHEM340 Physical Chemistry IV: Introduction to Quantum Chemistry

This course is an introduction to modern concepts of atomic and molecular quantum mechanics, molecular orbital theory, and qualitative and quantitative concepts of molecular electronic structure. The second half of the course will emphasize numerical calculations with commonly used approximations in many electron calculations on atomic and molecular systems using currently popular computer programs.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: CHEM337 OR PHYS214

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 PHYS214 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 GEN ED AREA: NSM PREREQ: (CHEM251 & CHEM252)

CHEM358 Structure and Mechanism

This course studies structure-reactivity relationships of organic molecules in the contexts of carbonyl, carbocation, carbanion, radical, carbene, and pericyclic chemistry.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: (CHEM251 & CHEM252)

SPRING 2016 INSTRUCTOR: NORTHROP, BRIAN HALE SECTION: 01

CHEM359 Advanced Organic Synthesis

The control of reactivity and selectivity to achieve specific syntheses is one of the overarching goals of organic chemistry. This course is intended to provide 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 GEN ED AREA: NSM PREREQ: NONE

FALL 2015 INSTRUCTOR: CALTER, MICHAEL A. SECTION: 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 GEN ED AREA: NSM PREREQ: CHEM252

CHEM375 Integrated Chemistry Laboratory I

An advanced laboratory course in chemistry involving work from the major sub-disciplines: 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 GEN ED AREA: NSM PREREQ: (CHEM251 & CHEM252 & CHEM257 & CHEM258)

FALL 2015 INSTRUCTOR: BOLTON, PHILIP H. SECTION: 01-02

CHEM376 Integrated Chemistry Laboratory II

An advanced laboratory course in chemistry involving work from the major sub-disciplines: 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 GEN ED AREA: NSM PREREQ: CHEM375

SPRING 2016 INSTRUCTOR: FRY, ALBERT J. SECTION: 01-02

INSTRUCTOR: PERSONICK, MICHELLE LOUISE SECTION: 01-02

INSTRUCTOR: FRY, ALBERT J. SECTION: 01-02

INSTRUCTOR: PERSONICK, MICHELLE LOUISE SECTION: 01-02

CHEM377 Chemistry of Materials and Nanomaterials

This course will provide an introduction to materials chemistry, with a special emphasis on nanomaterials. Topics covered will include colloidal metal nanomaterials; semiconductors and quantum dots; carbon nanotubes, fullerenes, and graphene; metal-organic frameworks; self-assembly and metamaterials; electron and scanning probe microscopies; and lithography. The course will also discuss applications of these materials and techniques in areas such as plasmonics and sensing, catalysis, energy generation, and medicine.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: CHEM251

FALL 2015 INSTRUCTOR: PERSONICK, MICHELLE LOUISE SECTION: 01

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 & CHEM258

CHEM381 Physical Chemistry for the Life Sciences

IDENTICAL WITH: MB&B381

CHEM382 Practical NMR

This course will cover how a spectrometer works as well as the theory and application of NMR experiments. The topics will include one-dimensional proton and heteronuclear experiments as well as decoupling. The course will begin with how the spectrometer works and how data processing is carried out, as well as how to calibrate the spectrometer and shim the magnet. The one-dimensional TOCSY and NOESY experiments will then be covered. The course will also cover heteronuclear and homonuclear two-dimensional NMR experiments. The experiments will include two-dimensional DQF-COSY, TOCSY, NOESY, and ROESY proton experiments as well as heteronuclear experiments to correlate the chemical shifts of

protons and heteronuclei, as well as how to select heteronuclear resonances on the basis of the number of directly attached protons.

The course will consist of lectures as well as a laboratory component in which the Mercury 300 will be used to obtain data that will be analyzed using the methods developed in the lecture part of the course. This course is specifically aimed at the general users of the Mercury spectrometer who wish to learn how to carry out and analyze advanced one-dimensional as well as two-dimensional NMR experiments.

GRADING: **A-F** CREDIT: **1** GEN ED AREA: **NSM** IDENTICAL WITH: **MB&B382** PREREQ: **NONE**

CHEM383 Biochemistry

This introductory course to the principles and concepts of contemporary biochemistry presents both the biological and chemical perspectives. The major themes will be the structure of proteins and the basis of enzymatic activity, cellular metabolism and the generation and storage of metabolic energy, and general principles of the biosynthesis of cellular components.

GRADING: **A-F** CREDIT: **1** GEN ED AREA: **NSM** IDENTICAL WITH: **MB&B383** PREREQ: **(CHEM251 & CHEM252)**
FALL 2015 INSTRUCTOR: **PRATT, REX F.** SECTION: **01**
INSTRUCTOR: **HINGORANI, MANJU** SECTION: **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** GEN ED AREA: **NSM** IDENTICAL WITH: **MB&B385** PREREQ: **(CHEM383 OR MB&B383)**

CHEM386 Biological Thermodynamics

This course is addressed to undergraduate and graduate students interested in biological chemistry and structural biology. The course presents thermodynamic methods currently used to relate structure to function in biological molecules. Topics include binding curves, chemical ligand linkages, binding polynomial, cooperativity, site-specific binding processes, and allosteric effects. Several models for allosteric systems, such as the Monod-Wyman-Changueux 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** GEN ED AREA: **NSM** IDENTICAL WITH: **MB&B386** PREREQ: **(MATH121 & MATH122)**
SPRING 2016 INSTRUCTOR: **RUSSU, IRINA M.** SECTION: **01**

CHEM387 Enzyme Mechanisms

The chemical mechanisms involved in the action of a series of typical enzymes will be considered.

GRADING: **A-F** CREDIT: **.5** GEN ED AREA: **NSM** IDENTICAL WITH: **MB&B387** PREREQ: **(CHEM383 OR MB&B383)**
FALL 2015 INSTRUCTOR: **PRATT, REX F.** SECTION: **01**

CHEM395 Structural Biology Laboratory

IDENTICAL WITH: **MB&B395**

CHEM401/402 Individual Tutorial, Undergraduate

GRADING: **OPT** SECTION: **01**

CHEM409/410 Senior Thesis Tutorial

GRADING: **OPT** SECTION: **01**

CHEM411/412 Group Tutorial, Undergraduate

GRADING: **OPT** SECTION: **01**

CHEM423/424 Advanced Research Seminar, Undergraduate

GRADING: **OPT** SECTION: **01**

CHEM465/466 Education in the Field, Undergraduate

GRADING: **OPT** SECTION: **01**

CHEM467/468 Independent Study, Undergraduate

GRADING: **OPT** SECTION: **01**

CHEM500 Graduate Pedagogy

IDENTICAL WITH: **BIOL500**

CHEM501/502 Individual Tutorial, Graduate

GRADING: **OPT** SECTION: **01**

CHEM503/504 Selected Topics, Graduate Science

GRADING: **OPT** SECTION: **01**

CHEM507 Molecular Biophysics Journal Club I

IDENTICAL WITH: **CHEM307**

CHEM508 Molecular Biophysics Journal Club II

IDENTICAL WITH: **CHEM308**

CHEM509 Molecular and Cellular Biophysics

IDENTICAL WITH: **CHEM309**

CHEM511/512 Group Tutorial, Graduate

GRADING: **OPT** SECTION: **01**

CHEM519 Structural Mechanisms of Protein-Nucleic Acid Interactions

This course focuses on recent advances in the understanding of the structural basis of the recognition of nucleic acids by proteins. Macromolecular systems to be discussed include site-specific DNA endonucleases, topoisomerases, the histone fold, helicases, site-specific recombinases, nuclear RNA-protein complexes, tRNA-binding proteins, and the ribosome.

GRADING: **OPT** CREDIT: **.5** IDENTICAL WITH: **MB&B519** PREREQ: **(CHEM251 & CHEM252)**

CHEM520 Scientific Research Ethics

IDENTICAL WITH: **CHEM320**

CHEM521 Chemistry Symposia I

Weekly seminars by distinguished national and international chemists.

GRADING: **CR/U** CREDIT: **.25** PREREQ: **NONE**

FALL 2015 INSTRUCTOR: **PERSONICK, MICHELLE LOUISE** SECTION: **01**

CHEM522 Chemistry Symposia II

Weekly seminars by distinguished national and international chemists.

GRADING: **CR/U** CREDIT: **.25** PREREQ: **NONE**

SPRING 2016 INSTRUCTOR: **PERSONICK, MICHELLE LOUISE** SECTION: **01**

CHEM540 Physical Chemistry IV: Advanced Quantum Chemistry

This course covers electron wave function theory, operator formalisms and second quantization; fundamentals of restricted and unrestricted Hartree-Fock theory; electron correlation methods; pair and coupled pair theories; many-body perturbation theory; and coupled-cluster theory. Suitable for advanced graduate students in physical chemistry and chemical physics.

GRADING: **A-F** CREDIT: **1** PREREQ: **CHEM340 OR (PHYS315 OR PHYS515)**

CHEM541 Physical Chemistry IV: Quantum Chemistry

Second half of the semester, computer lab.

GRADING: **A-F** CREDIT: **.5** PREREQ: **CHEM337 OR PHYS214**

CHEM545 High-Resolution Spectroscopy

This is a lecture/discussion course in various selected topics in modern high-resolution spectroscopy. Microwave spectroscopy, angular momentum theory, electronic spectroscopy of diatomic molecules, vibrational normal mode analysis, and other topics will be covered dependent upon class interest.

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

CHEM547 Seminar in Chemical Physics

Weekly seminars presented jointly with the Physics Department under the auspices of the Chemical Physics Program. These informal seminars will be presented by students, faculty, and outside visitors on current research and other topics of interest.

GRADING: **CR/U** CREDIT: **.25** IDENTICAL WITH: **PHYS587** PREREQ: **NONE**

FALL 2015 INSTRUCTOR: **STEWART, BRIAN A.** SECTION: **01**

CHEM548 Seminar in Chemical Physics

IDENTICAL WITH: **PHYS588**

CHEM549/550 Advanced Research Seminar, Graduate

GRADING: **OPT** SECTION: **01**

CHEM557/558 Seminar in Organic and Inorganic Chemistry

This graduate-level seminar in organic and inorganic chemistry will include weekly presentations and discussions based on current research. Speakers will present the details of their topic using specific examples and will place the research in a broader context with respect to the current literature while also providing adequate background information and drawing concepts together with critical concluding analysis.

GRADING: **CR/U** CREDIT: **.25** PREREQ: **NONE**

FALL 2015 | SPRING 2016 INSTRUCTOR: **NORTHROP, BRIAN HALE** SECTION: **01**

CHEM561/562 Graduate Field Research

GRADING: **OPT** SECTION: **01**

CHEM565 Physical Methods in Chemistry

An introduction to the use of physical methods to characterize the structures and dynamics of chemical systems with a particular emphasis on applications in inorganic chemistry. Topics will include a variety of spectroscopies (e.g., optical absorption, circular dichroic techniques, infrared and Raman spectroscopies, NMR techniques), small molecule X-ray crystallography, and magnetic susceptibility measurements. Group theoretical techniques will be used extensively to develop selection rules.

GRADING: **A-F** CREDIT: **1** GEN ED AREA: **NSM** PREREQ: **CHEM361 OR CHEM337**

FALL 2015 INSTRUCTOR: **WESTMORELAND, T. DAVID** SECTION: **01**

CHEM587/588 Seminar in Biological Chemistry

Weekly presentations and discussions based on current research.

GRADING: **CR/U** CREDIT: **.25** IDENTICAL WITH: **MB&B587/588** PREREQ: **(CHEM383 OR MB&B383)**

FALL 2015 | SPRING 2016 INSTRUCTOR: **TAYLOR, ERIKA A.** SECTION: **01**

CLASSICAL STUDIES

PROFESSORS: Christopher Parslow; Michael J. Roberts; Andrew Szegedy-Maszak, *CHAIR*

ASSOCIATE PROFESSOR: Lauren Caldwell

ASSISTANT PROFESSORS: Kate Birney; Eirene Visvardi

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Kate Birney, *Greek Archaeology*; Lauren Caldwell, *Latin*; Christopher Parslow, *Roman Archaeology, History*; Michael Roberts, *Latin*; Andrew Szegedy-Maszak, *Classical Civilization, Greek History*; Eirene Visvardi, *Greek*

The Department of Classical Studies is dedicated to the interdisciplinary study of the societies of ancient Greece and Rome. Our faculty offer a wide array of courses in language and literature, art and archaeology, history, mythology, and religion. Courses in classical civilization require no knowledge of Latin and Greek and range from introductory lecture courses to smaller seminars that consider crit-

ical approaches and scholarship central to the study of the ancient world. Recent courses have covered diverse topics including medicine and health in antiquity, gender and sexuality, Roman law, death and the afterlife in Greece and Egypt, Rome and the Caesars, Alexander the Great, and the archaeology of 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 course work 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

MAJOR DESCRIPTION— CLASSICAL CIVILIZATION

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, however, students interested in graduate work in classics should give serious consideration to the classics major.

ADMISSION TO THE MAJOR

Greek and Latin are integral to the study of the Classical world, so prospective majors in classics (CLAS) or classical civilization (CCIV) are encouraged to begin their study of one or both of those languages early in their careers at Wesleyan, or to continue their studies by enrolling in upper-level language classes. Competence in either language through at least the intermediate level is required for completing either a CLAS or a CCIV major. While there are no specific courses required for admission to the major, prospective majors should also plan to take at least one course offered by the department in the history, literature, or art and archaeology of the Greek or Roman world prior to declaring their major to familiarize them-

MAJOR DESCRIPTION—CLASSICS

Requirements for classics major. A major in classics will concentrate on Greek, Latin, or a combination of both languages. Students considering graduate school in classics should choose the classics major track and are strongly urged to acquire a firm grounding in both languages. It is recommended, though not required, that students considering graduate work in classics learn a modern foreign language (preferably Italian, French, or German) and that they take courses in other subjects related to their particular area of interest (literature, history, philosophy, religion, art, archaeology).

MAJOR REQUIREMENTS

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.

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.

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 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.

The classical studies department offers two majors: classics and classical civilization.

selfs with the interdisciplinary nature of the field. The department requires that all students seeking admission to the CLAS or CCIV major, as well as those who are majors, maintain at least a B- average in courses taken within the department.

MAJOR REQUIREMENTS

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 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.

STUDY ABROAD | HONORS

See classics major

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.

HONORS

Majors interested in completing a senior thesis for departmental honors should consult with the faculty as early as possible and must submit a senior thesis proposal to the department by April 15 of their junior year. Enrollment in the senior thesis tutorial in the fall will be contingent upon the department's approval of the proposal.

ADVANCED PLACEMENT

Students who receive a 4 or 5 on the Latin Advanced Placement exam may receive one Wesleyan credit after having completed with a passing grade a Latin course at Wesleyan at the level of **LAT201** or higher.

PRIZES

The department awards three prizes annually, the Ingraham prize for "excellence in a Greek elective for juniors and seniors," the Sherman prize for "excellence in classics," and the Spinney prize for "the best original essay in Greek or Roman civilization."

ADDITIONAL INFORMATION

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 sopho-

more year. Students interested in the classical civilization major are also urged to begin language study as soon as possible.

- Students interested in studying at the Intercollegiate Center for Classical Studies in Rome (see above under Study Abroad) should plan to take **CCIV232 Roman History** before the term in which they plan to study abroad.

COURSES

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 primarily in Arabic.

GRADING: A-F CREDIT: 1.50 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: AISSA, ABDERRAHMAN SECTION: 01

ARAB102 Elementary Arabic II

This course is a second-semester course in modern standard Arabic (MSA) that will continue to stress the basic skills of reading, writing, speaking, and listening. The course will focus on speaking as an effective way of learning (speak it to learn it). Students will continue to learn MSA grammar, write and create paragraphs, and begin to converse 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. Oral drills and speaking activities will be done in the classroom, and the class will be conducted primarily in Arabic.

GRADING: A-F CREDIT: 1.50 GEN ED AREA: HA PREREQ: ARAB101
SPRING 2016 INSTRUCTOR: AISSA, ABDERRAHMAN SECTION: 01

ARAB201 Intermediate Arabic I

This course is a second-year, lower intermediate course in modern standard Arabic (MSA) that will continue to focus on the four basic skills of reading, writing, speaking, and listening. In this level, students will be able to speak enough Arabic to communicate at a basic level with a native speaker on a variety of topics. Students should be able to write simple texts on everyday themes and read uncomplicated authentic texts, such as a newspaper article on a familiar topic and storybooks. Students will continue to be familiarized with aspects of contemporary life and culture in the Arab world. 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 primarily in Arabic.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: ARAB101 AND ARAB102
FALL 2015 INSTRUCTOR: AISSA, ABDERRAHMAN SECTION: 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 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 on familiar or concrete topics, as well as newspaper articles and storybooks. Culture will continue to be integrated in the classroom. The class will focus on speaking as an effective way of learning (speak it to learn it). The class will be conducted primarily in Arabic.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: ARAB101 AND ARAB102 OR ARAB201
SPRING 2016 INSTRUCTOR: AISSA, ABDERRAHMAN SECTION: 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 III* and *Kalila Wa Dimna* fables, students will also read children's stories from the Arab world.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: AISSA, ABDERRAHMAN SECTION: 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 is 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

ARAB401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ARAB409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

• 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 courses.

ARAB411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ARAB465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

ARAB467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

CLASSICAL CIVILIZATION

CCIV112 Three Great Myths: Prometheus, Persephone, and Dionysus

This course is a detailed analysis of three important myths from classical antiquity, the stories of Prometheus, Persephone, and Dionysus. We will examine both literary and visual representations from antiquity. We will also consider how these myths live on in the Western tradition.

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

CCIV118 The Fall of Rome and Other Stories

IDENTICAL WITH: COL118

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

CCIV128 Medicine in Ancient Greece and Rome

This course will examine Greek and Roman medical theories (450 BCE—300 CE), as well as other aspects of health and healing in antiquity, including the patient-practitioner relationship, epidemic and endemic diseases, and unhealthy urban living conditions. Alongside the evidence for the development of "rational" medicine, we will consider nonrational approaches, including magical healing spells, native folk remedies, polytheistic healing rituals, and early Christian beliefs.

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

CCIV153 Single Combat in the Ancient World

This course celebrates the clash of warriors in warfare, sport, and spectacle in the classical world. Using primary sources and archaeological evidence, the class will survey traditions of combat in ancient art, literature, and society, beginning with Greek and Near Eastern epic; the modes of warfare in Greek society; ancient Olympic combat sports and, finally, Roman gladiator spectacle. We will examine the role of violent sport in Greek and Roman society, the reception of the competitors, and the use of these events for political or nationalistic ends. Throughout the course we will explore the flexibility of concepts such as military ethics, "western" warfare, violence, honor, and excellence, both in the classical world and in our modern lives. FYS: Writing intensive.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ARCP153 PREREQ: NONE
FALL 2015 INSTRUCTOR: BIRNEY, KATE SECTION: 01

CCIV170 Rome and the Caesars

The Roman world changed irrevocably with the establishment of the Augustan principate (i.e., when Augustus became first emperor, 27BCE–14CE). But it was only after Augustus' death that the consequences of his reforms became apparent. Rome suffered a turbulent century under a succession of emperors, variously represented as mad, bad, and dangerous to know. In this course we will study the period through contemporary or near-contemporary texts in an attempt to analyze the demoralization of the traditional Roman ruling classes and the slide into autocracy. We will examine the characters and policies of emperors from the period and will discuss the rise of a celebrity culture and the increased importance of public spectacles and entertainments. We will also look at modern portrayals of the period in visual media (art, TV, movies).

GRADING: A-F CREDIT: 1 GEN ED 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 IDENTICAL WITH: ARHA202 OR ARCP201 PREREQ: NONE

CCIV202 Greek Drama: Passions and Politics on the Athenian and Modern Stage

This course will introduce students to Greek drama as produced in its original setting and adapted in modern times. Most of our readings will be drawn from classical material: tragedies by Aeschylus, Sophocles, Euripides, and comedies by Aristophanes along with selections from Aristotle's *Poetics* and Plato's *Republic*. We will consider issues such as, How does theater as an artistic medium reflect the personal, social, religious, and political life of the Athenians? Is there a connection between the development of Greek drama and the growth of the first democracy? What are the emotions of tragedy for the characters and for the audience, and why have we been talking about catharsis for centuries? What is the relationship among the emotions, politics, and justice? We will finish the course by turning to adaptations of Greek tragedy in the 20th and 21st centuries. These will include works by Jean-Paul Sartre, Bertolt Brecht, and Yael Farber, through which we will examine how the emotions and dilemmas of tragedy are replayed and revised in response to World War II and the South African Truth and Reconciliation Commission.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: THEA202 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: VISVARDI, EIRENE SECTION: 01

CCIV204 Approaches to Archaeology

IDENTICAL WITH: ARCP204

CCIV205 Introduction to Classical Mythology

In this class we will read literary versions of myths from Greece and Rome and look at representations in ancient and later art. Starting with myths of the Creation, we will move on to look at the individual gods and goddesses, their powers, and their place in ancient religion, then to the often perilous interactions of humans and gods. In the second half of the semester, we will concentrate on the heroes and heroines of mythology, ending with the Trojan War and its aftermath. The course aims to give a basic grounding in the stories and the images—to make you mythologically literate. As that analogy implies, we will also analyze myth as a system of communication and consider how these myths portray the world, the divine, and the place of men and women in relation to the gods, to nature, and to society.

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

CCIV212 Politics and Piety in Early Christianities

IDENTICAL WITH: RELI215

CCIV214 Survey of Greek Archaeology

This course introduces the art and archaeology of Greek civilization from the end of the Bronze Age through the early Hellenistic period. Throughout the semester we'll survey the major archaeological sites (civic and cultic) for each period, examine archaeological questions, and study the development of sculpture, painting, ceramics, and architectural trends in light of political and social changes. In addition, we'll explore some of the tools archaeologists use to reconstruct ancient societies and the techniques that art historians apply to the study of art.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ARHA203 OR ARCP214 PREREQ: NONE

CCIV217 Philosophical Classics I: Ancient Western Philosophy

IDENTICAL WITH: PHIL201

CCIV221 Roman Law

In this course, students will learn how law operates as a discipline and will develop their own analytical abilities through the study of legal texts from the Roman Empire. Class time will be devoted to discussing actual cases from the Empire and to introducing students to the process of "thinking like a lawyer."

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: HIST290 PREREQ: NONE

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 archaeological evidence illustrating 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 IDENTICAL WITH: ARHA207 OR ARCP223 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: PARSLow, CHRISTOPHER SECTION: 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 body of the female patient interpreted by the male physician? We will address these questions and others in this course as we trace the development, organization, and influence of ancient medical thought and practice. Texts from classical Greece, Hellenistic Alexandria, imperial Rome, and medieval Islam will be considered.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: HIST282 OR SISP225 PREREQ: NONE

CCIV231 Greek History

Using primary sources wherever possible, this course will examine the development of Greek civilization from Mycenaean times through the death of Alexander the Great. Special attention will be given to the connection between political events and cultural and intellectual trends. No prior acquaintance with ancient history is required.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: HIST204 PREREQ: NONE
 FALL 2015 INSTRUCTOR: SZEGEDY-MASZAK, ANDREW SECTION: 01

CCIV232 Roman History

This course traces the history of Rome from its foundation, through its rise as an Italic and Mediterranean power, up to the transfer of the Empire to Constantinople. It focuses on the political, military, and social achievements of the Roman people.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: HIST205 PREREQ: NONE

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 IDENTICAL WITH: ARHA225 OR ARCP234 PREREQ: NONE

CCIV244 Pyramids and Funeral Pyres: Death and the Afterlife in Greece and Egypt

This course explores the archaeology of death and burial in Egypt and Greece, from the royal burials in the pyramids at Giza, to the cremated remains of warriors in Lefkandi, Greece, to the humble burials of infants under house floors. Drawing upon a blend of archaeological, art historical, and mythological evidence, we'll examine how the funerary practices and the very notions of the soul, the body, and the afterlife compare in these two societies. We will also explore how social class, gender, and ethnicity influenced those ideas. The course will also provide an introduction to archaeological theory and the interpretive strategies employed by archaeologists, art historians, and historians in the reconstruction of ancient societies.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ARCP244 OR ARHA219 PREREQ: NONE
 FALL 2015 INSTRUCTOR: BIRNEY, KATE SECTION: 01

CCIV250 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. It should be of interest to students from a variety of disciplines including history, art, architecture, social studies, religion, and archaeology.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ARCP253 OR ARHA250 PREREQ: NONE

CCIV257 Plato's Republic

IDENTICAL WITH: PHIL303

CCIV271 Roman Self-Fashioning: Poets and Philosophers, Lovers and Friends

With the descent into chaos of the Roman Republic and the emergence of the emperor as autocratic ruler at the head of the state, Roman social order and its system of personal relationships experienced a crisis. These circumstances are reflected in the literature of the period, which shows a fascination with unconventional styles of life and codes of behavior and a constant recourse to those situations in public and private life where the individual's relationship to the social order was negotiated and exhibited. Among the topics we will examine in the writings of some of the major authors of the period will be the literature of love and the role of the lover; parasites, patronage, and friendship; banquets and dining; the good life and personal contentment (and discontent); and the struggle for individual integrity.

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

CCIV275 Romans and Christians: The World of Late Antiquity

The emperor Diocletian's administrative and financial reforms, closely followed by the conversion of Constantine to Christianity, mark a watershed in the history of the late Roman Empire. From AD 284 (accession of Diocletian) until the establishment of the Germanic successor kingdoms (roughly in the 6th century)—the period known as late antiquity—the Roman West presents a fascinating picture of cultural change. In this course we will study the period (4th to 6th century) from three different perspectives: the conversion of Romans to Christians and of Christians to "Romans"; the material world of late antiquity—especially the changes to the city of Rome—and the art, architecture, and literature of the period; 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 IDENTICAL WITH: RELI274 OR HIST250 OR MDST275 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. How ancient approaches to gender and sexuality are in dialogue or have informed recent debates will be a question throughout the course. We will end by looking at how ideas about sexuality in classical antiquity were used in *Romer v. Evans*, otherwise known as the 1993 Colorado Gay Rights Case.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FG55281 PREREQ: NONE
FALL 2015 INSTRUCTOR: VISVARDI, EIRENE SECTION: 01

CCIV283 The Greek Vase as Art and Artifact

This course explores the dual role of the Greek vase—as *objet d'art* and as material culture. The first half of the course will trace the origins and development of Greek vase painting from Mycenaean pictorial vases to the masters of Attic Red Figure, examining the painters, the themes, and (often titillating!) subject matter in its social and historical context. The second half will focus on the vase as an artifact and tool for reconstructing social values and economic trends throughout the Mediterranean. We'll look at rip-offs, knock-offs, how much Attic pottery was really worth, and evaluate the use of pottery as an indicator of immigration or cultural imitation.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ARCP285 OR ARHA204 PREREQ: NONE
SPRING 2016 INSTRUCTOR: BIRNEY, KATE SECTION: 01

CCIV304 Medieval Archaeology

IDENTICAL WITH: ARHA218

CCIV327 Dangerous Acts: Transgression and Collective Feeling in Greek Drama

The first plays in the history of theater are a form of mass entertainment in democratic Athens—full of action, music, and dancing. At the same time, they stage transgressive acts, like murder and illicit sex, that raise questions for their audiences about warfare, gender relations, and the assessment of responsibility, guilt, and justice on both the personal and the collective level. This course will involve reading the Greek plays along with ancient critical works and modern adaptations to consider questions such as: How do the Greek plays engage their audiences intellectually and emotionally, aesthetically and ideologically? How do ancient poets and philosophers evaluate audience responses and theater itself? How do contemporary dramatists stage the ancient plays to thrill and challenge modern audiences?

During the second part of the semester, we will collaborate with an accomplished actor and director from NYC to stage one of the Greek plays. We will collectively edit the text to create our script, do character studies, work on blocking and acting techniques and more. Questions that we address in the first part of the course will inform our practice to help us inhabit the world of the play and give it new life.

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

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 GEN ED AREA: HA IDENTICAL WITH: HIST249 OR ARCP328 PREREQ: NONE

CCIV329 Roman Villa Life

This seminar will explore life in the Roman countryside, from the luxurious suburban villas near major urban centers to working estates in Italy and the Roman provinces. The course will begin with a general survey of Roman villa life and then move to a more focused inquiry into specific topics including art and architecture, production, slave life, and transportation. Readings will be drawn from ancient literary sources, inscriptions, and modern social and archaeological studies. The course is intended for students from a variety of disciplines and backgrounds, but some knowledge of the Roman world is recommended.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ARCP329 PREREQ: NONE
FALL 2015 INSTRUCTOR: PARSLow, CHRISTOPHER SECTION: 01

CCIV393 Reading Theories

IDENTICAL WITH: ENGL295

CCIV401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CCIV409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

CCIV411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CCIV465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

CCIV467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

GREEK

GRK101 Introduction to Ancient Greek: Semester I

This course is an introduction to the rich and beautiful language of ancient Greek, the language of Homer, Plato and Euripides. In the first semester students will

begin to learn the grammar and syntax of the language and start developing the vocabulary necessary to appreciate and understand Greek with the goal of reading as soon as possible. Throughout the semester we'll also explore some inscriptions and dip our toes into both Herodotus and biblical Greek.

This course is a prerequisite for GRK102.

GRADING: A-F CREDIT: 1.5 GEN ED AREA: HA PREREQ: NONE | SPRING 2016 INSTRUCTOR: BIRNEY, KATE SECTION: 01

GRK102 Introduction to Ancient Greek: Semester II

This course is a continuation of GRK101. We shall complete the study of Greek grammar and continue to develop vocabulary and reading skills. We shall read selections from Sophocles, Euripides, Lysias, Apollodoros, Demosthenes, Aristotle, and Plato, among others.

GRADING: OPT CREDIT: 1.5 GEN ED AREA: HA PREREQ: GRK101
FALL 2015 INSTRUCTOR: SZEGEDY-MASZAK, ANDREW SECTION: 01

GRK201 Reading Greek Prose: Plato's *Ion*

Throughout the course we will read Plato's *Ion*, his dialogue in which Socrates challenges traditional Greek values about religion, the existence of (divine) inspiration, the value of poetry, and the nature of truth itself. We will also use Plato's text to review grammar and syntax.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016 INSTRUCTOR: VISVARDI, EIRENE SECTION: 01

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

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: A-F 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 2016 INSTRUCTOR: SZEGEDY-MASZAK, ANDREW SECTION: 01

GRK275 Homeric Epic

This is a close reading of selections in Greek from the *Odyssey* on the wanderings of Odysseus; his encounters with Polyphemus, Circe, and Kalypso; and his return to Ithaca. Discussion of major scholarly approaches to the *Odyssey* and Homeric epic more broadly.

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

GRK311 Plato: *Symposium*

We will read selections in Greek from Plato's *Symposium*, the famous dialogue that examines different facets of love and desire. We will read the remaining sections in translation. Additional readings will include Plato's *Phaedrus* and Xenophon's *Symposium* in translation and modern scholarship on these works. Topics we will discuss include the figure of Socrates, the construction of gender roles, masculinity and femininity, the role of reason and desire in the good life, and questions of genre.

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

GRK365 Greek Tragedy: Euripides

Euripides is well known for being experimental and controversial, in his own time and beyond. Aristophanes famously accuses him of corrupting his audience by bringing too much of a democratic sentiment to his plays—women and slaves having way too much to say. Nietzsche much later will attribute to him the very death of tragedy. In this course, we will explore this legacy by reading one of his plays in the original along with diverse approaches to his work. The selection of the play will be determined by the composition of the student-group and previous exposure to Greek drama.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: VISVARDI, EIRENE SECTION: 01

GRK401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

GRK409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

GRK411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

GRK465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

GRK467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

LATIN**LAT101 First-Year Latin: Semester I**

An introduction to the Latin language. The course emphasizes reading ability in the language and will cover about two-thirds of the introductory textbook (half-way through the second term we will begin reading a Latin novel). Intended for those with little or no previous experience in Latin; those with an extensive background in high school Latin may wish to consult the instructor about whether they should begin their college Latin with **101**, **102**, or **201**.

GRADING: OPT CREDIT: 1.50 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: PARSLOW, CHRISTOPHER SECTION: 01

LAT102 First-Year Latin: Semester II

This course completes the survey of Latin grammar begun in **LAT101**, including readings from a Latin novel that features shipwrecks, pirates, true love, broken hearts and good examples of most of the Latin constructions learned during the year.

GRADING: OPT CREDIT: 1.50 GEN ED AREA: HA PREREQ: LAT101
SPRING 2016 INSTRUCTOR: PARSLOW, CHRISTOPHER SECTION: 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 eye-witness 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 2015 INSTRUCTOR: ROBERTS, MICHAEL J. SECTION: 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-changers from the creation of the world down to his own time and that of the emperor Augustus. Ovid's stories inspire humor, pathos, and horror and may be grotesque or sentimental, sometimes both at the same time. They deal with issues like divinity, power, love, rape, order, and identity, all in classic versions of famous myths influential throughout the centuries, told with the poet's distinctive wit and sense of incongruity. The class will focus on close reading of the Latin text and on Ovid's treatment of the myths and the distinctive approach he brings to the ever-shifting world he describes. The course will include an introduction to Latin meter, and class discussion will address modern critical approaches to Ovid.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: CALDWELL, LAUREN SECTION: 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

In this course we will sample representative examples from a range of Horace's poems, including his *Satires*, *Odes*, *Epistles*, and *Art of Poetry*. Horace is a brilliant exponent of the Latin language, capable of a range of tones, from beautiful and subtle lyric to high comedy, with a flair for the human scale, a taste for deflating the self-important, and an elusive strain of undogmatic moral seriousness. In

addition to reading some of the poems, students will also read select examples of modern criticism. As a final group project, students will each prepare a paper on a poem or poems of Horace that will form the basis of a presentation: "An Evening with Quintus Horatius Flaccus: Horace in (Mainly) His Own Words."

GRADING: A-F 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. We will work toward an understanding of the genre of elegy in Rome, these two poets' relation to it, and the historical and cultural context of Augustan Rome that shaped its production and reception.

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

LAT253 The Roman Historians

The course will be devoted to studying the principles and methods of Latin historiography. Students will read selections in Latin from Livy and both ancient and modern discussions of the writing of history. Special attention will be paid to the role of narrative and description in history.

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

LAT254 Apuleius: *The Golden Ass*

Fast-paced, magical, sexy, and bizarre, Apuleius' *Golden Ass*, or *Metamorphoses*, contains more than enough rowdy episodes to keep us entertained for a semester. The novel tells the story of the feckless Lucius, the man-turned-ass whose encounters with the residents of Thessaly range from the vulgar to the weird to the sublime. Our goals, in addition to reading and understanding the Latin, include tracing prominent themes and becoming acquainted with recent relevant scholarship.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: CALDWELL, LAUREN SECTION: 01

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 IDENTICAL WITH: MDST261 PREREQ: NONE

LAT262 Reading Latin, Writing Latin

This is a nontraditional introduction to writing Latin. Through reading and discussing short selections of mainly narrative and descriptive Latin prose from all periods, from the classical to the Renaissance, students will develop greater familiarity with Latin styles and the expressive possibilities of the language. Students will try their hand at writing Latin themselves (often collaboratively and with ample opportunity for revision). Subjects will include proverbs, familiar sayings or catch-phrases, song lyrics, etc. (anything is fair game for translation), as well as short narratives, culminating in a final project. As well as developing greater facility with Latin, students will reflect on the experience of learning Latin, the history of Latin, and its place in the modern world.

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

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
FALL 2015 INSTRUCTOR: ROBERTS, MICHAEL J. SECTION: 01

LAT401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

LAT409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

LAT411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

LAT465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

LAT467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

COLLEGE OF EAST ASIAN STUDIES

PROFESSORS: Stephen Angle, *Philosophy*; Mary Alice Haddad, *Government, CHAIR*; William D. Johnston, *History*

ASSOCIATE PROFESSORS: Miri Nakamura, *Japanese*; Su Zheng, *Music*

ASSISTANT PROFESSOR: Ao Wang, *Chinese*

ADJUNCT PROFESSOR: Xiaomiao Zhu, *Chinese*

ADJUNCT ASSISTANT PROFESSOR: Patrick Dowdley, *Anthropology, Curator, The Mansfield Freeman Center for East Asian Studies*

ARTIST IN RESIDENCE: Keiji Shinohara, *Art*

DEPARTMENTAL ADVISING EXPERTS: All program faculty

The College of East Asian Studies (CEAS) challenges students to understand China, Japan, and Korea 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, China, and Korea are related yet distinctive 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 College's interdisciplinary approach. Language, premodern history and culture, and the sophomore Proseminar provide the common core of our program. The Proseminar exposes students to a wide variety of intellectual approaches to East Asian studies and thereby provides a foundation for students to focus in more depth in particular areas.

ADMISSION TO THE MAJOR

Prospective majors are urged to start their language and premodern core courses early in their Wesleyan careers. This will leave more time for study abroad and for more meaningful work in the concentration of the students' choice. To help students chart their way, the college faculty has designed the concentrations listed below. Admission to the college is via application during the spring semester of a student's first year. Sophomores or above may petition to the CEAS chair for admission; petitions will typically be granted so long as the student has a clear path to completing the major's requirements.

MAJOR REQUIREMENTS

Majoring in the College of East Asian Studies requires seven courses. These include three core plus four in a concentration. Other requirements include language courses, study abroad, and a senior capstone project.

Core courses: Each CEAS major is expected to take our interdisciplinary Pro-seminar (CEAS201) in his or her sophomore year, as well as one survey course on traditional Chinese culture or history and one survey course on traditional Japanese history and culture (these can be taken at any time; a similar course on Korea can be substituted for either of these core survey courses). The goal is to ensure that each CEAS major is firmly anchored in the classical texts and key events that shaped the development of East Asian cultures before the 19th century. Details on the courses that count for the core courses are available at wesleyan.edu/ceas/majoring/core.html.

Concentrations: Each CEAS major must choose one of the six concentrations listed below. Our goal is to ensure that each major's course of study has methodological coherence in a specific area of study. Course offerings for each concentration may vary in some years according to faculty on campus. Details on the courses that count for the concentrations are available at wesleyan.edu/ceas/majoring/concentrations.html.

- Art history and art
- Language, literature, and film
- Music
- History
- Philosophy and religion
- Political economy

ADMISSION TO THE MINOR

Upon completion of any CEAS course, students may enter the CEAS minor via the Minor Declaration Tool in the Electronic Portfolio.

MINOR REQUIREMENTS

The minor requires completion of any five CEAS courses and intermediate-level competence in Chinese, Japanese, or Korean.

No more than two of the five courses may be language courses. No more than two of the five courses can be performance or studio art courses. No more than one of the five courses can be a study abroad course.

The rule that no more than two of the five courses can be language courses means that students beginning their Chinese, Japanese or Korean language study at Wesleyan may have to take as many as seven courses to fulfill the minor (because four courses would be required to reach intermediate competence, but only two will count toward the minor).

COURSES

COLLEGE OF EAST ASIAN STUDIES

CEAS165 Anthropology of Contemporary Chinese Art

IDENTICAL WITH: ANTH245

CEAS166 Understanding the Arts of Imperial China: Content and Methods

IDENTICAL WITH: ARHA182

Note that while the CEAS major requires that native speakers of a Chinese, Japanese or Korean language must study a different Chinese, Japanese or Korean language, that does not apply to the minor, so a native speaker of Korean, for example, can pass the intermediate competence standard without taking any languages classes and simply take any five CEAS classes.

Minor certification: to graduate with a minor in CEAS, seniors must complete a short form, indicating which courses they are using to fulfill the minor's requirements. For 2015–16, the deadline for submitting this form is Monday, April 4, 2016. The form is available here: wesleyan.edu/ceas/majoring/CEAS_Minor_Cert.doc

STUDY ABROAD

All CEAS majors are required 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.

For more information, see wesleyan.edu/ceas/majoring/studyabroad.html.

Questions about study abroad should be addressed to Prof. Xiaomiao Zhu (China), Prof. Etsuko Takahashi (Japan), or Prof. Hyejoo Back (Korea)

CAPSTONE EXPERIENCE

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 a CEAS faculty member, the essay or the creative arts project must be approved by the student's CEAS advisor. Please note that this class can simultaneously fulfill other requirements.
- Write a one-semester senior essay in a tutorial, preferably given by a CEAS 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 a CEAS 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.

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 College of East Asian Studies. 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 CEAS chair. For high honors, all three readers have to recommend the thesis for a grade of A- or higher.

LANGUAGE REQUIREMENT

CEAS majors are expected to reach a minimum of advanced level (third year) competency in the Chinese, Japanese, or Korean. 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 advanced-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 advanced 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 and co-curriculum coordinator, Prof. Xiaomiao Zhu. Questions about Japanese should be addressed to the Japanese language and co-curriculum coordinator, Prof. Etsuko Takahashi. Questions about Korean should be addressed to Prof. Hyejoo Back.

CEAS167 Goddesses and Heroines: Images of Women in the Art of China and Taiwan

IDENTICAL WITH: ARHA278

CEAS180 Great Traditions of Asian Art

IDENTICAL WITH: ARHA180

CEAS201 Proseminar

This team-taught seminar, required of all majors in the College of East Asian Studies (CEAS), is for sophomores who have joined CEAS. It is also open to junior and senior CEAS or EAST majors who were unable to take the course their sophomore year. The course introduces 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. For Spring 2016, the organizing theme is "Asia Imagined: Orientalism and Beyond." The course will explore how various Asian nations have been romanticized and orientalized in both popular and academic imagination, and more important, how Asian authors and works countered this orientalism. The class thus aims to teach how to approach "Asia" without essentializing it. It asks students to draw out the complexities, contradictions, and multiple voices existent within East Asia. By doing so, the course hopes to question the very notion and borders of "Asia" itself, especially in terms of today's globalized market.

GRADING: A-F CREDIT: 1 PREREQ: NONE | SPRING 2016 INSTRUCTOR: NAKAMURA, MIRI SECTION: 01

CEAS202 Japanese Horror Fiction and Film

This course, taught in English, introduces students to seminal works of Japanese horror fiction and film, including canonical novels/short stories and popular *manga*. Students will learn various theoretical approaches for understanding the mode of horror: psychoanalysis, cultural studies, feminist studies, and deconstruction. By examining these approaches, students will gain the key theoretical vocabulary for analyzing horror and will also be asked to consider questions such as, What makes Japanese horror distinct, if at all? What are the applications and the limitations of Western (horror) theory in analyzing Japanese horror? Is horror ideological and political, or is it an aesthetic/style? This course is part of the Social, Cultural, and Critical Theory Certificate Program.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FG55226 PREREQ: NONE

CEAS203 Faces of Korea

This course addresses multiple topics that span both traditional and modern Korean culture, ranging from traditional cuisine, dance, music, art, architecture, and the modernization of Korea in the 20th century to Korean films, social issues, religion, and the Korean Wave.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: BACK, HYEJOO SECTION: 01

CEAS208 Modern Chinese Literature

This course introduces the history of modern Chinese literature from the republican era (early 20th-century) to the contemporary era. By discussing selected literary works, it serves an overview of the styles and features of modern Chinese literature in each time period and will also serve to introduce students to major themes from China's tumultuous 20th century. Topics will include the cultural transformations of the May Fourth Movement, modernity, war, revolution, root-searching, and body writing. All readings will be in English translation.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: HSIEH, HSIN-CHIN SECTION: 01

CEAS209 From the Goddess to the Feminist: Women in Chinese Literature and Visual Culture

This course examines representations of women in Chinese literature, painting, and music. It is organized around several Chinese cultural tropes of women and their historical contexts: from the goddess, the court lady, the literary gentry woman, the courtesan, and the female knight-errant in premodern Chinese culture, to the modern "new woman" and feminist. It also explores major themes associated with women in Chinese literature and culture: the relationship between gender and political power, self and society, individual and tradition, humans and the numinous realm. Tropes that persist through different periods will be used to chart changes in literary history. Students are encouraged to think about how these feminine tropes are formed in literary and pictorial conventions, as well as how they are reinvented over time. Whenever feasible, we will juxtapose representations of the same subjects by Chinese writers and writers from other traditions to think about the significance of the ways women are represented in different cultural traditions.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FG55219 PREREQ: NONE

CEAS210 From Tea to Connecticut Rolls: Defining Japanese Culture Through Food

This course explores Japanese food traditions as a site in which cultural values are sought, contested, and disseminated for national consumption. Through an examination of various components of Japan's culinary practices such as the tea ceremony, sushi, whaling, and fusion cuisines, we uncover the aesthetics, religious beliefs, politics, environmental issues, and intercultural exchange that characterize Japanese history.

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

CEAS211 The Greatest Chinese Novel: The Dream of the Red Chamber

The Dream of the Red Chamber (also known as *The Story of the Stone*) by Cao Xueqin (c. 1715–1763) is widely recognized as the masterpiece of Chinese fiction. It is also a portal to Chinese civilization. Encyclopedic in scope, this book both sums up Chinese culture and asks of it difficult questions. Its cult status also accounts for modern popular screen and television adaptations. Through a close examination of this text in conjunction with supplementary readings and visual materials, this course will explore a series of topics on Chinese culture, including foundational myths, philosophical and religious systems, the status of fiction, conceptions of art

and the artist, ideas about love, desire and sexuality, gender roles, garden aesthetics, family and clan structure, and definitions of sociopolitical order.

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

CEAS213 The Chinese Canon and Its Afterlife

An exploration of canonical works in Chinese literature, religious texts, historical narratives, art, and movies, with an emphasis on their aesthetic and cultural implications. Topics include Confucianism, Daoism, and Buddhism; folk religions and shamanism; cultural identity and self-cultivation; sexuality, cross-dressing, and gender politics; nature and utopias; emperors, scholars, and musicians; hermits and knights-errant; learned women poets and courtesans; drunken poets and Zen masters; fox spirits and ghosts; portraiture and representations of bodies; secret societies and avant-garde artists, etc. All readings are in translation. Although some Chinese characters will be introduced in calligraphy, no knowledge of Chinese is required.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016 INSTRUCTOR: WANG, AO SECTION: 01

CEAS215 The Legacy of World War II in Postwar Japan

In 1956, the Japanese Economic Planning Agency famously declared, "the 'postwar' is over." Indeed, by that time, the national economy had made a remarkable recovery since the end of World War II. Others place the end of the postwar with Emperor Hirohito's death in 1989. Still, was the postwar truly over for Japan? This seminar aims to tackle this dilemma of the postwar and assess how the war and the American occupation are remembered by the Japanese and how they continue to reverberate politically and culturally, 60 years after Japan regained its independence.

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

CEAS216 Screening Japanese Modernity: Japanese History Through Film

The word "screening" is a double entendre. On the one hand, it simply refers to the fact that we will examine representation of Japanese modernity through the visual medium of film. But more important, we will screen (problematicizing/criticizing) the more orthodox understanding of Japanese modernity. Throughout the semester, we will discuss the relationship between the dominant historical narratives and their filmic representations, and how these films often subvert these existing narratives.

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

SPRING 2016 INSTRUCTOR: NAKAMURA, MIRI SECTION: 01

CEAS221 Introduction to Premodern Chinese Literature

This course is an introduction to premodern Chinese literature that focuses on the role Chinese literary texts have played in defining selfhood, creating self-image, and articulating the place of the individual in relation to community and state. The arrangement of the course is primarily chronological, from the first millennium BC to the end of the Qing Dynasty in 1911, though texts that cut across history are also juxtaposed to show differences and continuities from a larger perspective. The course contains canonical pieces of the Chinese literary tradition that address similar issues or respond to each other. Besides literary texts, painting, music, and material culture are also incorporated to help students visualize the tradition. Students are encouraged to think about the close relationship between Chinese literati's creation of self-image and political trauma they experienced during dynastic changes.

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

CEAS222 History of Science and Technology in Modern China

IDENTICAL WITH: HIST386

CEAS223 History of Traditional China

IDENTICAL WITH: HIST223

CEAS224 Modern China: States, Transnations, Individuals, and Worlds

IDENTICAL WITH: HIST224

CEAS225 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

FALL 2015 INSTRUCTOR: WANG, AO SECTION: 01

CEAS226 Memory and Identity in Contemporary Chinese Fiction and Film

The course will offer an overview of major fiction writers and film directors in contemporary People's Republic of China, 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

CEAS227 Man and Nature in Classical Chinese Literature

This course introduces students to a wide range of ways in which ancient Chinese writers defined the crucial and ever-changing relationship between

man and nature in imaginative literature. Topics include Confucianism, Daoism, and Buddhism; Fu poetry and shamanism; travel and self-cultivation; sexuality, cross-dressing, and gender politics; nature and utopias; emperors, scholars, and musicians in public parks; hermits and knights-errant in the mountains and rivers; learned women poets and courtesans; drunken poets and Zen masters; fox spirits and ghosts; portraiture and representations of bodies, etc. All readings are in translation. Although some Chinese characters will be introduced in calligraphy, no knowledge of Chinese is required.

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

CEAS228 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

CEAS229 Balinese Performance and Culture

IDENTICAL WITH: THEA220

CEAS230 Japanese Detective Fiction and Narrative Theory

Detective fiction has been described as "exhausted" in terms of plot development and types of detectives. It provides an interesting window into how various forms of plot and narrative areas develop, then cease to exist. This course will look at how literary theory was developed side by side with detective fiction in modern and contemporary Japan. This course is part of the Social, Cultural, and Critical Theory Certificate.

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

CEAS231 Introduction to Asian American Literature

IDENTICAL WITH: ENGL230

CEAS232 Introduction to Chinese Film

This course introduces contemporary Chinese cinema in both national and international senses. We will learn the basics of film history in the PRC, Taiwan, and Hong Kong through four major genres: family melodrama, martial arts, action, and musical. Our engagement with these selected films provides insights into fundamental issues such as family, history, nationalism, transnationalism, identity, gender, and sexuality. The goal of this course is to demonstrate how Chinese cinema has developed in the PRC, Hong Kong, Taiwan, and transnationally and to refine students' abilities to analyze and write about film critically.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: HSIEH, HSIN-CHIN SECTION: 01

CEAS233 Sinophone Literature Around the World

What is the relationship between the Sinophone (roughly, Chinese language users) and China, Chineseness, Chinese diaspora, and overseas Chinese studies? How can we define the Sinophone? This course will introduce the discourse of Sinophone studies along with primary Sinophone texts in English translation. We will read literary works from writers who have experienced diverse migratory trajectories to get a picture of how they represent Chinese immigrants' identity formation and negotiation with local societies, as well as their roots of origin. Through reading selected literary texts, students will understand the relationship between physical migration and cultural production, and become acquainted with various forms of place-based cultural production in four Sinophone sites, including North America, Taiwan, Malaysia, and Hong Kong. The three major themes of this course are history, nostalgia, and identity.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016 INSTRUCTOR: HSIEH, HSIN-CHIN SECTION: 01

CEAS234 Representations of Men, Women, and Gender in China

This course explores the multifarious representations of men, women, and gender in literature, visual arts, philosophical texts, and historical narratives. It aims to provide an interdisciplinary reflection on conceptions of men, women, and gender: how they were created and transformed in history, how they reflect the power relations between men and women, and how they have further influenced the performance of gender in daily life.

Works discussed in this course include the *Book of Songs*, "Rhapsody on the Gaotang Shrine," "The Prose Poem of the Beautiful Woman," the Palace Style Poetry, "The Story of Yingying," *The Peony Pavilion*, Feng Menglong's collection of erotic poetry, *Sinking*, Madame Mao and the Revolutionary Model plays, and *Eat Drink Man Woman*.

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

CEAS235 Desire, Theatricality, and the Self in Chinese Literature

This course will introduce students to some of the most important themes in Chinese literature and culture, including desire and transgression, self-dramatization, dream and illusion, and magical transformation, etc. We will focus on the long 17th century, from the mid-16th century to the end of the 17th century, one of the watersheds in Chinese culture and literary sensibility. The period witnessed the rise of radical subjectivity, a reassessment of authoritative traditions, indulgence in emotions and sensuous existence, and shifting boundaries between refinement and vulgarity.

We will survey a wide range of writings from this period, discussing such issues as theatrical aesthetics, the creation of a world through desire and imagination, and a new sense of an "I" in 17th-century China. By focusing on this period, we can put Chinese literary tradition and this extraordinarily creative period into dialogue and understand continuities and radical changes, the formation of tradition and its transformation.

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

CEAS242 Buddhism: An Introduction

IDENTICAL WITH: RELI242

CEAS243 History of Taiwan: From Origins to the Present

IDENTICAL WITH: HIST243

CEAS244 Delicious Movement: Time Is Not Even, Space Is Not Empty

IDENTICAL WITH: DANC244

CEAS245 Constructions and Re-Constructions of Buddhism

IDENTICAL WITH: RELI483

CEAS250 Economy of Japan

IDENTICAL WITH: ECON262

CEAS253 Practicum in Exhibition of East Asian Art

This course is a historical, theoretical, and practical introduction to the exhibition of East Asian art, both in the west and in China and Korea. Students will learn the history of exhibition in China and the establishment of collections of East Asian art in the United States, modes of exhibition, and current practices through readings, presentations, and practical experience with the collection at The Mansfield Freeman Center for East Asian Studies, as well as site visits to local collections and museums.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ARHA282 OR ANTH253 PREREQ: NONE

CEAS256 Neo-Confucian Chinese Philosophy

IDENTICAL WITH: PHIL259

CEAS258 Comparative Philosophy

IDENTICAL WITH: CHUM368

CEAS259 Popular Music in Contemporary China

IDENTICAL WITH: MUSC127

CEAS260 Japan Before 1868: Society and Culture in Premodern Japanese History

IDENTICAL WITH: HIST260

CEAS261 Classical Chinese Philosophy

IDENTICAL WITH: PHIL205

CEAS262 Human Rights Across Cultures

IDENTICAL WITH: PHIL272

CEAS263 China's Economic Transformation

IDENTICAL WITH: ECON263

CEAS264 Modern Chinese Philosophy

IDENTICAL WITH: PHIL263

CEAS265 Japan Since 1868: Society and Culture in Modern Japanese History

IDENTICAL WITH: HIST207

CEAS266 Daily Life in a Japanese City: Culture of Everyday Life in Tokugawa Japan

IDENTICAL WITH: HIST341

CEAS268 Music and Modernity in China, Japan, and Korea

IDENTICAL WITH: MUSC261

CEAS269 Chinese Cities

IDENTICAL WITH: HIST117

CEAS271 Political Economy of Developing Countries

IDENTICAL WITH: GOVT271

CEAS273 Art of China and Japan: Ritual Bronzes to Zen Gardens

IDENTICAL WITH: ARHA279

CEAS274 Modern East Asia: Continuities and Discontinuities in the Global Context

IDENTICAL WITH: HIST225

CEAS275 Food Histories in East Asia

IDENTICAL WITH: HIST253

CEAS279 Chinese Foreign Policy

IDENTICAL WITH: GOVT279

CEAS280 Losers of World War II

IDENTICAL WITH: GOVT285

CEAS282 Buddhist Art from India to Japan

IDENTICAL WITH: ARHA284

CEAS283 The Traditional Arts of Japan

IDENTICAL WITH: ARHA283

CEAS284 Modern Southeast Asia

IDENTICAL WITH: HIST287

CEAS285 Art and Architecture of India to 1500

IDENTICAL WITH: ARHA285

CEAS286 Buddhism in America: The Dharma Comes to Main Street

IDENTICAL WITH: RELI288

CEAS287 Traditions of East Asian Painting

IDENTICAL WITH: ARHA287

CEAS289 Buddhist Temple Art of China

IDENTICAL WITH: ARHA289

CEAS296 Politics in Japan

IDENTICAL WITH: GOVT296

CEAS297 Politics and Political Development in the People's Republic of China

IDENTICAL WITH: GOVT297

CEAS299 Politics and Security in Asia

IDENTICAL WITH: GOVT299

CEAS301 Modern China and the World Since 1945

This class will tackle key international problems in modern China's history over the past 70 years, beginning with the civil war; the Korean War; the Great Leap Forward; the Cultural Revolution; Deng Xiaoping's economic reform; Tiananmen 1989; Hong Kong's reversion to the PRC; democratization movements in China, Hong Kong,

and Taiwan; and cross-strait relations over the years. We will explore China's recent assertiveness on territorial issues, as well as the reaction over time to Chinese foreign policy by the United States, Russia, Japan, India, and other key players.

In addition to lectures and discussion, we will engage in some role-playing, with students taking various national and bureaucratic positions in mock negotiations and international exchanges. The goal will be to gain a better understanding both of Chinese options and the role of international players during key moments in modern China's history.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: GOVT301 PREREQ: NONE
FALL 2015 INSTRUCTOR: YOUNG, STEPHEN M. SECTION: 01

CEAS304 Environmental Politics and Democratization

IDENTICAL WITH: GOVT304

CEAS308 The Jewish Experience in China: From Kaifeng in the Song Dynasty to Shanghai During the Holocaust

IDENTICAL WITH: HIST308

CEAS311 Representing China

IDENTICAL WITH: ANTH311

CEAS322 Chinese Buddhist Philosophy

IDENTICAL WITH: PHIL322

CEAS340 Reading Theories

IDENTICAL WITH: ENGL295

CEAS343 Tibetan Buddhism: From Ancient India to Shangri-la

IDENTICAL WITH: RELI229

CEAS350 Women and Buddhism

IDENTICAL WITH: RELI350

CEAS381 Relic and Image: The Archaeology and Social History of Indian Buddhism

IDENTICAL WITH: ARHA381

CEAS384 Japan and the Atomic Bomb

IDENTICAL WITH: HIST381

CEAS413 Korean Drumming Ensemble—Beginning

IDENTICAL WITH: MUSC413

CEAS414 Korean Drumming Ensemble—Intermediate

IDENTICAL WITH: MUSC414

CEAS415 Korean Drumming Ensemble—Advanced

IDENTICAL WITH: MUSC415

CEAS416 Beginning Taiko—Japanese Drumming

IDENTICAL WITH: MUSC416

CEAS418 Advanced Taiko—Japanese Drumming

IDENTICAL WITH: MUSC418

CEAS428 Chinese Music Ensemble

IDENTICAL WITH: MUSC428

CEAS460 Introduction to Sumi-e Painting

IDENTICAL WITH: ARST460

CEAS461 Alternative Printmaking: Beginning Japanese Woodblock Technique

IDENTICAL WITH: ARST461

CEAS486 Nonviolence and Violence in Buddhism

IDENTICAL WITH: RELI486

CEAS401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CEAS409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

CEAS411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CEAS465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

CEAS467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

CHINESE

CHIN101 Chinese Character Writing

This course supplements CHIN103 Elementary Chinese I and focuses on the writing of Chinese characters. It is not a course in Chinese calligraphy but in basic writing. Strict stroke order will be introduced. About 600 Chinese characters will be covered.

GRADING: CR/U CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: ZHU, XIAOMIAO SECTION: 01

CHIN103 Elementary Chinese I

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. Students with significant experience speaking Chinese (any dialect) at home should enroll in CHIN105, not CHIN103. All students in CHIN103 are strongly recommended to additionally enroll in CHIN101 Chinese Character Writing. No credit will be received for CHIN103 until you complete CHIN104.

GRADING: A-F CREDIT: 1.5 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: ZHU, XIAOMIAO SECTION: 01-02

CHIN104 Elementary Chinese II

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

GRADING: A-F CREDIT: 1.5 GEN ED AREA: HA PREREQ: CHIN103 | SPRING 2016 INSTRUCTOR: LIU, MENGJUN SECTION: 01-02

CHIN105 Elementary Chinese for Heritage Learners

This course is for students who have family backgrounds in Chinese language. It is appropriate for students who are already familiar with basic speaking and have excellent listening comprehension of any dialect of Chinese but cannot read or write. The course focuses on teaching students how to read and write Chinese characters. After this course, most students should be able to continue in second-semester CHIN206 Intermediate Chinese II or CHIN218 Third-Year Chinese.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: LIU, MENGJUN SECTION: 01

CHIN205 Intermediate Chinese I

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 | FALL 2015 INSTRUCTOR: LIU, MENGJUN SECTION: 01

CHIN206 Intermediate Chinese II

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 | SPRING 2016 INSTRUCTOR: LIU, MENGJUN SECTION: 01

CHIN217 Third-Year Chinese I

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, and Chinese idioms and popular rhymes.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: CHIN206 | FALL 2015 INSTRUCTOR: HSIEH, HSIN-CHIN SECTION: 01

CHIN218 Third-Year Chinese II

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 | SPRING 2016 INSTRUCTOR: HSIEH, HSIN-CHIN SECTION: 01

CHIN221 Fourth-Year Chinese I

Representative works by a variety of modern and contemporary authors, newspaper articles, and videotapes of TV shows. The course will be conducted entirely in Chinese.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: CHIN218
FALL 2015 | SPRING 2016 INSTRUCTOR: WANG, AO SECTION: 01

CHIN222 Fourth-Year Chinese II

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 | SPRING 2016 INSTRUCTOR: WANG, AO SECTION: 01

CHIN351 Classical Chinese Philosophy: Chinese Lab

This course is a half-credit course conducted in Chinese and designed to supplement the standard English-language PHIL205 Classical Chinese Philosophy course. Students must have taken PHIL205 in the past or be enrolled in it simultaneously. The course will have two main foci: introducing students to modern and contemporary Chinese-language debates about Chinese philosophy and exploring in greater depth the meaning of key passages from the classical works students are reading in translation in PHIL205.

Both advanced learners of Chinese (fourth-year level or above) and native speakers are welcome. Familiarity with classical Chinese is desirable but not required. Assignments will include presentations in Chinese and some written work in English; evaluation will be tailored to each student's language background. If you are unsure whether your language background is sufficient for the course, please contact the instructor.

GRADING: CR/U CREDIT: 5 GEN ED AREA: HA IDENTICAL WITH: PHIL251 PREREQ: NONE
FALL 2015 INSTRUCTOR: ANGLE, STEPHEN SECTION: 01

CHIN401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CHIN409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

CHIN411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CHIN465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

CHIN467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

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 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: HATANO-COHEN, MIYUKI SECTION: 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 GEN ED AREA: HA PREREQ: JAPN103
SPRING 2016 INSTRUCTOR: MARUTA, NAHO SECTION: 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 | FALL 2015 INSTRUCTOR: MARUTA, NAHO SECTION: 01

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
 SPRING 2016 INSTRUCTOR: HATANO-COHEN, MIYUKI SECTION: 01

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
 FALL 2015 INSTRUCTOR: HATANO-COHEN, MIYUKI SECTION: 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
 SPRING 2016 INSTRUCTOR: MARUTA, NAHO SECTION: 01

JAPN219 Fourth-Year Japanese I

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

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: JAPN218
 FALL 2015 INSTRUCTOR: MARUTA, NAHO SECTION: 01

JAPN220 Fourth-Year Japanese II

This course includes continued practice in reading, writing, speaking, and listening to modern Japanese. The class will be conducted entirely in Japanese.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: JAPN219
 SPRING 2016 INSTRUCTOR: HATANO-COHEN, MIYUKI SECTION: 01

JAPN351 Daily Life in a Japanese City: Japanese Lab

This "lab" is conducted in Japanese and is designed to deepen the understanding of early modern Japanese history gained in the standard English-language seminar, HIST341/CEAS266 *Daily Life in a Japanese City*. Students will read a wide range of Japanese-language historical writing on the culture of everyday life in early modern Japan. All readings are in Japanese. Familiarity with classical/early-modern Japanese is desirable but not required.

GRADING: CR/U CREDIT: 5 GEN ED AREA: HA PREREQ: NONE

JAPN401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

JAPN409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

JAPN411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

JAPN465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

JAPN467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

KOREAN**KREA153 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 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: BACK, HYEJOO SECTION: 01

KREA154 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 GEN ED AREA: HA PREREQ: KREA153 OR LANG153 OR EAST153 |
 SPRING 2016 INSTRUCTOR: BACK, HYEJOO SECTION: 01

KREA205 Intermediate Korean I

Intermediate Korean I is the first part of the intermediate course in spoken and written Korean. Various functions of more complex grammar patterns will be introduced in a variety of sociocultural contexts. Upon the completion of this course, students will be able to demonstrate higher levels of balanced communicative skills in speaking, reading, writing, and listening.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: KREA154 | FALL 2015 INSTRUCTOR: BACK, HYEJOO SECTION: 01

KREA206 Intermediate Korean II

Intermediate Korean II is the second half of the intermediate course in spoken and written Korean. Various functions of more complex grammar patterns will be introduced in a variety of sociocultural contexts. Upon the completion of this course, students will be able to demonstrate higher levels of balanced communicative skills in speaking, reading, writing, and listening.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: KREA205
 SPRING 2016 INSTRUCTOR: BACK, HYEJOO SECTION: 01

KREA401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

KREA409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

KREA411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

KREA465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

KREA467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

COLLEGE OF INTEGRATIVE SCIENCES

PROFESSORS: Manju Hingorani, *Molecular Biology and Biochemistry*; Daniel Krizanc, *Computer Science*; Edward Moran, *Astronomy*; Ishita Mukerji, *Molecular Biology and Biochemistry*; Donald Oliver, *Molecular Biology and Biochemistry*; Dana Royer, *Earth and Environmental Sciences*; Francis Starr, *Physics, CHAIR*; Greg Voth, *Physics*; Michael Weir, *Biology*

ASSOCIATE PROFESSORS: Barbara Juhasz, *Psychology*; Brian Northrop, *Chemistry*

UNIVERSITY PROFESSOR: Ellen Thomas

The College of Integrative Sciences (CIS) aims to equip students with the creative and quantitative skills needed to address current and emerging global challenges in science and technology. These challenges are multifaceted, requiring problem-solving approaches that integrate expertise from multiple perspectives.

The CIS promotes an interdisciplinary and integrative approach to scholarship and learning across mathematics and the life, physical, and behavioral sciences. By encouraging creative synergies among faculty and students of disparate disciplines, the CIS academic structure complements existing departments and has the flexibility to evolve with the needs of an ever-changing world.

Research is key to the CIS. With a faculty mentor, student researchers pursue inquiry-based learning that explores open questions and provides new perspectives. They develop the necessary problem-solving skills and build expertise at the frontiers of science. Through research, students are transformed from consumers into creators of knowledge.

Students interested in the CIS are advised to follow a course of study that emphasizes a core science background, achieved by pursuing a major in one of the departments or programs in natural science and mathematics (NSM). The linked major offered by the CIS combines the intellectual depth in one area (the major) with breadth achieved through courses and research in the linked major.

MAJOR DESCRIPTION

In addition to majoring in one department or program in NSM, students in the CIS take the following courses for a minimum of six and a maximum of nine credits.

Outline of the linked major

• **CIS221/222 Research Frontiers Seminar (5 credits/semester):** This is a sophomore-level course designed to introduce students to ongoing research projects in the NSM division. All students interested in applying to the college are required to attend the course for at least one semester. The course involves weekly visits from different faculty members and their students from across the division to discuss their research programs. Potential CIS students are encouraged to take

the course during their entire sophomore year to get exposure to the variety of research conducted in the NSM division.

• **Two Upper-level Electives (2 credits):** Upper-level courses should provide core-skills from a discipline outside the primary major. Accordingly, these courses are typically hosted by a department other than the student's foundational major. The course catalog contains a list of courses identified as interdisciplinary and appropriate for the college. Courses not on this list may potentially be used to fulfill elective requirements, based on consultation with the CIS academic advisor. In general, the specific electives used to fulfill this requirement must be determined in consultation with a student's CIS linked-major advisor.

• **Two Semesters of a Journal Club or Seminar (5-1 credit):** The two journal clubs/seminar series must be in different disciplines. CIS221/222 cannot be used to fulfill this requirement.

• **Senior Capstone Colloquium (5 credits):** Two semesters of the capstone colloquium are required. In this course, senior CIS fellows present their research to their peers/junior CIS fellows.

• **Research (2-4 credits):** Research credits normally come by enrolling in Advanced Research Seminar or Senior Thesis Tutorial. Two credits of research is the minimum requirement. Four research credits are achieved by taking research for a full credit each semester in the junior year and the senior year. Students are strongly encouraged to write a thesis based on their research during their senior year. In unusual cases, the two-credit minimum can also be satisfied through (paid) credits for summer research.

• **One Summer Research Experience:** All students are required to spend at least one summer performing research, preferably the summer after their sophomore year, immediately following acceptance to the college. Students are supported during the summer by a CIS fellowship (unless doing the research for credit).

ADMISSION TO THE MAJOR

Students must apply for admission to the College of Integrative Sciences. Students are considered eligible if they have declared an NSM major and attended at least

one semester of the Research Frontiers course. Students must have a demonstrated interest in interdisciplinary research. Admission to the college is selective and is based on a variety of criteria that include:

- A strong academic record
- An expressed intent to major in an NSM department or program

COURSES

CIS121 Wesleyan Physical Sciences and Mathematics Scholars Colloquium

This weekly colloquium of participants in the Wesleyan Physical Sciences and Mathematics Scholars Program will be focused on exploring and understanding current trends in science and mathematics higher education. Strategies for retaining students in science and math fields, particularly for those from underrepresented groups, will be developed and implemented. Students will also be introduced to and given tools for navigating aspects of the hidden curriculum in higher education.

GRADING: CR/U CREDIT: 0.25 GEN ED AREA: NSM PREREQ: NONE
FALL 2015 INSTRUCTOR: WESTMORELAND, T. DAVID SECTION: 01
INSTRUCTOR: MUKERJI, ISHITA SECTION: 01

CIS122 Wesleyan Mathematics and Science Scholars Colloquium II

This weekly colloquium of participants in the Wesleyan Mathematics and Science Scholars (WesMaSS) Program will be focused on strategies for success in science and math higher education.

GRADING: CR/U CREDIT: 0.25 GEN ED AREA: NSM PREREQ: NONE

CIS160 Life in the Oceans in the Anthropocene and Beyond

IDENTICAL WITH: E&ES160

CIS221 Research Frontiers in the Sciences I

This seminar is designed to introduce students to interdisciplinary research projects in the sciences. Each week, a faculty member and his or her research group will present a broadly accessible overview of research work, including a description of methodologies, problem-solving activities, and future directions.

GRADING: CR/U CREDIT: 0.50 GEN ED AREA: NSM PREREQ: NONE
FALL 2015 INSTRUCTOR: STARR, FRANCIS W. SECTION: 01

- A strong interest in interdisciplinary science
- A completed application that includes a written abstract describing a proposed research project
- Three letters of reference
- If needed, an interview with the CIS admissions committee.

CIS222 Research Frontiers in the Sciences II

This seminar is designed to introduce students to interdisciplinary research projects in the sciences. Each week, a faculty member and his or her research group will present a broadly accessible overview of research work, including a description of methodologies, problem-solving activities, and future directions.

GRADING: CR/U CREDIT: 0.50 GEN ED AREA: NSM PREREQ: NONE

CIS239 Proseminar: Network Analysis

IDENTICAL WITH: QAC239

CIS241 Introduction to Network Analysis

IDENTICAL WITH: QAC241

CIS401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CIS409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

CIS411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CIS423/424 Advanced Research Seminar, Undergraduate

GRADING: OPT SECTION: 01

CIS465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

CIS467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

COLLEGE OF LETTERS

PROFESSORS: Ethan Kleinberg, *History*; Laurie Nussdorfer, *History*; Khachig Tölölyan, *CHAIR*

ASSOCIATE PROFESSOR: Typhaine Leservot, *Romance Languages and Literatures*

ASSISTANT PROFESSORS: Ludmila Guenova, *Philosophy*; Tushar Irani, *Philosophy*; Jesse Torgerson

UNIVERSITY PROFESSOR: Kari Weil

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Ludmila Guenova; Tushar Irani; Typhaine Leservot; Ethan Kleinberg; Laurie Nussdorfer; Ulrich Plass; Khachig Tölölyan; Kari Weil

The College of Letters (COL) is a three-year interdisciplinary major for the study of European literature, history, and philosophy, from antiquity to the present. During these three years, students participate as a cohort in a series of colloquia in which they read and discuss works together (in English), learn to think critically about texts in relation to their contexts and influences—both European and non-European—and in relation to the disciplines that shape and are shaped by those texts. Majors also become proficient in a foreign language and study abroad to deepen their knowledge of another culture. The COL, a unique college within the University, has its own library and workspace where students can attend lectures, study together, and meet informally with their professors, whose offices surround the library.

ADMISSION TO THE MAJOR

Students wishing to major in the College of Letters must submit an application in the spring semester of their first year. Sophomore transfer students may apply before or during orientation. Applicants must show proficiency in a foreign language. Application forms and information can be found on the COL website under “Apply to the Major” (wesleyan.edu/col/apply.html).

MAJOR REQUIREMENTS

The College of Letters is a three-year interdisciplinary major for the study of European literature, history, and philosophy. The program consists of five components and leads to eleven course credits:

- Five colloquia designed to acquaint students with works of predominantly European literature, history, and philosophy in (respectively)
 - The ancient world
 - The Middle Ages and Renaissance
 - The early modern period (16th–18th centuries)
 - The 19th century
 - The 20th century

COURSES

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,

- Four electives minimum (one in history, one in philosophy, one in literature/representation, one in your target foreign language literature). These specialized seminars allow COL majors 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 put 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’ 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.”

ADDITIONAL INFORMATION

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 tutors and students and a lively and continuing dialogue among students of different classes.

After graduation. The academic standards of the College of Letters are reflected in the fact that its graduates have consistently entered the best graduate and professional schools, including schools of law, medicine, and business administration, as well as communications and the liberal arts. They also have won national fellowships and scholarships.

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 IDENTICAL WITH: HIST118 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 IDENTICAL WITH: HIST121 PREREQ: NONE

COL108 Language

This course, beyond providing an introduction to the science of linguistics, is designed to give students in their first year an awareness of the importance of language in everyday life and of the range of its uses and abuses as a cultural and class marker, vehicle of knowledge, and instrument of power. It is an objective of this course that students who complete it should be better prepared than they were before for the sensitive and exacting study, not only of literature, but of whatever specialized studies they subsequently undertake. Topics to be considered include whether language is a cultural artifact that is learned or is instinctual; the varieties of languages; language as expression of culture; linguistic imperialism; problems of translation; the distinction between speech and writing; steno-language, metalanguage, and poetic language; metaphor and symbol; and semiotics.

GRADING: CRJU CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: FITZPATRICK, JOSEPH J. SECTION: 01

COL109 A History of Civil Disobedience

This course will explore some classic readings on civil disobedience and non-violent political resistance in literature, history, and philosophy. We will examine connections between some key moments in the history of intellectual thought in 5th-/4th-century BCE Athens and 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 various different political tracts on civil disobedience from the modern period, including writings by Percy Shelley, Henry David Thoreau, Leo Tolstoy, Elizabeth Cady Stanton, Doris Stevens, Rabindranath Tagore, George Orwell, and John Rawls. The course will conclude by examining the use and relevance of nonviolent political action in the 21st century.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: PHIL224 PREREQ: NONE

COL110 What Does Art Mean? Studies in Aesthetics and Cultural Relevance

Humans have felt compelled to make what we now call “art” for millennia; clearly, the drive to create and express is a pressing one in our species. Can we define that drive? The title of this course encompasses multiple questions. What do we mean when we say “art,” and is there a way to legitimately wield or deny that designation? Does that designation have universal meaning? Is there an inherent exclusion, or exclusivity, within it? And also, what is art communicating? Is there a common thread or purpose to what we call art? Can there ever be a “right” answer to that question? Or, put another way, if art means one particular thing, does it then cease to be art? Several thinkers in several disciplines, from art history and practice to philosophy to sociology to religion to feminist thought, have weighed in on this question; we will read and analyze some of their arguments, and because this is a writing course, you will have the chance to formulate your own. We will also visit the Davison Art Center, the Yale Art Gallery, and other locations where art can be viewed, experienced, and discussed firsthand.

GRADING: CRJU CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: WEISBERG, MEG FURNISS SECTION: 01

COL112 The European Novel from Cervantes to Calvino

This course provides an introductory survey that tracks the development of the European novel through its major periods—from its origins in *Don Quixote* through the rise of the novel in 18th-century Britain to romanticism, realism, and modernism.

We will focus on texts that had tremendous impact (and long afterlives) throughout Europe, that inspired responses and imitations in many different languages, and that provided European intellectual culture with archetypal characters and plots through which problems of history, politics, and philosophy were articulated—Voltaire’s naïf and Dostoevsky’s nihilist; Defoe’s heroic bourgeois individualist and Kafka’s victim of modern bureaucratic rationality. The readings will also introduce students to some of the European novel’s important subgenres (romance, gothic, grotesque, the philosophical novel) and important narrative forms (epistolary novel, unreliable narration, free indirect discourse).

GRADING: CRJU CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: FITZPATRICK, JOSEPH J. SECTION: 01

COL113 The Language of Poetry

This course will examine how poems are made and how they work, beginning with the question of whether there is such a thing as a distinctively poetic style or function of language—and, consequently, a correspondingly nonpoetic one. Our investigation will combine close reading of lyric poetry (with special attention to early 20th-century Europe) with an overview of relevant texts in poetics, literary theory, and the philosophy of language. Topics will include nonsense verse and sound poetry; free verse and poetic constraints; metaphor and the relationship of thought to language; theories of communication and information; and translation.

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

COL115 How to Read a Literary Text

This course will introduce students to the practice of close reading and to the formal study of literary texts. Working with selections of poetry and prose (including texts that have been translated from languages other than English), students will learn to analyze and make arguments according to the disciplinary methods of literary studies.

Primary readings will include texts from a wide range of historical periods, national literatures, and cultural contexts. Secondary readings will include exemplary works of literary criticism and theoretical writings on critical method. In addition to performing close readings of the primary texts, we will discuss theoretical problems of genre, author, closure, and ambiguity, along with the limitations of formal analysis and the text/context binary.

The governing purpose of this course is to teach students to perform in the written genre of literary close reading as it is practiced in a college essay. The writing assignments, which will include revisions and workshoping, will be treated as an integral part of our course of study.

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

COL116 The Spanish Inquisition

Few institutions are as notorious as the Spanish Inquisition. Reviled in literature (most famously by Dostoevsky in his *The Brothers Karamazov*) and lampooned in popular culture (by Monty Python, among others), the Spanish Inquisition is often considered synonymous with religious fanaticism and ecclesiastical power run amok. This course examines the history and legacy of the Spanish Inquisition, both in Spain and in the Spanish colonies of the New World. Topics will include forced conversions, the roles of “race” and gender in Inquisitorial proceedings, and the policing of sexual deviance.

GRADING: CRJU CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: HIST126 PREREQ: NONE
FALL 2015 INSTRUCTOR: GARCIA, SAMUEL J. SECTION: 01

COL118 The Fall of Rome and Other Stories

The fifth-century fall of Rome to barbarian invaders is an idea that slowly crystallized over time. This course will examine the birth and development of this “fall”—one of the most persistent stories in history—using the very texts in which it was first articulated. We will work with a range of authors—Suetonius, Eusebius of Caesarea, Ammianus Marcellinus, Augustine of Hippo, Jordanes, Procopius of Caesarea—to connect the fall of Rome with other attempts to explain catastrophe and change. The course will conclude by surveying the persistence of the fall of Rome as an idea, through the medieval, early modern, and modern periods, right into contemporary discourse.

GRADING: CRJU CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CCIV118 PREREQ: NONE
FALL 2015 INSTRUCTOR: TORGERSON, JESSE WAYNE SECTION: 01

COL123 Love, Sex, and Marriage in Renaissance Europe

IDENTICAL WITH: HIST123

COL125 Staging America: Modern American Drama

IDENTICAL WITH: ENGL175

COL128 Re-imagining East and West: Constantinople between Rome and Istanbul

Constantinople was founded by a Roman Emperor, Constantine the Great, in 330. From there the story gets complicated. Should we account for Constantinople from a Western point of view, and call it Roman? Or, should we label it by its Eastern religion, and call it Christian? Or, should we see Constantinople’s true nature in a transnational Hellenic culture, and call it Byzantine? Then, once we’ve chosen a story to explain the city’s nature, how should it end? With the pillaging fourth crusade in 1204, or the Ottoman sack in 1453, or is Constantinople yet alive in modern Istanbul? This course diverges from such narrative frameworks by accounting for Constantinople as, first and foremost, a city. As we explore the rich, extra-textual, and unevenly distributed relics of this medieval metropolis, students will be pushed to create accounts of past experiences that are trustworthy and analytical, even while imaginatively encompassing the diversity and paradox of life in The City.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDST128 PREREQ: NONE

COL201 Writing Nonfiction

In this creative course, students will address the elements of creative nonfiction, such as narrative, character, voice, tone, conflict, dialogue, process, and argument. The work of nonfiction writers such as James Agee, George Orwell, Joseph Mitchell, Walker Percy, Anne Lamott, Caroline Knapp, and Dave Eggers will serve as models and inspiration. The course will be taught in workshop fashion, with selected students presenting their writing in class each week.

Charles Barber is the author of two works of nonfiction and a novel in progress. He is a lecturer in psychiatry at Yale Medical School and a visiting writer at the College of Letters.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016 INSTRUCTOR: BARBER, CHARLES SECTION: 01

COL204 British Literature: Late Renaissance to Enlightenment

IDENTICAL WITH: ENGL206

COL206 Remembering the Self: Forces and Forms of Autobiography

“Know thyself,” commands the Delphic Oracle, and perhaps in response, authors have felt compelled to confess, condemn, forget, and remember past selves in an effort to narrate and so envision who they are in the present. This course will look at a range of autobiographical works from *The Confessions of Saint Augustine* to contemporary graphic memoirs. We will ask how memory works to conserve, construct, or distance past selves; how bodies delimit selves; and how selves are

conceived in and through our relations with others and with our worlds (material, social, and historical).

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

COL208 Rome through the Ages

IDENTICAL WITH: HIST208

COL210 What's Right and What's Left? Literature, Philosophy, Art, and Politics in Inter-War Europe

This course will move between Italy, France, and Germany in an attempt to define and understand the relation between right- and left-wing politics in modern European intellectual and cultural production up until World War II. Using Zeev Sternhell's *Neither Right nor Left* as a reference point, we will attempt to construct our own "fascist minimum" and to analyze the political trajectories of a number of figures from left to right and vice versa. We will also attempt to understand the perceived political, social, and cultural crisis of the interwar period and the appeals of fascism, Nazism, and socialism in response to this crisis.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: HIST289 PREREQ: NONE

COL211 Medieval Art and Architecture, ca. 300 to 1500

IDENTICAL WITH: ARHA210

COL212 Introduction to Social, Cultural, and Critical Theory

IDENTICAL WITH: CHUM227

COL213 Writing Short Fiction

In this creative course, students will address the elements of writing fiction, such as narrative types and structures, character, voice, conflict, dialogue, and construction of time. The work of 20th-century novelists such as E. M. Forster, Milan Kundera, Graham Greene, A. S. Byatt, Ralph Ellison, Walker Percy, Kazuo Ishiguro, and Jeffrey Eugenides will serve as models and inspiration. The course will be taught in workshop fashion, with selected students presenting their writing in class each week.

Charles Barber is the author of two works of nonfiction and a novel in progress. He is a lecturer in psychiatry at Yale Medical School and a visiting writer at the College of Letters.

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

COL214 The Modern and the Postmodern

IDENTICAL WITH: HIST214

COL215 Theater of Anton Chekhov: Research, Analysis, and Performance

IDENTICAL WITH: THEA214

COL219 Modern Spain: Literature, Painting, and the Arts in Their Historical Context

IDENTICAL WITH: SPAN250

COL220 Modern Christian Thought

IDENTICAL WITH: RELI220

COL221 The Ends of Empire: Narratives of Culmination and Decline in Philosophy and Literature

IDENTICAL WITH: GRST240

COL222 The Art of Pilgrimage in Medieval Europe, 1100–1500

IDENTICAL WITH: ARHA214

COL223 The Picaresque Hero: Rogue (Picaro), Anti-Hero, Citizen

IDENTICAL WITH: SPAN233

COL225 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 Négritude, Antillanité, Créolité, and Louisianitude.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM223 OR AMST226 OR FREN225 OR LAST220 PREREQ: NONE

COL226 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America

IDENTICAL WITH: SPAN232

COL227 Life Writing: Writing about the Self and from Experience

This course will examine both the power and the complexities of writing that derives from personal experience. Topics to be addressed, in turn, are memory (and its reliability); experience (authoritative/reportorial versus interpretative/symbolic); identity and voice of the narrator; and agency (the degree to which the narrator is in control, or not in control, of the narrative). Types of life writing that will be explored are coming of age narratives, illness and trauma narratives, confessional narratives, autobiographical poetry and song lyrics, and interviews/oral histories. Readings and materials include Shadd Maruna, William Styron, Mary Karr, Donna Tartt, James Joyce, and many others.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: BARBER, CHARLES SECTION: 01

COL229 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History

IDENTICAL WITH: SPAN230

COL230 Introduction to European Avant-Garde, 1880–1940

IDENTICAL WITH: ARHA241

COL231 Orientalism: Spain and Africa

IDENTICAL WITH: SPAN264

COL232 Paris and Its Representations: Realities and Fantasies

IDENTICAL WITH: FREN331

COL234 The Cosmos of Dante's Comedy

IDENTICAL WITH: FIST226

COL237 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde

IDENTICAL WITH: SPAN254

COL238 Animal Theories/Human Fictions

The question of "the animal" has become a recent focus of theory, although depictions of nonhuman animals can be traced to the very origins of representation. This course will move between literature, philosophy, art, and theory in an effort to trace the changing conceptions of human-animal difference and human-animal relations from 18th-century fictions of savage men and wild children to current theories of the posthuman. We will consider the ways that the representation of "the animal" intersects with theories of gender and race as it also contests the grounds of representation itself. Authors may include Rousseau, Poe, Sewell, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Harway.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FGSS239 OR ENGL252 PREREQ: NONE

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 GEN ED AREA: HA IDENTICAL WITH: FREN339 PREREQ: NONE

COL240 Modernism and Modernity in 19th-Century French Painting

IDENTICAL WITH: ARHA240

COL241 Sophomore Colloquium

This course focuses on the antiquity period.

GRADING: CR/U CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: FITZPATRICK, JOSEPH J. SECTION: 01
INSTRUCTOR: IRANI, TUSHAR SECTION: 01

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 2015 INSTRUCTOR: TORGERSON, JESSE WAYNE SECTION: 01
INSTRUCTOR: LESERVOT, TYPHAINÉ SECTION: 01

COL244 Junior Colloquium

This course is based on thematically organized literary, philosophical, and historical texts of early modern ages.

GRADING: CR/U CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: FITZPATRICK, JOSEPH J. SECTION: 01
INSTRUCTOR: GUENOVA, LUDMILA LUDMILOVA SECTION: 01

COL245 Senior Colloquium

This course focuses on the early modern period.

GRADING: CR/U CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: KLEINBERG, ETHAN SECTION: 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 2016 INSTRUCTOR: TÖLÖLYAN, KHACHIG SECTION: 01

COL248 Urban Fantasies: The City, Sexuality, and National Identity in the Modern Spanish Novel

IDENTICAL WITH: SPAN251

COL249 Narrative and Ideology

When ballads were very popular songs that told stories, Andrew Fletcher (1655–1716) underlined the importance of narrative: "If a man were permitted to make all the ballads, he need not care who should make the laws of a nation." Nowadays, stories take various forms, among them cinematic, and they circulate and are consumed in vast quantities. People make stories, and the consumption of those stories, in turn, "makes" people, helping to construct individual subjectivity and collective discourse. How do narratives function as the vehicles for both 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 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 IDENTICAL WITH: ENGL247 PREREQ: NONE
FALL 2015 INSTRUCTOR: TÖLÖLYAN, KHACHIG SECTION: 01

COL250 Imperial Spain, c.1450–1800

IDENTICAL WITH: HIST255

COL251 Kafka: Literature, Law, and Power

IDENTICAL WITH: GRST251

COL252 19th-Century European Philosophy

IDENTICAL WITH: PHIL252

COL256 The Emergence of World Literature(s)

In the past four decades, the traditional study of national territories, their cultures, and literatures has been supplemented and challenged by concepts and phenomena such as the transnational, the diasporic, the global, and the cosmopolitan, as well as by new curricular categories such as world history, world politics, and

world literature. This course will focus on world literature and will examine literary, historical, and theoretical texts to ask what is at stake in this new area. Topics will include, but are not limited to, the networks along which narratives circulate; the aesthetic and other standards that regulate the selection of plots and themes that appeal to the cultural gatekeepers; the politics of continued domination, subordination, and cultural imperialism; inclusion and exclusion; margins, peripheries, and centers, etc. There is as yet no single accepted theory, no consensus history, and no established canon or geography of world literature—all are evolving as literary scholars attempt to weave together elements of comparative and postcolonial literatures with the above-mentioned concepts into a new object of readerly experience and critical knowledge. We will use literary and theoretical texts to explore how world literature is being created.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ENGL256 PREREQ: NONE

COL262 Tolstoy

IDENTICAL WITH: RUSS252

COL264 *Schwanz-Beast* (S-B) Performance Composition—Animals and the Future

This interdisciplinary course led by writer and performance artist Carmelita Tropicana explores the meaning and role of animals in our lives and problematizes neat categories and distinctions between humans and other animals. The course also examines the use of sci-fi as a genre for social and political critique. Tropicana will be joined by longtime collaborator filmmaker Ela Troyano, along with guest faculty from different disciplines.

The studio course will provide students the opportunity to share in the collaborative process and create content based on *Schwanz-Beast* (S-B), a sci-fi project by Tropicana and Troyano. This hands-on practical course aims to strengthen creative writing for interdisciplinary work. Students are given writing exercises developed by playwright Maria Irene Fornes to create original material; they will view/read works that use animals and the sci-fi genre examining the work for themes, character, plot, and the use of other elements in performance to break up the narrative, e.g., lectures and interviews. Participants will use the Liz Lerman critical response process for performance. Students will also work as research assistants for Tropicana.

Schwanz-Beast (S-B) is a (work in progress) full-length performance with video/set installation by Carmelita Tropicana and Ela Troyano. A futuristic interspecies narrative, part performance, part scientific lecture, in S-B the future becomes the lens through which to look at our current cultural landscape. An interspecies woman/hyena and an android question what separates the human from the Beast (or the Other).

The course requires written report(s) based on artists covered in class and/or work with guest faculty. The course culminates in a student-written epilogue for S-B, with a handout for the audience envisioning the future and possible actions to be taken to create a more equitable and just world.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016

COL265 Nabokov and Cultural Synthesis

IDENTICAL WITH: RUSS263

COL266 Aesthetics

IDENTICAL WITH: PHIL267

COL268 Understanding Modernity: Marx, Nietzsche, and Freud

IDENTICAL WITH: GRST268

COL270 The Modernist City-Texts

Since the 19th century, the city has been both a privileged and a problematic object of representation for narrative realism: privileged because urban spaces have increasingly been seen as shaping or producing the very social relations and individual experiences that realism wants to describe; problematic because the city itself, as a coherent totality that might explain those relations and experiences, is too vast, heterogeneous, and complex to be represented through the traditional techniques of realism.

This course will approach the problems and possibilities of the city for realism through a close reading of two large, ambitious texts that attempt to represent the city as a totality: James Joyce's novel *Ulysses* (1922) and David Simon's television series *The Wire* (2002–2008). We will be particularly concerned with two techniques, pioneered by Joyce, for representing the city: stream of consciousness, which creates a tour of the city from the perspective of a single, mobile *flâneur*; and montage, which creates a map of the city by juxtaposing various cross-sections of social life or various institutions central to the city's functioning.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL272 PREREQ: NONE

SPRING 2016 INSTRUCTOR: FITZPATRICK, JOSEPH J. SECTION: 01

COL271 Performing Ethnicity: Gypsies and the Culture of Flamenco in Spain

IDENTICAL WITH: SPAN257

COL273 Giants of German Prose

IDENTICAL WITH: GRST260

COL277 Language, Thought, and Politics

This course will offer an interdisciplinary historical investigation of the question of whether (or how) a language—through its grammar and lexicon—influences or even determines its speakers' thoughts and perceptions. We will examine philosophical, linguistic, ethnographic, and literary variations on this question from the 19th century to the present and the wide range of political assumptions and consequences that have entangled the question's various answers.

Topics will include the theories of Wilhelm von Humboldt and Benjamin Lee Whorf; the production and critiques of national languages; problems of translation, untranslatability, and universal grammar; gendered speech and *l'écriture féminine*; political correctness; and linguistic utopianism in speculative fiction.

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

COL284 Rethinking the Baroque

IDENTICAL WITH: SPAN246

COL285 Spanish Identity in the Early Modern World

Who exactly is a Spaniard? And which particular qualities constituted "Spanishness" for *peninsulares* (i.e., those born in Spain itself), for the diverse inhabitants of the Spanish New World, and for Spain's allies and rivals abroad? Was it a question of blood, culture, religion, or some combination thereof? These were questions that provoked profound anxieties, as well as a variety of responses, in the late medieval and early modern periods, particularly as Spain confronted religious and "racial" others both at home (i.e., Jews and Muslims) and overseas (e.g., Amerindians). In this course, we will closely examine these anxieties and responses, paying special attention to the creation and representation of identity itself. Topics will include the legacy of *convivencia* (i.e., the "coexistence" of Jews, Christians, and Muslims in medieval Spain), "purity of blood" laws, the so-called Black Legend (of Spanish rapacity and fanaticism), and the fascinating artistic genre known as "casta paintings," which depicted the dizzying variety of racial mixtures found and produced in the Spanish colonial world.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: HIST305 PREREQ: NONE

SPRING 2016 INSTRUCTOR: GARCIA, SAMUEL J. SECTION: 01

COL286 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 IDENTICAL WITH: FREN280 PREREQ: NONE

SPRING 2016 INSTRUCTOR: LESERVOT, TYPHAINE SECTION: 01

COL288 Russia's Storyteller Playwrights

IDENTICAL WITH: RUSS258

COL289 Forbidden Love: From the Middle Ages to the French Revolution

IDENTICAL WITH: FREN397

COL293 Goethe, Schiller, and German Romanticism

This course covers a period of roughly 60 years that defined the shape of German literature and culture for good. In 1774, Goethe entered the literary scene with his epistolary novel *The Sorrows of Young Werther*. In 1832, he published his final work, the second part of *Faust*, and became immortal. With his earthly death, a period now known simply as the "Age of Goethe" [*Goethezeit*] came to an end. The tasks of this course will be twofold. We will first examine the aesthetics and core ideas of Goethe and his friend and occasional collaborator, Friedrich Schiller, the second major representative of Weimar classicism. We will then contrast the ideals and works of Weimar classicism with the much more freewheeling and often deeply ironic intellectual and artistic production of German Romanticism as embodied in members of the Romantic circle around Dorothea von Schlegel and her lover and later husband, Friedrich, and Caroline Schlegel and her husband, August Wilhelm Schlegel (Friedrich's brother). The young and hip members of the Schlegel circle acted both as profound admirers of Goethe's achievement and as acerbic critics of what they perceived to be the stilted style of Weimar classicism. While Romanticism is often misunderstood as a cult of irrationalism, the German Romantics were closely allied to the transcendental idealism of Fichte and Schelling and advocated their own brand of a communal thinking or "symphilosophy." The course will probe both the continuities and the antagonisms that characterize German literary culture in the Age of Goethe.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: GELT286 OR GRST286 PREREQ: NONE

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 four 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: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST294 OR SOC294 OR ENGL294 PREREQ: NONE

COL297 Reading Nietzsche

IDENTICAL WITH: GRST261

COL298 Minorities in French Cinema

This course offers insights into the ways French cinema represents minorities in postwar France. We will study films formally and contextually to understand what French cinematic representations of minorities add to the debate surrounding immigration and national identity. Students will learn how to analyze cinematic texts in-depth and reflect upon the identity crisis of France.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FREN398 PREREQ: NONE

COL299 The Grumbling Hive: Ethics and British Literature, 1660–1800

IDENTICAL WITH: ENGL308

COL303 Matter, Community, Environment

IDENTICAL WITH: CHUM305

COL304 Negotiating Gender in the Maghreb

IDENTICAL WITH: FREN303

COL305 Nomadic Islanders: Contemporary Caribbean Diasporas and Identities
Diasporas from Europe, Asia, and Africa have long been a part of Caribbean identities. Since the 1960s however, many Caribbean citizens have left the Caribbean and moved to North American and European cities (Miami, New York, Montreal, Paris), creating a new diaspora and reshaping Caribbean identities. This course will focus on the representations of contemporary Caribbean migrants to North America and Europe in Franco-Caribbean literature. How does this literature represent these new Caribbean migrants? Does it redefine Caribbean identity? Does it offer alternatives to the '80s and '90s notions of Antillean and Creoleness? Class discussions and papers in French.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST256 OR FREN304 PREREQ: NONE

COL306 The Beautiful and the Sublime

What do we mean when we appraise something as beautiful? Do we mean that it is harmonious and pleasing? But what of objects that challenge our expectations of order and harmony that, instead, offer an experience of the sublime? In this intermediate-level seminar, we will read some of the classic texts of 18th-century aesthetic theory in which philosophers developed a fundamental distinction between these two basic categories of aesthetic experience, the beautiful and the sublime. We will then follow the elaboration, transformation, and the rejection of these categories through the 19th century and into the 20th century, when modernist and postmodernist aesthetics began to experiment with experiences of the ugly and the shocking that challenge traditional assumptions about the very purposes of art.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: PHIL269 PREREQ: NONE

COL307 Negotiating French Identity: Migration and Identity in Contemporary France

IDENTICAL WITH: FREN305

COL308 Medieval on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse

Medieval people moved: they traded and sent emissaries; they invaded and migrated; they wandered, begged, and ascended the heavens; they went on crusade, jihad, and pilgrimage. This course will first analyze the most consistently preserved sources on medieval movement: accounts of pious travel "for God's sake and not for pleasure." We will then contextualize such accounts with two other types of movement: the physical journeys of traders, diplomats, and warriors, as well as the interiorized journeys of the prophet, the mystic, and the storyteller. By encompassing this variety we will be able to pursue a larger question: Can patterns of exchange across the physical and cultural barriers of geography, language, religion, and governance reveal a more global medieval world than we usually envision?

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDST308 PREREQ: NONE

COL311 Spinoza's Ethics

IDENTICAL WITH: PHIL311

COL313 Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage

IDENTICAL WITH: SPAN231

COL314 The View from Abroad on the Early Modern Stage

IDENTICAL WITH: HIST302

COL316 Reality and Escape: Four Contemporary German Novels

IDENTICAL WITH: GRST342

COL323 Gender and History (FGSS Gateway)

IDENTICAL WITH: HIST179

COL327 Cervantes

IDENTICAL WITH: SPAN236

COL330 Plato's Moral Psychology

IDENTICAL WITH: PHIL305

COL331 The Franco-Arab World: Religions and Conflicts in Francophone Literatures and Films from the Arab World

IDENTICAL WITH: FREN311

COL332 European Intellectual History since the Renaissance

IDENTICAL WITH: HIST216

COL333 Beauty, Science, and Morality

IDENTICAL WITH: PHIL333

COL334 The History of Spanish Cinema

IDENTICAL WITH: HIST301

COL336 Theories of Translation

This course will examine a range of predominately 20th-century theoretical approaches to literary translation in the fields of philosophy, linguistics, literary criticism, and translation studies. In an effort to derive a definition of literary translation, we will focus on two questions. First: What is literal (or word-for-word) translation? How does it differ from other kinds of translation; how does it conceptualize meaning; what are its purposes; and what oppositions (e.g., literal vs. figurative) can we use to make sense of it? Second: What is the relationship between language and culture? Can translation give us access to an unfamiliar culture; can literary translation affect the culture in which it is produced; or does translation simply colonize foreign texts by transforming them into something legible to a domestic culture?

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL356 PREREQ: NONE

COL337 Rabbis, Rebels, and Reformers: Jewish Philosophy through the Ages

IDENTICAL WITH: RELI294

COL338 Stuff and Nonsense: Writing and/or Meaning from Absurdism to Zaum

Avant-garde writers throughout the 20th century have challenged readers with texts organized by principles other than traditional notions of sense: texts that appear at first to be simply incoherent, but that also claim to cohere in unusual or unexpected ways. This class will look closely at a selection of French-, Russian-, and English-language texts that cohere though by means other than meaning—means that may be unconscious or nonsentient; formal or formless; allegorical, aleatory, or algorithmic. We will discuss ways to read these nonsense (or non-sense) texts and ways to use them as tools for examining our notions of poetry, language, authorship, plot, and meaning.

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

COL339 Reading Theories

IDENTICAL WITH: ENGL295

COL340 Observing Justice: Trials and Judgments in Arendt, Kleist, and Kafka

IDENTICAL WITH: CHUM340

COL346 Digital Humanities: Intellectual Encounters in the 21st Century

IDENTICAL WITH: CHUM346

COL347 Emperor, Caliph, King: Comparing the Byzantines, Abbasids, and Carolingians

This seminar investigates a unique "age of empires" in the wider Mediterranean world—the ninth century—during which imperializing political revolutions inspired intense cultural production among the Byzantines in Constantinople, the Abbasids in Baghdad, and the Carolingians across Europe. Using the cultural artifacts surviving from these "renaissances," we will investigate how political cultures accounted for their own contested identities through myths of rebirth and return: specifically of Greek, Roman, and Persian imperial traditions. The course utilizes a workshop environment that relies on both collaboration and independent research; students will apply skills of analysis, creative thinking, and persuasive communication to presentations, and a (in-translation) source-based research project.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CHUM315 PREREQ: NONE
SPRING 2016 INSTRUCTOR: TORGERSON, JESSE WAYNE SECTION: 01**COL349 Modernism and the Total Work of Art**

IDENTICAL WITH: ARHA339

COL359 Philosophical Classics I: Ancient Western Philosophy

IDENTICAL WITH: PHIL201

COL360 Philosophical Classics II: Early Modern Philosophy from Descartes Through Kant

IDENTICAL WITH: PHIL202

COL370 Digital History

IDENTICAL WITH: HIST211

COL382 Viennese Modernism

IDENTICAL WITH: GRST381

COL401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

COL409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

COL411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

COL465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

COL467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

COLLEGE OF SOCIAL STUDIES

PROFESSORS: Richard P. Adelstein, *Economics*; John Bonin, *Economics*; Giulio Gallarotti, *Government*, *CO-CHAIR*; J. Donald Moon, *Government*; Peter Rutland, *Government*; Gil Skillman, *Economics*

ASSOCIATE PROFESSORS: Doug Foyle, *Government*; Erik Grimmer-Solem, *History*; Cecilia Miller, *History*; Wendy Rayack, *Economics*, *CO-CHAIR*; Sarah E. Wiliarty, *Government*

ASSISTANT PROFESSORS: Sonali Chakravati, *Government*; Damien Sheehan-Connor, *Economics*; Victoria Smolkin-Rothrock, *History*

DEPARTMENTAL ADVISING EXPERTS 2015–2016: John Bonin; J. Donald Moon

The College of Social Studies (CSS) offers a distinctive blend of teaching methods, subject matter, and educational structure. Its collegial organization combines tutorials and 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.

GENERAL EDUCATION

Completion of the University's general education 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.

ADMISSION TO THE MAJOR

Interested students apply for admission to CSS during the spring of their first year. Each applicant is interviewed by a team consisting of a CSS tutor and usually two current CSS students. All CSS majors must complete the economics prerequisite *either* by taking **ECON101** and achieving a grade of CR or a letter grade of at least C- or by taking **ECON110** (for which a full-year of college-level calculus is required) and achieving a grade of CR or a letter grade of at least C-. Students are well-advised to have this required course work behind them before entering the College. However, some students who have not completed the economics prerequisite are admitted each year on the condition that they must complete the prerequisite in the fall term of the sophomore year. A student who has taken an introductory economics course in the first year but has not achieved a grade of C- or higher (or CR) must take another economics course, which will normally be a 200-level elective, and achieve a grade of CR. A score of 4 or 5 on the AP exams in *both* microeconomics and macroeconomics or a score of 5 or higher on the IB exam in economics is sufficient to satisfy the prerequisite. Failure to complete the economics prerequisite by the end of the fall term in the sophomore year will result in separation from the College.

MAJOR REQUIREMENTS

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

COURSES

CSS220 Sophomore Economics Tutorial: Topics in the History of Economic Thought

The tutorial uses a topical approach to explore the history of economic thought. We begin with a brief introduction to writers who predated Adam Smith: the scholastics, mercantilists and physiocrats. Over the subsequent weeks, we compare competing schools of economic thought: classical, Marxian, utilitarian, Austrian, neoclassical, and Keynesian. We include selections of radical critiques from the political right and left including monetarist, supply-side, behavioral, Austrian, evolutionist, and institutional approaches. The theoretical debates both reflect and shed light on the economic and social problems of their time. As you master the material, you should keep several goals in mind. First, learn to link the debates to the economic problems faced by nations over the past 300 years. Second, become skilled at explaining how economic theory has altered its shape and content from the 1700s to the present. Third, sharpen your awareness of the interaction between the scientific and the social aspects of human knowledge. Finally, develop and learn to defend your assessment of mainstream economics; decide which aspects reflect theoretic advancement and which are simply reflections of political agendas or outmoded perspectives. Throughout the course we will use contemporary articles to illustrate modern-day versions of the historical disputes. The course material is designed to provide a fuller context for what you learn in politics, history, and social theory while deepening your understanding of contemporary economic debates. If you need further motivation for studying the history of economic thought, consider the following famous quotation from John Maynard Keynes (Chapter 24, final paragraph from *The General Theory of Employment, Interest, and Money*):

"...the ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed the world is ruled by little else. Practical men, who believe themselves to be quite exempt from any intellectual influences, are usually the slaves of some defunct economist. Madmen in authority, who hear voices in the air, are distilling their frenzy from some academic scribbler of a few years back."

GRADING: CR/U CREDIT: 1.5 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: RAYACK, WENDY SECTION: 01

CSS230 Sophomore Government Tutorial: The Rise of the Modern Nation-State

This course will analyze the principal processes that have led to the rise of the modern nation-state. The theoretical focus will be oriented around the main factors that account for the rise and legitimation of the state, while the historical focus will be on the political evolution across differing systems of governance from prehistorical societies up to the modern period and Fascism. We begin with an analysis of the foundations of the theory of the state. Here we will compare and evaluate differing theories of the rise, consolidation, and legitimation of political communities. This will be followed by a theoretical and historical assessment of the rise and fall of differing systems of governance across time. This evolution will be considered within an interdisciplinary framework that is oriented around the political adaptation to social and economic modernization.

GRADING: CR/U CREDIT: 1.5 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: GALLAROTTI, GIULIO SECTION: 01

CSS240 Sophomore History Tutorial: The Emergence of Modern Europe

The CSS sophomore history tutorial is an intensive survey of European history from the late 18th century to the present. The tutorial will concentrate on the

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 their 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.

ADDITIONAL INFORMATION

The Common Room, seminar rooms, and the CSS library reinforce the collegial atmosphere of CSS. Social events (Monday luncheons, the Friday post-tutorial social hours) and special programs such as semester banquets and occasional lectures are regular features of college life, as are informal talks and discussions.

key social, political, cultural, economic, and philosophical issues in European history from the French Revolution to the end of the Cold War and the collapse of Communism. In this tutorial, we will become familiar with the master narrative of the emergence of modern Europe (political revolutions, industrialization, empire, warfare, and cultural transformations), but we will also examine this story critically and ask ourselves who (or what) makes history; who is (and is not) part of the story; and what role we play as readers and writers of history. One of our central objectives, then, is to broaden our understanding of the multiple sources and definitions of European modernity—to see the ways in which the “modern” is constructed not (or not only) by economic, political, technological, and intellectual systems, but by people, both ordinary and extraordinary, acting within the possibilities and constraints specific to the contexts in which they live their lives. The tutorial is designed not only to develop a mastery of the historical period in question, but also to consider what it is we do when we read and write history by taking a closer look at the tools and skills involved. It will present a variety of historical sources, methods, and perspectives and will emphasize the development of reading, writing, and debating skills that will be immensely valuable in your CSS education and beyond.

GRADING: CR/U CREDIT: 1.5 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: SMOLKIN-ROTHROCK, VICTORIA SECTION: 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 2015 INSTRUCTOR: CHAKRAVARTI, SONALI SECTION: 01

CSS320 Junior Economics Tutorial: Economics of the Welfare State

The role that government plays in the lives of ordinary citizens has evolved dramatically over the past several decades. Even in the “free market” United States, spending on income security, health, and public pensions has increased from less than 10 percent of government spending in the 1950s to more than half of spending today. This tutorial will explore the economic justifications for, and impacts of, this evolution of the role of government. Particular attention will be paid to the theory of social insurance with emphasis on government involvement in the healthcare system. Additional topics will include public pensions, unemployment insurance, and antipoverty programs.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: SHEEHAN-CONNOR, DAMIEN FRANCIS SECTION: 01

CSS330 Junior Government Tutorial: Risk, Crisis, and Public Policy

In the past century, public policies have played an important role in managing risks. Although there have been clear successes, there have also been stunning failures that have resulted in crises with significant implications (e.g., 9/11, the financial collapse, the Deepwater Horizon disaster). This tutorial will explore the challenges of assessing and regulating risks. In the first half, we will consider a number of topics, including the heuristics used by the public, the risk assessment process, and current debates over the precautionary principle, the role of cost-benefit analysis, and risk-risk tradeoffs. The second half of the tutorial will turn to an examination of several case studies, seeking to understand what went wrong and what lessons can be learned to improve the quality of policy.

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

CSS340 Junior History Tutorial: Labor's Lost Might

Why have labor unions become so weak in the United States? After World War II, America appeared to be becoming a "laboristic" nation in which unions, not employers, were the strongest single influence in society. The latter 1960s and early 1970s produced another burst of labor militancy. How have the unions lost so much power since then, and what have been the consequences for American workers, consumers, stockholders, and politics? These are the questions to be considered in this tutorial.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
 SPRING 2016 INSTRUCTOR: SCHATZ, RONALD W. SECTION: 01

CSS371 Junior Colloquium: Contemporary Social and Political Theory

One of the themes of the sophomore colloquium is that modern industrial society is distinctive in human history—that its forms of organization, its principal activities, and the principles and values on which it rests make it fundamentally different from what has preceded it. This junior colloquium, mindful that the sophomore colloquium ended with social theory up to World War I, will continue to develop this theme but now with works written since World War II. The course will focus on five post–World War II philosopher/social theorists who have developed compelling large-scale theories about the nature of modern society: Hannah Arendt, Jurgen Habermas, Francis Fukuyama, Friedrich Hayek, and Michel Foucault.

The course focuses on these five in part because they are great thinkers who have deep things to say about how we live and how we ought to live today, but also in part because they appropriate materials studied in the sophomore colloquium: Habermas attempts to amend and extend Marx's thought; Fukuyama, the thought of Hegel; Hayek, that of Adam Smith and liberal economists; Foucault, that of Nietzsche; and Arendt's book reads like a meditation not only on the classical Greek philosophy of Aristotle and Plato, but also on the entire corpus of the sophomore colloquium reading list.

The course also has the aim of reflecting on the nature of social science, especially in relation to its role in modern society. Thus, it will also explore various aspects of the question, What is involved in social inquiry of the sort studied in the

government, economics, and history tutorials in the CSS? As a result, the course is also a course in the metatheory of social analysis ("metatheory" because it investigates theories about theories of social life). Another reason for picking the five social theorists for the course is that in addition to being important social theorists, they also provide important metatheories of the social studies: Habermas's critical theory, Foucault's genealogy, Hayek's individualism, Fukuyama's idealism, and Arendt's anti-behaviorism.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
 SPRING 2016 INSTRUCTOR: FAY, BRIAN C. SECTION: 01

CSS391 Senior Colloquium: Political Economy (aka Public and Private: The Logic of Social Order)

This course studies political economy from the vantage point of a broader distinction between the public and private spheres of social life. We consider what that distinction might mean and how it matters, how the two spheres are manifested and interrelate in actual societies, and how the appropriate boundary between the two spheres might be determined. A number of lines of social inquiry out there touch on this distinction, but perhaps none is exactly fitted to our purposes in this course. There is, however, an analytical framework that seems well suited to our inquiry: Game theory is a superficial-sounding name given to this important framework, one that will, in a broad way, serve as the foundation and common denominator for our inquiries.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
 FALL 2015 INSTRUCTOR: SKILLMAN, GILBERT L. SECTION: 01

CSS401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CSS409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

CSS411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

CSS465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

CSS467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

DANCE

ASSOCIATE PROFESSORS: Pedro Alejandro; Hari Krishnan; Katja Kolcio; Nicole Stanton, CHAIR

ADJUNCT PROFESSOR: Susan Lourie

ARTISTS-IN-RESIDENCE: Patricia Beaman, *Ballet*; Iddrisu Saaka, *West African*

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Pedro Alejandro; Katja Kolcio; Hari Krishnan; Susan Lourie; Nicole Stanton

The Dance Department at Wesleyan is a contemporary program with a global perspective. The curriculum, faculty research, and pedagogy all center on the relationships between theory and practice, embodied learning, and the potential dance making has to be a catalyst for social change. Within that rigorous context, students encounter a diversity of approaches to making, practicing, and analyzing dance in an intimate learning atmosphere. The program embraces classical forms from ballet, *Bharata Natyam*, Javanese, and Ghanaian, to experimental practices that fuse tradition and experimentation into new, contemporary forms.

The emphasis of the major is on creating original scholarship, be it choreographic or written, that views dance within a specific cultural context, interrogates cultural assumptions, and is informed by a critical and reflective perspective.

Preregistration is possible for many dance courses. All students interested in registering for dance classes should access Wesmaps concerning procedures for acceptance into specific courses. Students majoring in dance or indicating strong curricular commitment to dance will be given enrollment preference in all permission-of-instructor courses.

ADMISSION TO THE MAJOR

• Successful completion of the required sequence courses:

DANC249 Making Dances I: Solo Work (Fall)

DANC250 Dance Composition (Spring)

• An admissions interview with the prospective major's advisor

MAJOR REQUIREMENTS

Course work for the major includes composition, dance techniques, dance histories, research methods, pedagogy, ethnography, improvisation, anatomy, repertory, and dance and technology.

CREDITS	REQUIRED COURSES
2.0	DANC249/250 Making Dances I: Solo Work/Dance Composition —Gateway course series for the major; fall and spring semesters of sophomore year
1.0	DANC371 Choreography Workshop —Taken fall or spring of junior year
0.5	DANC105 Dance Production Techniques
3.0	Dance Techniques —Six classes total @ .5 credits each
	DANCE TECHNIQUE COURSE OPTIONS Students must take classes in at least 2 traditions and achieve a level of Modern II—choose from:
	• DANC211 Modern Dance I, DANC215 Modern Dance II, DANC309 Modern Dance III
	• DANC202 Ballet I, DANC302 Ballet II
	• DANC208 Jazz Dance I, DANC213 Jazz: Hip Hop
	• 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
0.5	DANC435/445 Advanced Dance Practice A/B —2 classes at .25 credits each
1.0	One methodology course above the 200 level—choose from:
	• DANC375 American Dance History
	• DANC377 Perspectives in Dance as Culture: Dancing Bodies, Cultures and Environments
2.0	Two electives—choose from:
	• DANC301 Anatomy and Kinesiology
	• DANC341 Dance Teaching Workshop: Theory into Practice
	• DANC354 Improvisational Forms
	• DANC375 American Dance History
	• DANC377 Perspectives on Dance as Culture: Dancing Bodies, Cultures, and Environments
	• DANC378 Repertory and Performance: Dramatizing Baroque Dance in Seven Deadly Sins
1.0 or 2.0	Senior project or thesis in dance
0.5	DANC398 Senior Colloquium in Dance Research
11 or 12	TOTAL

CAPSTONE EXPERIENCE

All majors complete a capstone experience, either a one-semester senior project or a two-semester senior thesis.

HONORS

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:

- The honors thesis typically consists of approximately 20 minutes of group choreography (usually two 10-minute dances) and an 80- 100-page research paper situating the choreography within an aesthetic and historical context.

COURSES

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 2015 INSTRUCTOR: ALEJANDRO, PEDRO SECTION: 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 2015 INSTRUCTOR: STANTON, NICOLE LYNN SECTION: 01

DANC107 Writing About Dancing

Martha Graham said, "Movement never lies," while Min Tanaka states, "Choreography is fundamentally deceptive." Which choreographer is telling the truth? In this interdisciplinary arts course, we will focus on writing as a tool to examine how we see movement and watch dancing. By applying dance methodologies to creative writing exercises, we will hone our skills of observing movement through viewing dance, researching movement writing about it, and giving feedback on what is written.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: LEVINE, ABIGAIL SECTION: 01

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 2015 INSTRUCTOR: LOURIE, SUSAN F. SECTION: 01
SPRING 2016 INSTRUCTOR: ALEJANDRO, PEDRO SECTION: 01

DANC201 Research Methods in Environmental Studies: River Encounters

IDENTICAL WITH: ENV5201

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 2015 | SPRING 2016 INSTRUCTOR: BEAMAN, PATRICIA L. SECTION: 01

DANC211 Modern Dance I

This elementary modern dance class is above the introductory level with an emphasis on anatomically sound and efficient movement. Studio work, readings, and homework assignments focus on experiential anatomy and the development of strength, endurance, joint mobility, and technical skills necessary for working in dance technique, improvisation, and choreography.

GRADING: A-F CREDIT: 5 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: ALEJANDRO, PEDRO SECTION: 01
INSTRUCTOR: STANTON, NICOLE LYNN SECTION: 01
SPRING 2016 INSTRUCTOR: LOURIE, SUSAN F. SECTION: 01

DANC213 Jazz: Hip-Hop

In the mid-20s, Earl Tucker (Snake Hips) was a performer at the Cotton Club during the days of Duke Ellington. His style of dance is definitely related to that of waving that you see young hip-hop dancers still doing today, as hip-hop dance refers to dance styles, mainly street-dance styles, primarily danced to hip-hop music, or that evolved as a part of the hip-hop culture. It can include a wide range of styles such as breaking, popping, locking, krumping, and even house dance. It can also include

- 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.

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 IDENTICAL WITH: AFAM262 PREREQ: NONE | SPRING 2016

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 2015 | SPRING 2016 INSTRUCTOR: STANTON, NICOLE LYNN SECTION: 01

DANC240 Performance Matters: Creating Performance on Specific Topics

This course introduces dance as a method of inquiry based in the physical, creative body and performance. This special offering is specifically designed for students interested in applying dance and performance toward a particular theme, question, topic, or area of research. Students are expected to come with a specific area of interest in mind and ready to ask, "In what ways can dance and performance deepen my understanding of..."

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

DANC244 Delicious Movement: Time Is Not Even, Space Is Not Empty

This course contemplates metaphorical nakedness and human and bodily experiences of time and space through interdisciplinary discourse. Taught by NYC-based artist Eiko Otake, of Eiko & Koma, students will examine how being or becoming a mover reflects and alters each person's relationships with the environment, with history and with other beings. Topics of study and discussion include Eiko & Koma's body of works, atomic bomb literature, post-war Japan, and environmental violence such as Fukushima nuclear explosions. Key concept of study is metaphorical nakedness and how distance is malleable.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS244 PREREQ: NONE

DANC249 Making Dances I: Solo Work

This is the first semester in the composition sequence and focuses on solo choreographic processes. In this course we will experiment with many ways of approaching dance making, from theoretical analysis, to practical experimentation and whimsical searches for inspiration. We'll aim to practice deep listening, sustained inquiry, and pushing our creative boundaries.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: STANTON, NICOLE LYNN SECTION: 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 2016 INSTRUCTOR: ALEJANDRO, PEDRO SECTION: 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

DANC252 Performing "Africa" in Brazil

IDENTICAL WITH: LAST250

DANC260 West African Dance I

West African dance is a gateway to the cultures and ways of life of its people. It is the medium on which the very existence of the people is reinforced and celebrated. In this introductory course, students will learn the fundamental principles and aesthetics of West African dance through learning to embody basic

movement vocabulary and selected traditional dances from Ghana. The physical embodiment of these cultures will be complemented with videos, lectures, readings, and discussions to give students an in-depth perspective on the people and cultures of Ghana. Students will also learn dances from other West Africa countries periodically.

GRADING: A-F CREDIT: .5 GEN ED AREA: HA PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: SAAKA, IDDRISU SECTION: 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 2015 INSTRUCTOR: KRISHNAN, HARI SECTION: 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 | SPRING 2016 INSTRUCTOR: LOURIE, SUSAN F. SECTION: 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 2015 | SPRING 2016 INSTRUCTOR: BEAMAN, PATRICIA L. SECTION: 01

DANC307 *Mobilizing Dance: Cinema, The Body, and Culture in South Asia*

IDENTICAL WITH: CHUM307

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: OPT CREDIT: .5 GEN ED AREA: HA PREREQ: DANC215
FALL 2015 | SPRING 2016 INSTRUCTOR: STANTON, NICOLE LYNN SECTION: 01

DANC341 *Dance Teaching Workshop: Theory into Practice*

A theoretical and practical course in teaching movement to children and adults, this course will center on dance education as a site for social relevance, justice, and action. Utilizing readings, discussion, writing, practice, and reflection, students will investigate theories of education, politics of body, and various methods for teaching through dance and movement. While prior dance training is not required, students should simultaneously register for a movement class. Students with an interest in dance, arts, education, or an interest in creative and bodily engagement in learning will find this course directly applicable.

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

DANC354 *Improvisational Forms*

This class is designed to explore various approaches to dance improvisation. Students will expand movement vocabulary, increase compositional awareness, develop their creative thinking and observational skills, and sharpen their performance presence. Material covered will include improvisation exercises, contact improvisation, structured improvisational forms, development and performance of scores, and exploration of the relationship between movement, sound, and music.

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 2015 | SPRING 2016 INSTRUCTOR: SAAKA, IDDRISU SECTION: 01

DANC362 *Bharata Natyam II: Embracing the Traditional and the Modern*

This advanced course is designed to further students' understanding of the technique, history, and changing nature of *Bharata Natyam* dance and of Indian classical dance in general. The primary aim of the course is to foster an understanding of the role, function, and imaging of *Bharata Natyam* dance vis-à-vis ideas about tradition and modernity. Although the course assumes no prior knowledge of *Bharata Natyam*, we will move rapidly through the material. We will focus mainly on more complex studio work, extensive readings, and video presentations. In preparation for this course, students should have movement experience

in other dance tradition(s). Occasionally, the class could include a guest lecture given by either a visiting scholar, dancer, or choreographer respected in the field of South Asian dance internationally.

GRADING: A-F CREDIT: .5 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: KRISHNAN, HARI SECTION: 01

DANC364 *Media for Performance*

IDENTICAL WITH: THEA360

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 of 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

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 2015 INSTRUCTOR: LOURIE, SUSAN F. SECTION: 01

DANC375 *American Dance History*

This course follows the remarkable progression of both ballet and modern dance in Europe and America from the late 19th century until the present. Beginning with classical ballet in Imperial Russia, this somewhat chronological look at the developments in dance will be approached in regard to the sociopolitical and artistic climate that contributed to its evolution. Choreographers and movements covered will include the ballets of Marius Petipa; Serge Diaghilev's *Les Ballets Russes*; Isadora Duncan; Loie Fuller; Denishawn; Austringtanz; modernism and the work of Martha Graham, Doris Humphrey, and Charles Weidman; anthropologist/dancers Katherine Dunham and Pearl Primus; Merce Cunningham/John Cage; postmodernism and the Judson Dance Theater; Bill T. Jones; Japanese Butoh; and the German Tanztheater tradition of Kurt Jooss and Pina Bausch. Video and films will be shown weekly in conjunction with assigned readings. Projects include research/analysis of the work of a choreographer.

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

DANC377 *Perspectives in Dance as Culture: Dance of the African Diaspora*

In this combined technique and ethnography course we will explore some of the many dance practices of the African Diaspora. We will focus on Senegal and Ghana in West Africa and follow the path of the Middle Passage to Cuba, Brazil, and the United States. Investigating both traditional and popular dance forms, we will consider how African dance and culture has influenced many performance practices throughout the Americas. To these ends, course work will include: learning specific dances (Sabar, Capoeira, Orisha dancing, salsa, tap, and hip-hop for example); engaging in readings that provide critical, cultural, and historical context; participating in analytical and self reflective dialogue; as well as creating an independent research paper. This course is supported by the Creative Campus Initiative; wesleyan.edu/creativecampus

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ANTH325 OR ENV5377 PREREQ: NONE
FALL 2015 INSTRUCTOR: STANTON, NICOLE LYNN SECTION: 01-02

DANC378 *Repertory and Performance*

Choreographer Will Rawls offers a multidisciplinary study and choreographic research of the film and musical score *Ballet Mécanique*. Rarely performed or screened, *Ballet Mécanique*, a canonical collaboration between French filmmaker Fernand Léger and American composer George Antheil, premiered in 1924. There was no dance that accompanied this "ballet," and no choreographer has attempted a full-scale concert dance version since. Both the film and music were designed to represent the chaotic energy of post-WWI Europe, taking industrial noise, mass production, Dadaist imagery, kaleidoscopic consciousness, and metaphors of speed as cues for innovation within their respective forms. Both film and music led to actual inventions of technology and instruments. Just over 90 years since the premiere, the themes and techniques of *Ballet Mécanique* have potential resonance with contemporary life, which is writing its own narratives of society, identity, militarization, speed, global consciousness, and technological evolution.

We will study the cultural factors that gave rise to *Ballet Mécanique*, identify contemporary parallels of these factors, and translate these ideas into the embodied media of dance and voice. How can performers intervene into the crisis of modern (or contemporary) progress by trying to embody it? What are the techniques (somatic, sonic, graphic, digital, or otherwise) that we can investigate in relation to this question? While unpacking *Ballet Mécanique*, we'll explore music history, vocal score composition, orchestration, dance, political and sociological thought, neurology, and computer science. Students from diverse interests and backgrounds are welcome.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: STANTON, NICOLE LYNN SECTION: 01

DANC381 Japan and the Atomic Bomb

IDENTICAL WITH: HIST381

DANC398 Senior Colloquium in Dance Research

This course focuses on workshoping senior capstone research projects/theses, critically analyzing and situating their work within the larger fields of dance and dance research. In addition to sharing senior capstone research in progress, this course incorporates opportunities to interact and study with successful dance artists/scholars, including but not limited to, CFA visiting artists and current faculty, and to thereby encounter the most current shifts happening in the field of dance and dance research. Issues concerning dance/research that will be addressed include the following: relevance, validity, rigor, diversity and globalization, interdisciplinarity, citizenship and social justice as they pertain to dance and dance research, and to the senior capstone projects/theses specifically. This is an opportunity for our students to delve deeper into their own research while expanding their focus to better understand and frame their work in a larger context.

GRADING: CR/U CREDIT: .25 GEN ED AREA: HA PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: LOURIE, SUSAN F. SECTION: 01**DANC435 Advanced Dance Practice A**

Participation as a dancer in faculty- or student-choreographed dance concerts. Course entails 30 hours of rehearsal and performance time.

GRADING: CR/U CREDIT: .25 GEN ED AREA: HA PREREQ: NONE

DANC445 Advanced Dance Practice B

Identical with DANC435. Entails 60 hours of rehearsal and performance time.

GRADING: CR/U CREDIT: .5 GEN ED AREA: HA PREREQ: NONE

DANC447 Dance Teaching Practicum

This course is the required practicum course associated with the Dance Teaching Workshop—DANC341. This course involves preparing and teaching weekly dance classes in the surrounding community.

GRADING: A-F CREDIT: .5 PREREQ: NONE

DANC401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

DANC409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

DANC411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

DANC465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

DANC467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

EARTH AND ENVIRONMENTAL SCIENCES

PROFESSORS: Barry Chernoff, *Biology*; Martha Gilmore, *CHAIR*; Suzanne O'Connell; Peter C. Patton; Johan C. Varekamp

ASSOCIATE PROFESSORS: Timothy Ku; Phillip Resor; Dana Royer

ASSISTANT PROFESSOR: James P. Greenwood

UNDERGRADUATE PROGRAM

UNDERGRADUATE PROGRAM DEPARTMENTAL ADVISING EXPERTS 2015–2016: 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. Courses in geology, environmental science/environmental chemistry, environmental science/ecology, and planetary science 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). The culmination of the major is a capstone course where students perform independent research in the field (Puerto Rico or Death Valley).

GENERAL EDUCATION

Candidates for honors in E&ES are required to complete the University's general education expectations through Stage II.

ADMISSION TO THE MAJOR

GATEWAY COURSES FOR THE MAJOR

- E&ES101 Dynamic Earth
- E&ES115 Introduction to Planetary Geology
- E&ES197 Introduction to Environmental Studies
- E&ES199 Introduction to Environmental Science

SOPHOMORE SEMINAR

- E&ES195 Sophomore Field Seminar

MAJOR REQUIREMENTS

Students pursuing a major in E&ES are expected to take one Gateway course (E&ES101, E&ES115, E&ES197, or E&ES199), the sophomore seminar (E&ES195), 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, or physics, for a total of four courses. Students considering graduate studies in the sciences are encouraged to take gateways from more than two disciplines and/or upper-level course work in these disciplines. In addition to a minimum of four 200- to 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. The E&ES Department does not require completion of Wesleyan's General Education requirements to complete the major. Honors students are required to complete Wesleyan's General Education requirements through Stage II.

CORE COURSES

- 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&ES250/252 Earth Materials/Earth Materials Laboratory
- E&ES280/281 Environmental Geochemistry/Environmental Geochemistry Laboratory
- E&ES290/292 Oceans and Climate/Techniques in Ocean and Climate Investigations
- BIOL216 Ecology

ELECTIVE COURSES

- E&ES305/307 Soils/Soils Laboratory
- E&ES312 Conservation of Aquatic Ecosystems
- E&ES314/316 Petrogenesis of Igneous and Metamorphic Rocks/Laboratory
- E&ES317/319 Hydrology/Hydrology 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&ES326/328 Remote Sensing/Remote-Sensing Laboratory
- E&ES359 Global Climate Change
- E&ES361 Living in a Polluted World
- E&ES365 Modeling the Earth and Environment
- E&ES371 Planetary Geology Seminar
- E&ES380/381 Volcanology/Volcanology Lab Course

SENIOR SEMINAR

- E&ES397 Senior Seminar

CAREER OPTIONS AND THE E&ES MAJOR

Earth and environmental sciences majors go on to pursue a wide range of careers, limited only by their own imaginations. E&ES courses can be selected to help prepare for a student's long-term interests. The course listings below are not requirements, but suggested guidelines. Students interested in academic or research careers should consider involvement in research or producing a senior thesis.

Geology. These courses can help prepare students for academic careers or 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&ES230/232 Sedimentology/Stratigraphy Techniques
- E&ES290/292 Oceans and Climate/Techniques in Ocean and Climate Investigations
- E&ES314/316 Petrogenesis of Igneous and Metamorphic Rocks/Laboratory
- E&ES317/319 Hydrology/Hydrology Laboratory
- E&ES322/324 Introduction to GIS/GIS Service Learning Laboratory
- E&ES326/328 Remote Sensing/Remote-Sensing Laboratory
- E&ES371 Planetary Geology Seminar
- E&ES380/381 Volcanology/Volcanology Lab Course
- E&ES397/398 Senior Seminar/Senior Field Research Project

Environmental Science/Environmental Chemistry. These courses can help prepare students for jobs in consulting, government, or nonprofit organizations (e.g., EPA, NOAA, USGS, state agencies) or for 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&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
- BIOL216 Ecology

Environmental Science/Ecology. These courses can help prepare students for jobs in government, consulting, and nonprofit organizations (e.g., U.S. Fish and Wildlife Service, state conservation agencies, Nature Conservancy, National Audubon Society) or academic careers in conservation and natural resource management).

- E&ES197 Introduction to Environmental Studies
- E&ES199 Introduction to Environmental Science
- E&ES233/229 Geobiology/Geobiology Laboratory
- E&ES280/281 Environmental Geochemistry/Environmental Geochemistry Laboratory
- E&ES290/292 Oceans and Climate/Techniques in Ocean and Climate Investigations
- E&ES305/307 Soils/Soils Laboratory
- E&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

GRADUATE PROGRAM

The Department of Earth and Environmental Sciences offers a program leading to the degree of master of arts in earth and environmental sciences. This program is designed for students who desire further training prior to initiation of a doctoral program at another university or for whom the master's degree will be the terminal degree. Graduate students are offered a unique opportunity for accelerated and personal instruction in a small department setting, with strengths in geology, volcanology, ocean sciences, planetary science, and environmental science. All admitted students are offered a full tuition waiver, stipend, and benefits for this two-year program.

COURSES

Students who possess the equivalent of a Wesleyan E&ES BA degree are required to take six upper-level course credits (of which at least four must be in E&ES) and two MA thesis research credits (E&ES591 and 592). In addition, students are required to take three years (six semesters) of courses from a minimum of two of the following disciplines: mathematics, chemistry, physics, and biology. Students who do not possess the equivalent of a Wesleyan E&ES BA degree must complete or have completed 11 upper-level courses in the sciences or mathematics, and at least five of these must be E&ES courses. All full-time graduate students are expected to complete all courses with a grade of B- or better. Failure to achieve these minimal expectations incurs automatic dismissal from the program.

PROGRESS AND QUALIFYING EXAMS

Thesis Proposal and Thesis Committee. Upon admission to the program, the student will meet with the E&ES Graduate Program committee to discuss the general requirements and goals of graduate study. Students should endeavor to select an advisor, thesis topic, and thesis committee by the end of the first semester. After students have made a choice of faculty advisor and thesis committee, they must, in cooperation with the advisor, write a one- to two-page thesis proposal, in which they provide an outline of the proposed research. The thesis committee will read the proposal and discuss it with the student before acceptance of the research project. At the beginning of each semester, and at the beginning of the summer, each graduate student will be asked to prepare a written summary (two to three pages) of their progress and accomplishments and meet with their thesis committee. This summary will be reviewed by the thesis committee to discuss and evaluate the student's progress; failure to make adequate progress can be grounds for dismissal from the program. The discussion of the committee will be summarized by the student's advisor and relayed to the student in writing.

Planetary Geology. These courses can help prepare students for jobs in government and industry (e.g., NASA, remote sensing, and GIS contractors) or for 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 Minerals
- E&ES220/222 Geomorphology/Geomorphology Laboratory
- E&ES223/225 Structural Geology/Field Geology
- E&ES314/316 Petrogenesis of Igneous and Metamorphic Rocks/Laboratory
- E&ES322/324 Introduction to GIS/GIS Service Learning Laboratory
- E&ES326/328 Remote Sensing/Remote-Sensing Laboratory
- E&ES371 Planetary Geology Seminar
- E&ES380/381 Volcanology/Volcanology Lab Course
- E&ES397/398 Senior Seminar/Senior Field Research Project

CAPSTONE EXPERIENCE

- E&ES397 Senior Seminar
- E&ES398 Senior Field Research Project

RELATED PROGRAMS OR CERTIFICATES

- **The College of the Environment**, which includes the environmental studies-linked major and Environmental Studies Certificate, provides a linkage between the sciences, public policy, economics, and the arts and provides a wide variety of career options.
- **The Planetary Science Group and the Planetary Science Course Cluster** seek to understand the origin and evolution the solar system in which we live and the other solar systems that we have identified in our galaxy.
- **The Service-Learning Center and Service-Learning Course Cluster** seek to broaden students' understanding of course content through activities that are, at the same time, of service to the community.

BA/MA PROGRAM [wesleyan.edu/grad/degree-programs/ba-ma.html]

This program provides an attractive option for science majors to enrich their course and research background. The course requirements for the BA/MA are the same as the MA. It is important for students interested in the BA/MA program to plan a course of study early enough (nominally in the junior year) to meet the MA requirements over both the senior and MA years. Admission is competitive and based on GPA, faculty recommendations, and research experience.

TEACHING

Graduate students are expected to fully participate in the scholarly activities of the department, including teaching opportunities, attending departmental seminars, and presenting their own work to the Wesleyan and scientific communities.

THESIS | DISSERTATION | DEFENSE

Thesis and oral examination. The culmination of the master's program is the completion and acceptance of a thesis and its successful oral defense. The specific format of the written work is discussed and agreed upon with the student's advisor and committee. The advisor and thesis committee, in consultation with the student, will agree upon the schedule of the defense. All members of the thesis committee must have read and must approve, in writing, a complete thesis before a defense can be scheduled. Practically, this requires that a thesis draft, already vetted by the advisor, be made available to the remainder of the thesis committee at least one month before any proposed defense date. Once the committee has agreed that the thesis is ready to defend, the form for scheduling the defense can be obtained from the E&ES department. The student is responsible for following all university requirements for the format and scheduling of the thesis. The oral examination will include both discussion of the thesis and any topic of the student's preparation.

CONCENTRATIONS

Planetary science is an emerging interdisciplinary field at the intersection of geology and astronomy with substantial contributions from physics, chemistry, and biology. The subject matter is planets, including those around other stars (exosolar systems). The science questions include the most important of our times: How do planets (including the Earth) form? How common are they in the universe? What is their range of properties and how do they evolve? Is there or was there ever life on other planets? Certainly, the discovery of even microbial life beyond the earth would rank as one of the greatest human achievements of all time, and this quest lies squarely within the purview of planetary science.

Program of Study. The Planetary Science Concentration requires a minimum of four courses from the list below. At least one of these courses must be from a department outside the student's home department. All courses must be identified in consultation with the student's thesis advisor. Students are also required to attend The Planetary Science Seminar, which will be a 0.5 credit course offered each semester. This course will include students, research associates and faculty to discuss research results, skills and methods.

1. Planetary Science Courses (take at least 4, one from outside the home department)

- ASTR524 Exoplanets: Formation, Detection, and Characterization
- ASTR531 Stellar Structure and Evolution
- ASTR532 Galaxies, Quasars, and Cosmology
- BIOL214 Evolution
- BIOL231 Microbiology
- CHEM337/338 Physical Chemistry I and II
- CHEM361 Advanced Inorganic Chemistry
- CHEM383 Biochemistry
- E&ES14 Petrogenesis of Igneous and Metamorphic Rocks
- E&ES522 Introduction to GIS
- E&ES565 Modeling the Earth and Environment
- E&ES571 Planetary Geology Seminar

• E&ES580 Volcanology

- E&ES586 Meteorites and Cosmochemistry
 - Math and Computer Science courses as appropriate in consultation with advisor
 - PHYS213 Waves and Oscillations
2. Seminar (offered each semester; take a minimum of three semesters)
- ASTR/E&ES555 Planetary Science Seminar

3. Thesis

- The MA degree program requires a thesis that demonstrates the student's ability to perform original, independent research in planetary science. The specific guidelines for the thesis are those of the student's home department.

INFORMATION

For additional information, please visit wesleyan.edu/ees/graduate.

COURSES**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
FALL 2015 INSTRUCTOR: GREENWOOD, JAMES P. SECTION: 01
SPRING 2016 INSTRUCTOR: RESOR, PHILLIP G. SECTION: 01

E&ES102 Science Information Literacy

IDENTICAL WITH: MB&B102

E&ES109 Geology of Connecticut

The landscape of Connecticut reflects geologic processes acting over more than a billion years of Earth's history. These events have left Connecticut with an impressive variety of minerals, rocks, and rock formations for such a small state. Connecticut's landscape has also played, and continues to play, an important role in the state's development by humans. In this class, we will undertake weekly field excursions to key locations around Wesleyan to better understand the processes that have shaped Connecticut's landscape, from ancient continental collisions and ice ages to the modern environment. Students will learn how to "read" rock outcroppings to make inferences about ancient Earth history as well as collect field data to understand modern environmental processes. Field sites are chosen to emphasize connections between ancient, modern, and human environments.

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

E&ES115 Introduction to Planetary Geology

This course will examine the workings of Earth and what we can learn from examining Earth in the context of the solar system. Comparative planetology will be utilized to explore such topics as the origin and fate of Earth, the importance of water in the solar system, the formation and maintenance of planetary lithospheres and atmospheres, and the evolution of life. Exercises will utilize data from past and present planetary missions.

GRADING: A-F CREDIT: 1 GEN ED 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

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 those eight planets, beginning with the pivotal role that they played in the Copernican revolution, during which the true nature of the earth as a planet was first recognized. We will study the geology of the earth in some detail and apply this knowledge to our closest planetary neighbors—the moon, Venus, and Mars. This is followed by a discussion of the giant planets and their moons and rings. We finish the discussion of the solar system with an examination of planetary building blocks—the meteorites, comets, and asteroids. Additional topics covered in the course include spacecraft exploration, extrasolar planetary systems, the formation of planets, life in the universe, and the search for extraterrestrial intelligence.

GRADING: A-F CREDIT: 1.25 GEN ED AREA: NSM IDENTICAL WITH: ASTR103 PREREQ: NONE
SPRING 2016 INSTRUCTOR: HERBST, WILLIAM SECTION: 01
INSTRUCTOR: GILMORE, MARTHA S. SECTION: 01-04

E&ES154 Volcanoes of the World

Large volcanic eruptions have left their mark on human history, and some volcanoes have reached iconic status just by their presence (think Mt. Fuji). Volcanoes have provided inspiration for paintings and books (e.g., *Cotopaxi* by Frank Church, *The Volcano Lover* by Susan Sontag) and have provided myths and legends on dark forces of nature as well as real-life dramas. Most recently, the Icelandic Eyjafjallajökull eruption in 2010 paralyzed European airspace with an estimated damage to the airline industry of \$1.7 billion. Volcanoes thus are a prime example of liberal arts connectivity—science, history, art, and economics, to mention a few. The course covers some of the basics of volcanology (where, what, and when) and discuss examples of famous eruptions throughout history and their impact on life (which includes climatic impacts). These volcanic events also provide a window into history that allows us to peek back at what was happening then (e.g., Pompeii). Students would either write about a given volcano and its most famous eruption (e.g., Vesuvius, Mount Saint Helens, Hawaii), about a volcanic process (ash fall, toxic gases), or about literary/art aspects (volcano paintings of the Hudson school, famous books on volcanoes). The book written by our own Jelle deBoer and Tom Sanders: *Volcanoes In Human History: The Far-Reaching Effects of Major Eruptions* will be used as the text.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE
SPRING 2016 INSTRUCTOR: VAREKAMP, JOHAN C. SECTION: 01

E&ES160 Life in the Oceans in the Anthropocene and Beyond

Little is known about life in the deep-sea, the largest habitat on Earth, even about the largest animals living there, such as the giant squid. Humans, however, are severely affecting even these most remote areas of our planet, and wildlife populations in the oceans have been badly damaged by human activity. We will look at the amazing diversity of ocean life and the disparate building plans of its animals, and see how oceanic ecosystems are fundamentally different from land ecosystems. Then we will explore how human actions are affecting oceanic ecosystems directly, for instance by overfishing (especially of large predators and filter feeders), addition of nutrients (eutrophication) and pollutants, and the spread of invasive species, as well as indirectly, through emission of carbon compounds into the atmosphere. Rising atmospheric CO₂ levels lead to ocean acidification and global warming, affecting the all-important metabolic rates of ocean life, as well as oceanic oxygen levels and stratification, thus productivity. We will try to predict the composition of future ecosystems by looking at ecosystem changes during periods of rapid warming in the geological past, and see whether future ecosystems will become dominated by jellyfish, as they were 600 million years ago.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: CIS160 PREREQ: NONE
FALL 2015 INSTRUCTOR: THOMAS, ELLEN SECTION: 01

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: CRU CREDIT: 5 GEN ED AREA: NSM PREREQ: NONE
SPRING 2016 INSTRUCTOR: GILMORE, MARTHA S. SECTION: 01

E&ES197 Introduction to Environmental Studies

This interdisciplinary study of human interactions with the environment and the implications for the quality of life examines the technical and social causes of environmental degradation at local and global scales, along with the potential for developing policies and philosophies that are the basis of a sustainable society. This will include an introduction to ecosystems, climatic and geochemical cycles, and the use of biotic and abiotic resources over time. It includes the relationship of societies and the environment from prehistoric times to the present. Interrelationships, feedback loops, cycles, and linkages within and among social, economic, governmental, cultural, and scientific components of environmental issues will be emphasized.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: BIOL197 PREREQ: NONE
FALL 2015 INSTRUCTOR: POULOS, HELEN MILLS SECTION: 01

E&ES199 Introduction to Environmental Science

Earth's natural systems have operated for billions of year but are now severely altered by human activity. Basic principles of atmospheric science, ecology, environmental chemistry, geosciences, and hydrology will be covered as they relate to topics such as pollution, climate change, and energy resources. Students will learn where to access and how to interpret scientific information related to environmental issues. Problem sets will be used to help you calculate complex problems with relatively simple methods (Excel). This course is one of the gateway courses for the earth and environmental sciences major.

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

E&ES213 Mineralogy

Most rocks and sediments are made up of a variety of minerals. Identifying and understanding these minerals are initial steps toward an understanding of the genesis and chemistry of Earth materials. Crystallography is elegant in its own right. In this course we will study the crystal structure and composition of minerals, how they grow, their physical properties, and the principal methods used to examine them, including polarized-light microscopy and x-ray diffraction.

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

E&ES215 Laboratory Study of Minerals

This lab course presents practical aspects of the recognition and study of the common minerals in the lab and in the field. It includes morphologic crystallography and hand specimen identification, use of the polarizing microscope, and x-ray powder diffraction.

GRADING: A-F CREDIT: .5 GEN ED AREA: NSM PREREQ: NONE

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&ES115 OR [E&ES197 OR BIOL197]
FALL 2015 INSTRUCTOR: PATTON, PETER C. SECTION: 01

E&ES222 Geomorphology Laboratory

This course offers laboratory exercises in the utilization of topographic maps, aerial photographs, and various remote-sensing techniques and includes field trips to local areas of interest.

GRADING: A-F CREDIT: .5 GEN ED AREA: NSM PREREQ: E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 OR BIOL197]
FALL 2015 INSTRUCTOR: PATTON, PETER C. SECTION: 01

E&ES223 Structural Geology

Structural geology is the study of the physical evidence and processes of rock deformation including jointing, faulting, folding, and flow. These structures provide insight into the evolution of the earth's crust, geologic hazards (earthquakes, volcanoes, and landslides), and distribution of natural resources and contaminants. This course introduces the theoretical foundations, observational techniques, and analytical methods used in modern structural geology. Geologic structures are studied in the field and from published data sets and are analyzed to understand fundamental processes.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 OR BIOL197]
FALL 2015 INSTRUCTOR: RESOR, PHILLIP G. SECTION: 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 GEN ED AREA: NSM PREREQ: E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 OR BIOL197]
FALL 2015 INSTRUCTOR: RESOR, PHILLIP G. SECTION: 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 GEN ED AREA: NSM IDENTICAL WITH: BIOL229
PREREQ: E&ES101 OR E&ES115 OR E&ES199 OR [E&ES197 OR BIOL197]
SPRING 2016 INSTRUCTOR: ROYER, DANA SECTION: 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 GEN ED AREA: NSM PREREQ: E&ES101 OR E&ES115 OR [E&ES197 OR BIOL197] OR E&ES199

E&ES232 Sedimentology/Stratigraphy Techniques

This course will provide macroscopic and microscopic inspection of sedimentary rocks. It will include field trips, experiments, and laboratory analyses. E&ES230 must be taken concurrently. There will be an optional weekend field trip and there may be one daylong industry event.

GRADING: A-F CREDIT: .5 GEN ED AREA: NSM PREREQ: NONE

E&ES233 Geobiology

Fossils provide a glimpse into the form and structure of ancient ecosystems. Geobiology is the study of the two-way interactions between life (biology) and rocks (geology); typically, this involves studying fossils within the context of their sedimentary setting. In this course we will explore the geologic record of these interactions, including the fundamentals of evolutionary patterns, the origins and evolution of early life, mass extinctions, and the history of the impact of life on climate.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: BIOL233 OR ENV5233
PREREQ: E&ES101 OR E&ES115 OR E&ES199 OR [E&ES197 OR BIOL197]
SPRING 2016 INSTRUCTOR: ROYER, DANA SECTION: 01

E&ES250 Earth Materials

This is a course designed to introduce students to the solid, natural, and nonbiological materials that make up our world. The course will cover the fundamentals of mineralogy and the petrology of igneous, metamorphic, and sedimentary rocks. We will also discuss materials that are utilized by humans and form the basis of societies.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE
SPRING 2016 INSTRUCTOR: GREENWOOD, JAMES P. SECTION: 01

E&ES252 Earth Materials Laboratory

This course will introduce students to laboratory techniques used in identifying and understanding rocks, minerals, and other Earth materials.

GRADING: A-F CREDIT: .5 GEN ED AREA: NSM PREREQ: NONE
SPRING 2016 INSTRUCTOR: GREENWOOD, JAMES P. SECTION: 01

E&ES280 Environmental Geochemistry

A qualitative and quantitative treatment of chemical processes in natural systems such as lakes, rivers, groundwater, the oceans, and ambient air is studied. General topics include equilibrium thermodynamics, acid-base equilibria, oxidation-reduction reactions, and isotope geochemistry. The magnitude of anthropogenic perturbations of natural equilibria will be assessed, and specific topics like heavy-metal pollution in water, acid rain, asbestos pollution, and nuclear contamination will be discussed. This course (together with E&ES281) is usually taught as a service-learning course in which students work with a community organization to solve an environmental problem. Previous classes have evaluated the energy potential of a local landfill and investigated the cause and possible remediation of a local eutrophic lake.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: ENV5280 PREREQ: NONE
FALL 2015 INSTRUCTOR: KU, TIMOTHY C.W. SECTION: 01

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 GEN ED AREA: NSM IDENTICAL WITH: ENV5281 PREREQ: NONE
FALL 2015 INSTRUCTOR: KU, TIMOTHY C.W. SECTION: 01

E&ES290 Oceans and Climate

Earth's climate is not static. Even without human intervention, the climate has changed. In this course we will study the major properties of the ocean and its circulation and changes in climate. We will look at the effects of variations in greenhouse gas concentrations, the locations of continents, and the circulation patterns of oceans and atmosphere. We will look at these variations on several time scales. For billions of years, the sun's energy, the composition of the atmosphere, and the biosphere have experienced changes. During this time, Earth's climate has varied from much hotter to much colder than today, but the variations were relatively small when compared to the climate on our neighbors Venus and Mars. Compared with them, Earth's climate has been stable; the oceans neither evaporated nor froze solid. On shorter time scales, different processes are important. We will look at these past variations in Earth's climate and oceans and try to understand the implications for possible climates of the future.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: ENV5290
PREREQ: E&ES101 OR E&ES199 OR E&ES115 OR [E&ES197 OR BIOL197]
SPRING 2016 INSTRUCTOR: O'CONNELL, SUZANNE B. SECTION: 01

E&ES292 Techniques in Ocean and Climate Investigations

Weekly and biweekly field trips, computer and/or laboratory exercises will allow us to see how climate and oceans function today and in the past. In addition to our data, we will most likely use the Goddard Institute for Space Studies climate model to test climate questions and data from major core (ocean, lake, and ice) repositories to investigate how oceans and climate function and have changed.

GRADING: A-F CREDIT: .5 GEN ED AREA: NSM PREREQ: E&ES101 OR E&ES115 OR [E&ES197 OR BIOL197] OR E&ES199
SPRING 2016 INSTRUCTOR: O'CONNELL, SUZANNE B. SECTION: 01

E&ES305 Soils

Soils represent a critical component of the world's natural capital and lie at the heart of many environmental issues. In the course we will explore many aspects of soil science, including the formation, description, and systematic classification of soils; the biogeochemical cycling of nutrients through soil systems; and the issues of soil erosion and contamination.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM
PREREQ: E&ES101 OR [E&ES197 OR BIOL197] OR E&ES199 OR [BIOL182 OR MB&B182]

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&ES314 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** GEN ED AREA: **NSM** IDENTICAL WITH: **E&ES514** PREREQ: **(E&ES213 AND E&ES215)**

E&ES316 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** GEN ED AREA: **NSM** PREREQ: **(E&ES213 AND E&ES215)**

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** GEN ED AREA: **NSM** IDENTICAL WITH: **E&ES517** PREREQ: **E&ES101**

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** GEN ED AREA: **NSM** PREREQ: **NONE**

E&ES320 Quantitative Methods for the Biological and Environmental Sciences

IDENTICAL WITH: **BIOL320**

E&ES322 Introduction to GIS

Geographical information systems (GIS) are powerful tools for organizing, analyzing, and displaying spatial data. GIS has applications in a wide variety of fields including the natural sciences, public policy, business, and the humanities, literally any field that uses spatially distributed information. In this course we will explore the fundamentals of GIS with an emphasis on practical application of GIS to problems from a range of disciplines. The course will cover the basic theory of GIS, data collection and input, data management, spatial analysis, visualization, and map preparation. Course work will include lecture, discussion, and hands-on activities.

GRADING: **A-F** CREDIT: **1** GEN ED AREA: **NSM** IDENTICAL WITH: **E&ES522** PREREQ: **NONE**
 FALL 2015 INSTRUCTOR: **DIVER, KIM** SECTION: **01**

E&ES323 Isotope Geochemistry: Tracers of Environmental Processes

This course explains from first principles the main stable and radioactive isotopic techniques used in biogeochemistry, environmental geochemistry, and geology. 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** GEN ED AREA: **NSM** IDENTICAL WITH: **E&ES523** PREREQ: **CHEM141** OR **CHEM143**

E&ES324 GIS Service-Learning Laboratory

This course supplements **E&ES322** by providing students the opportunity to apply GIS concepts and skills to solve local problems in environmental sciences. Small groups of students will work closely with community groups to design a GIS, collect and analyze data, and draft a professional-quality report to the community.

GRADING: **A-F** CREDIT: **.5** GEN ED AREA: **NSM** IDENTICAL WITH: **E&ES524** PREREQ: **NONE**
 FALL 2015 INSTRUCTOR: **DIVER, KIM** SECTION: **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** GEN ED AREA: **NSM** IDENTICAL WITH: **E&ES526**
 PREREQ: **(E&ES233 OR BIOL233 OR ENV5233) OR (E&ES213 OR E&ES220 OR E&ES223 OR (E&ES280 OR ENV5280) OR (E&ES290 OR ENV5290))**

E&ES328 Remote-Sensing Laboratory

This laboratory course includes practical application of remote-sensing techniques, primarily using computers. Exercises will include manipulation of digital images (at wavelengths from gamma rays to radar) taken from orbiting spacecraft as well as from the collection of data in the field.

GRADING: **A-F** CREDIT: **.5** GEN ED AREA: **NSM**
 PREREQ: **(E&ES213 OR E&ES220 OR E&ES223 OR (E&ES233 OR BIOL233 OR ENV5233) OR (E&ES280 OR ENV5280) OR (E&ES290 OR ENV5290))**

E&ES344 Advanced GIS and Spatial Analysis

A geographic information system (GIS) is a powerful database that allows for the collection, manipulation, analysis, and presentation of spatially referenced data.

GIS technologies facilitate natural science, social science, and humanities research and any other project that utilizes location-based data. The Advanced GIS course will focus on individual projects conducted within a collaborative learning framework. Each student is responsible for developing and producing a semester-long project focused on advanced spatial data analyses and/or advanced cartographic design using a GIS. Students will enter the course with an individual or small team (2-3 students) project in mind. The project may be a component of a senior thesis, work on a faculty member's research project, a community-based service learning project, etc. Course sessions will be a mix of studio time for projects (e.g. work time, critiques), skill development (lectures, student-led skills training sessions), and intellectual advancement (e.g. guest speakers, conference attendance). Specific skills training sessions will be determined by components of each project.

GRADING: **A-F** CREDIT: **1** GEN ED AREA: **NSM** IDENTICAL WITH: **QAC344** PREREQ: **QAC231** OR **E&ES322**
 SPRING 2016 INSTRUCTOR: **DIVER, KIM** SECTION: **01**

E&ES346 The Forest Ecosystem

IDENTICAL WITH: **BIOL346**

E&ES356 Invasive Species: Biology, Policy, and Management

IDENTICAL WITH: **BIOL226**

E&ES359 Global Climate Change

The climate of the earth has been changing over the course of Earth history. Over the last few decades, we have come to realize that humans may be the strongest driver of climate change in the 20th century and near future. In this class we evaluate that hypothesis in some depth, using the basic physical foundations of climate science with a focus on radiative principles. We study the details of the short carbon cycle and the empirical climate record of the last 1000 years, with data from the instrumental record, historical indicators, and physical (pollen, geochemical/isotopic temperature indicators) records. Besides the principles of fundamental climate science, we will deal with some of the results of climate change, mainly sea-level rise and feedbacks on the biosphere. We look at the impact of humans on atmospheric chemistry and how human civilization has caused changes in the carbon cycle, possibly already during the transition from hunter-gatherers to agricultural society. The final part of the lecture section is on future climate, using economic scenarios, mitigation and adaptation efforts, and climate/economics models.

Parallel to the lectures, several experimental projects are done by groups of students: studies with our experimental "analog earth" climate model; monitoring CO₂ in Middletown air for a semester; working with data from the Wesleyan weather station to calculate theoretical climate fluctuations; experimental work on the absorption of CO₂ into water for the geochemically inclined; the impact of increased 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&ES365 Modeling the Earth and Environment

Models can provide insights into Earth systems that are difficult to obtain by direct experimentation or observation. This course will introduce students to the process of translating Earth systems into idealized mathematical models, specific methods for solving the resulting equations, and implementation of models in MATLAB. We will explore cases from a range of topics in the earth and environmental sciences to gain a better appreciation of the insights models can offer.

GRADING: **A-F** CREDIT: **1** GEN ED AREA: **NSM** IDENTICAL WITH: **E&ES565** PREREQ: **MATH118** OR **MATH122**

E&ES369 Ecological Resilience: The Good, The Bad, and The Mindful

IDENTICAL WITH: **ENV5369**

E&ES371 Planetary Evolution

Why are we the only planet in the solar system with oceans, plate tectonics, and life? This course examines how fundamental geologic processes operate under the unique conditions that exist on each planet. Emphasis is placed on the mechanisms that control the different evolutionary histories of the planets. Much of the course will utilize recent data from spacecraft. Readings of the primary literature will focus on planetary topics that constrain our understanding of geology as well as the history and fate of our home, the earth.

GRADING: **A-F** CREDIT: **1** GEN ED AREA: **NSM** IDENTICAL WITH: **E&ES571**
 PREREQ: **(E&ES213 OR E&ES220 OR E&ES223 OR (E&ES280 OR ENV5280) OR (E&ES290 OR ENV5290))**
 FALL 2015 INSTRUCTOR: **GILMORE, MARTHA S.** SECTION: **01**

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** GEN ED AREA: **NSM** IDENTICAL WITH: **E&ES580** 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 GEN ED AREA: NSM PREREQ: E&ES213 AND E&ES215

E&ES386 Meteorites and Cosmochemistry

This course will focus on the materials in the world's collection of extraterrestrial samples and what they tell us about Earth, our nearest planetary neighbors, and the origin of our solar system. Planetary geochemical processes will be discussed through the examination of samples from comets, asteroids, Mars, the moon, Vesta, and Earth. Other topics covered will be impact cratering and the delivery of meteorites to Earth. Meteorites teach us about the earliest history of planet formation in this solar system, and we will compare this to what is observed in other solar systems. The course is intended for majors and graduate students in NSM.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: E&ES586 PREREQ: NONE

E&ES397 Senior Seminar

This seminar-style capstone course for E&ES seniors explores major topics that span multiple subdisciplines of the earth and environmental sciences. Special emphasis is placed on topics that relate to the **E&ES398 Senior Field Research Project**. Students will use the primary literature to create hypothesis-driven oral presentations and written reports. In groups, students will also develop original research projects (to be implemented in **E&ES398**). The goal of the course is to help students transition to independent, professional scientists.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE
FALL 2015 INSTRUCTOR: VAREKAMP, JOHAN C. SECTION: 01
INSTRUCTOR: KU, TIMOTHY C.W. SECTION: 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 GEN ED AREA: NSM PREREQ: NONE
SPRING 2016 INSTRUCTOR: VAREKAMP, JOHAN C. SECTION: 01
INSTRUCTOR: KU, TIMOTHY C.W. SECTION: 01

E&ES400 Academic Skills

The objectives of this course are (1) build a supportive cohort that will help students sustain their goals when they enter graduate school and (2) provide students with skills they will need to succeed in graduate school. Students will work on writing, presentation, and discussion skills. This will be done by reading some classic books on writing, critiquing the ability of different figures and graphs to convey information, reading and discussing scientific papers, and giving research presentations.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B400 OR PHY5400 OR PSYC400 PREREQ: NONE
FALL 2015 INSTRUCTOR: O'CONNELL, SUZANNE B. SECTION: 01

E&ES401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

E&ES409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

E&ES411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

E&ES423/424 Advanced Research Seminar, Undergraduate

GRADING: OPT SECTION: 01

E&ES465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

E&ES467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

E&ES500 Graduate Pedagogy

IDENTICAL WITH: BIOL500

E&ES501/502 Individual Tutorial, Graduate

GRADING: OPT SECTION: 01

E&ES503/504 Selected Topics, Graduate Science

GRADING: OPT SECTION: 01

E&ES511/512 Group Tutorial, Graduate

GRADING: OPT SECTION: 01

E&ES514 Petrogenesis of Igneous and Metamorphic Rocks

IDENTICAL WITH: E&ES314

E&ES517 Hydrology

IDENTICAL WITH: E&ES317

E&ES520 Quantitative Methods for the Biological and Environmental Sciences

IDENTICAL WITH: BIOL320

E&ES522 Introduction to GIS

IDENTICAL WITH: E&ES322

E&ES523 Isotope Geochemistry: Tracers of Environmental Processes

IDENTICAL WITH: E&ES323

E&ES524 GIS Service—Learning Laboratory

IDENTICAL WITH: E&ES324

E&ES526 Remote Sensing

IDENTICAL WITH: E&ES326

E&ES546 The Forest Ecosystem

IDENTICAL WITH: BIOL346

E&ES549/550 Advanced Research Seminar, Graduate

GRADING: OPT SECTION: 01

E&ES561/562 Graduate Field Research

GRADING: OPT SECTION: 01

E&ES555 Planetary Science Seminar

This course will examine topics and methods in the interdisciplinary field of planetary science. Students will join several faculty members in the planetary science group to discuss the origin, evolution, and habitability of planets in this and other solar systems. This class is intended for graduate students who are pursuing or mean to pursue the planetary science concentration. Other graduate and undergraduate students may request admission to the course.

GRADING: CR/U CREDIT: .25 GEN ED AREA: NSM IDENTICAL WITH: ASTR555 PREREQ: NONE
FALL 2015 INSTRUCTOR: GREENWOOD, JAMES P. SECTION: 01
SPRING 2016 INSTRUCTOR: REDFIELD, SETH SECTION: 01

E&ES557 Research Discussion in Earth & Environmental Sciences

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. This course may be repeated for credit.

GRADING: CR/U CREDIT: .25 PREREQ: NONE
FALL 2015 INSTRUCTOR: GILMORE, MARTHA S. SECTION: 01

E&ES561 Living in a Polluted World

IDENTICAL WITH: ENV5361

E&ES565 Modeling the Earth and Environment

IDENTICAL WITH: E&ES365

E&ES571 Planetary Evolution

IDENTICAL WITH: E&ES371

E&ES580 Volcanology

IDENTICAL WITH: E&ES380

E&ES586 Meteorites and Cosmochemistry

IDENTICAL WITH: E&ES386

ECONOMICS

PROFESSORS: Richard Adelstein; John Bonin; Richard Grossman; Masami Imai, *CHAIR*; Joyce Jacobsen, *Interim Provost and Vice President for Academic Affairs*; Gilbert Skillman; Gary Yohe

ASSOCIATE PROFESSORS: Christiana Hogendorf; Abigail Hornstein; Wendy Rayack

ASSISTANT PROFESSORS: Karl Boulware; Bill Craighead; Anthony Keats; Melanie Khamis; David Kuenzel; Damien Sheehan-Connor; Pao-Lin Tien

INSTRUCTOR: Jeffrey Naecker

DEPARTMENTAL ADVISING EXPERT 2015–2016: Richard Adelstein

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 make up 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.

ADMISSION TO THE MAJOR

Completion of **ECON110** with a grade of C+ or higher and completion of, or enrollment in, **ECON300** are required for entry into the economics major. A student who

fails to obtain a grade of C+ or better in **ECON110** may be admitted to the major only after that student obtains a grade of C+ or better in **ECON300**.

MAJOR REQUIREMENTS

All students majoring in economics must complete a minimum of eight graded 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 16 credits 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.

ADMISSION TO THE MINOR

Completion of **ECON110** with a grade of C+ or higher and completion of, or current enrollment in, **ECON300**. A student who fails to obtain a grade of C+ or higher in **ECON110** may declare the minor only after the student obtains a grade of C+ or higher in **ECON300**.

MINOR REQUIREMENTS

Students minoring in economics must complete five graded courses in addition to **ECON110**.

- Three are the core courses: **ECON300**, **ECON301**, and **ECON302**.
- One of the two electives must be an upper-tier elective, numbered 305 to 399.
- One of the two electives may be either an upper- or lower-tier elective (205 to 299).
- No courses numbered 401 or higher may count toward the minor.
- No courses in other departments, including **CSS**, may count toward the minor.
- One elective course in economics taken elsewhere may count toward the minor as the lower-tier elective only, subject to the department chair's approval.

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 website.

Theses are evaluated by the department based on the recommendations of a committee of readers including the thesis advisor and two other members of the faculty. All work is judged by the same standards, regardless of whether the student has taken both **ECON409** and **ECON410** or taken only one of these. 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.

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.

ADDITIONAL INFORMATION

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 stu-

dents 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. Students who successfully complete **CSS220** or **CSS320** may count either or both of these courses for one credit each toward the Economics major at the 200 level.
- **Upper-tier electives.** Numbered 301 to 399, require prior completion of **ECON300** and at least one other core course. These electives apply economic theory and methodology to the same broad range of topics and areas in economics as the lower-tier electives but at a more sophisticated level.
- Upper-tier electives enable students to read the professional literature in economics and to begin to produce their own original research. Upper-tier electives require a substantial research paper or other project, and a student may choose to expand this research project into an honors thesis by working with a faculty advisor in a senior thesis tutorial. In some cases, for example, **ECON270 International Economics** and **ECON371 International Trade**, 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**).

All courses counted toward the economics major must be taken for a letter grade.

COURSES

ECON101 Introduction to Economics

A general introduction to the principles of economic analysis and their implications for public policy, covering concepts and issues in both microeconomics (concerning the function and performance of individual markets, organizations, or institutions) and macroeconomics (concerning the function and performance of

the economy as a whole). This course is intended primarily for students without significant prior study in the discipline, and it satisfies the prerequisites for most 200-level economics electives.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 | SPRING 2106 INSTRUCTOR: GROSSMAN, RICHARD S. SECTION: 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 upper-level 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 2015 INSTRUCTOR: ADELSTEIN, RICHARD P. SECTION: 03

INSTRUCTOR: CRAIGHEAD, BILL SECTION: 01

INSTRUCTOR: SKILLMAN, GILBERT L. SECTION: 02

SPRING 2016 INSTRUCTOR: BONIN, JOHN P. SECTION: 01

INSTRUCTOR: CRAIGHEAD, BILL SECTION: 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 of 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

ECON125 Economics and Epidemics

Individuals and societies have been battling epidemic diseases throughout history using weapons bought in markets and provided by governments, churches, and nongovernmental organizations (NGOs). For example, mosquito nets to protect people from malaria can be bought at roadside markets in Nigeria but are also distributed by the Nigerian government and NGOs. The principal goal of this course is to teach students how to write essays that apply economic concepts to investigate the effects of major epidemics and the ways in which individuals and societies sought protection from epidemics. The course will examine the rationales for government intervention in markets to combat epidemic diseases and will emphasize the pivotal role of the production of information about the causes of epidemic disease and the effectiveness of cures. As examples of epidemics, we will read about the Black Death of 14th-century Europe, the cholera epidemic of 19th-century London, the emergence of polio in 20th-century America, and the battle against malaria in Africa today.

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

ECON127 Introduction to Financial Accounting

In this course, students learn how accountants define assets, liabilities, revenues, and expenses and where those items are placed in firms' balance sheets and income statements. The purposes and limitations of these two financial statements as well as the statement of cash flows are considered. Students gain an understanding of the accounting numbers that appear in financial statements for inventories, depreciation, and leases; the choices given to firms in their reporting of those items; and how the use of different accounting methods for similar economic events creates challenges for analysts. Instances of questionable financial reporting and strategies that can aid in their discovery are addressed. Firms' filings of financial statements and note disclosures with the SEC are examined throughout the course.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CSP127 PREREQ: ECON101 or ECON110

FALL 2015 | SPRING 2016 INSTRUCTOR: GOSMAN, MARTIN SECTION: 01

ECON128 Economics of Organization within the Music Industry

The invention of digital music brought rapid changes to the music industry, challenging its previous model of operation and forcing adaptation. Using the tools of economic analysis, this course will examine the historic and current structure of the music industry. Basic economic principles from introductory microeconomics, industrial organization, and game theory will be used to examine various aspects of the music industry, including supply and demand, complements and substitutes, price discrimination, product differentiation, game theory, and economics of organization.

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

ECON211 Experiments and Strategic Behavior

This course compares what economic theory predicts with what economic agents actually do when faced with decisions. A number of in-class experiments will be conducted to identify systematic deviations or to confirm theoretical models. Students will learn new material both by participating in experiments and by studying related economic theory. This course will investigate some of the major subject areas that have been addressed by laboratory and field experiments: market behavior, decisions under risk, self-control issues, bargaining, auctions, public goods, cooperation, trust, and gender effects.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON110

SPRING 2016 INSTRUCTOR: NAECKER, JEFFREY KENDELL SECTION: 01

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: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST274 PREREQ: ECON101 or ECON110

SPRING 2016 INSTRUCTOR: RAYACK, WENDY SECTION: 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

ECON221 Market Structure, Firms, and Organizations

This course provides an introduction to the basic concepts of industrial organization and analyzes the relationship between industry structure and market outcomes. It will also examine economic theories of the firm and alternative contractual relationships.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON101 or ECON110

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? 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? 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

SPRING 2016 INSTRUCTOR: SHEEHAN-CONNOR, DAMIEN FRANCIS SECTION: 01

ECON224 Regulation and Antitrust: Government and the Market

Firms and the public sector interact via regulation and antitrust. Firms use (or fail to use) the regulatory process for competitive advantage, and agencies and legislators use (or misuse) regulation to accomplish their policy objectives. Topics covered in this course include the analysis of market power, predation and discrimination, mergers, regulation of infrastructure industries, and health and safety regulation. Case studies include railroads; telephone, cable, and broadband; the energy industry; EU/U.S. cooperation in merger reviews; and the food industry.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON101 or ECON110

FALL 2015 INSTRUCTOR: HOGENDORN, CHRISTIAAN SECTION: 01

ECON225 Economic Analysis and the Law

The course uses economic analysis as a way of understanding the structure and evolution of the legal system. Selected rules and institutional forms drawn from the common law of property, contract, tort, and crime are studied as evolved responses to particular kinds of problems or failures in the market system. Readings are drawn from judicial opinions and scholarly sources in law, economics, philosophy, and political theory.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON101 or ECON110

FALL 2015 INSTRUCTOR: ADELSTEIN, RICHARD P. SECTION: 01

ECON227 Introduction to Financial Analysis

The course introduces students to the primary sources of information and data used in equity and debt valuation and portfolio management. Both corporate finance and investment finance topics will be covered: financial statement analysis, micro- and macroeconomic analyses of how industry trends and economic growth impact corporate performance, discounted cash flow analysis, asset pricing models (bonds, DDM, CAPM, APT), portfolio theory, and, time permitting, capital structure. This will be a very intense, inquiry-based course with significant hands-on work analyzing data of publicly traded companies.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON101 or ECON110

FALL 2015 INSTRUCTOR: HORNSTEIN, ABIGAIL SECTION: 01

ECON237 Financial Crises: Beginning to End

This course will examine historical financial crises from around the world, using standard macroeconomic theories. We will then use this historical knowledge of crises to carefully analyze the Great Recession (December 2007–June 2009), its causes, and what was done to encourage recovery. This will include analysis of monetary and fiscal responses as well as the precrisis policy environment. Some of the topics that will be covered to properly analyze the financial crises include currency crises, IS/MP models, bank runs, liquidity, leverage, quantitative easing (QE),

Troubled Asset Relief Program, mortgage-backed securities, subprime lending, risk premium, Taylor rule, fiscal stimulus, and aggregate supply/aggregate demand.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON101 or ECON110
 SPRING 2016 INSTRUCTOR: BOULWARE, KARL DAVID SECTION: 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

ECON254 State and Economy in Industrial America, 1870–1940

This course considers the transformation of the political and economic institutions of the United States in the 70 years ending in 1940 and the revolution in political ideology that occurred alongside this transformation and helped bring it about. It begins by examining the growth of large corporations after 1870, the new techniques of management they called forth, and the antitrust movement that arose in response to them. It then turns to the many changes in American government brought by the Fourteenth Amendment, the granting of constitutional personality to business corporations, and the attempt of Progressives before World War I to analogize the administrative state to business firms and bring the newly developing techniques of management science to bear in politics and policy, an effort with profound effects on American life. Finally, the role played by war in these changes, the creation of the modern American economy in the 1920s, and the New Deal's attempt to adapt the nation's political and legal institutions to the economic and ideological realities of the 20th century are considered. Along the way, the course addresses a range of theoretical issues, including the contrast between markets and central planning as ways of organizing economic activity, the tension between the individual and the collective in complex societies, technocracy and social engineering, and the impact of war on economic and political institutions.

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 IDENTICAL WITH: LAST219 PREREQ: ECON101 or ECON110

ECON262 Economy of Japan

This is a course designed for students who have taken Econ110 or Econ101 but have yet to take Econ302. It has two specific goals. First, students will learn (or review) the basic knowledge of macroeconomic theory as well as the basic tool of data analysis in Excel. Second, students will apply these tools to understand Japan's macroeconomic and financial history from the mid-19th century to the present, including the industrialization of Japan, prewar instability, postwar recovery, and Heisei Recession.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS250 PREREQ: ECON101 or ECON110
 SPRING 2016 INSTRUCTOR: IMAI, MASAMI SECTION: 01

ECON263 China's Economic Transformation

China is a country that is both transitioning to a market-oriented economy and developing rapidly into a global economic power. As such, it has characteristics of both an emerging market economy and a developing country. China is large enough to create its own institutional infrastructure to support a third way between capitalism and socialism. This course examines in detail China's great economic transformation beginning in 1978 in what is often described as a "gradualist" transition to market economy. In the last three decades, the speed of China's development and its growth rates of GDP are without precedent in history. The course concludes by addressing the incompleteness of China's transition to a mature, developed market economy and by probing the issue of what is left to be done to create a harmonious society.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS263 PREREQ: ECON110 or ECON101

ECON266 The Economics of Developing Countries—Lower Level

This course presents an examination of the structural characteristics of Third World economies and the bottlenecks inhibiting their growth. We begin with an exploration of the defining features of low-income agrarian societies and the principal decision makers shaping the development process—incumbent national governments, IBRD and the IMF, UN agencies, and bilateral donors. Specific sectoral topics include choice of agricultural strategy, import substitution, the oil syndrome, structural adjustment, microenterprise finance, the anatomy of foreign aid, and project analysis.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON110
 FALL 2015 INSTRUCTOR: KEATS, ANTHONY BRUNO SECTION: 01

ECON270 International Economics

This class examines the economic interactions between countries in the world economy. In particular, this course analyzes the exchange of goods and services (international trade) and borrowing and lending between countries. The first part of the class will focus on explaining trade patterns between countries and the gains and losses associated with international trade. Trade policies such as tariffs and the institutional arrangements governing them (e.g., the World Trade Organization) will also be analyzed. The second part of the course will cover international finance topics including the balance of payments, exchange rates, and the history of the international monetary system. We will also discuss how international linkages between countries affect economic growth at different development stages.

Economics majors who want to be exposed to a more advanced treatment of international trade and international finance topics are encouraged to take ECON 371 and/or ECON 331.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON101 or ECON110
 FALL 2015 INSTRUCTOR: KUENZEL, DAVID JULIAN SECTION: 01

ECON282 Economics of Big Data

"Big data" is a popular buzzword that describes techniques using very large datasets, often from nontraditional sources. Many technology firms essentially base their businesses on big data; Google, Facebook, and Amazon are all examples. Increasingly there are opportunities and pressures to employ these techniques in other areas of the economy and society such as government, healthcare, and education. This course examines (1) big data analysis techniques and how they relate to conventional economic statistics, (2) the effect of big data on the economy, society, and privacy, and (3) practical methods of big data analysis using the R statistics package.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: QAC282 PREREQ: ECON101 or ECON110
 SPRING 2016 INSTRUCTOR: HOGENDORN, CHRISTIAAN SECTION: 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 2015 INSTRUCTOR: BOULWARE, KARL DAVID SECTION: 01
 INSTRUCTOR: IMAI, MASAMI SECTION: 02
 INSTRUCTOR: KEATS, ANTHONY BRUNO SECTION: 03
 SPRING 2016 INSTRUCTOR: BOULWARE, KARL DAVID SECTION: 01
 INSTRUCTOR: IMAI, MASAMI SECTION: 02
 INSTRUCTOR: KEATS, ANTHONY BRUNO SECTION: 03

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 2015 INSTRUCTOR: HOGENDORN, CHRISTIAAN SECTION: 02
 INSTRUCTOR: NAECKER, JEFFREY KENDALL SECTION: 01
 INSTRUCTOR: SHEEHAN-CONNOR, DAMIEN FRANCIS SECTION: 03
 SPRING 2016 INSTRUCTOR: BONIN, JOHN P. SECTION: 01
 INSTRUCTOR: HOGENDORN, CHRISTIAAN SECTION: 02
 INSTRUCTOR: NAECKER, JEFFREY KENDALL SECTION: 03

ECON302 Macroeconomic Analysis

This course focuses on the study of economic aggregates such as employment and inflation and on the public policies (monetary and fiscal) aimed at controlling these aggregates. The first half of the course will concentrate on short-run issues: aggregate demand and supply in closed and open economies, business cycles, and stabilization policies. The second half of the course will focus on long-run issues: economic growth and microfoundations of unemployment and consumption. Upon completion of this course, students should be capable of an informed analysis of recent macroeconomic debates. They should also be prepared for upper-level electives on a variety of macroeconomic subjects.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON300
 FALL 2015 INSTRUCTOR: BOULWARE, KARL DAVID SECTION: 02
 INSTRUCTOR: KUENZEL, DAVID JULIAN SECTION: 01
 SPRING 2016 INSTRUCTOR: CRAIGHEAD, BILL SECTION: 01
 INSTRUCTOR: KUENZEL, DAVID JULIAN SECTION: 02
 INSTRUCTOR: TIEN, PAO-LIN SECTION: 03

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? 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? How do we decide whether what we get is a "good value" or not?

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: [ECON300 & ECON301]
 FALL 2015 INSTRUCTOR: SHEEHAN-CONNOR, DAMIEN FRANCIS SECTION: 01

ECON310 Environmental and Resource Economics

This course features an analytical study of the major theoretical and applied issues of environmental economics and resource management. Topics will include the fundamental underpinnings of externalities, alternative control strategies,

uncertainties, long-term environmental concerns, and resource utilization across a finite globe. Applications will be gleaned from a vast array of issues including clean air and water legislation, acid rain, carbon dioxide and chlorofluorocarbons, global warming, and other global environmental change phenomena.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON301
FALL 2015 INSTRUCTOR: YOHE, GARY W. SECTION: 01

ECON311 Advanced Behavioral and Experimental Economics

This course introduces students to behavioral and experimental economics. Behavioral economics is the study of human behavior that falls outside of the standard model of perfect rationality, pure selfishness, and exponential discounting. Experimental economics is a tool for collecting data in the laboratory, in the field, or online. The objectives of this course include the following: (1) review the standard economic model; (2) show empirical evidence (both experimental and observational) that deviates from the standard model; (3) discover new models of decision making that better explain behavior in certain areas; (4) learn about best practices in experimental data collection. Course work will include readings of economics research papers as well as textbooks, along with problem sets with both theoretical and empirical aspects. Students will also participate in classroom experiments. Students may be required to collect their own data as part of a final project.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: [ECON300 & ECON301] OR [ECON300 & ECON302]
FALL 2015 INSTRUCTOR: NAECKER, JEFFREY KENDELL SECTION: 01

ECON314 Comparative Economics of Child and Family Policy in Postindustrial Countries

This course uses tools of economic analysis and measures of child well-being to make cross-country comparisons of policies and outcomes. Children rank high on the list of a country's most valuable resources. Yet equally rich nations differ dramatically in funding investments for children and providing support for the people who raise them. These differences in investment persist despite a growing body of research that shows costly negative consequences for early child development of both absolute and relative deprivation. With these observations in mind, this course investigates the following questions: Why do equally wealthy nations differ so profoundly when evaluated by these fundamental indicators of economic success? What factors and policies explain the differences? What are the economic consequences? How might the research on international comparisons inform the construction of more successful child and family policy?

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: [ECON300 & ECON301] OR [ECON300 & ECON302]

ECON316 Urban Economics

This course uses economic methods and perspectives to analyze urban issues. The first half of the course has a more theoretical focus; the second half, a more applied and empirical focus. Topics covered include how and why cities arise and develop and how their growth or decline is affected by various events. Policy areas studied in the second half of the course include regional development and zoning, housing programs and regulations, antipoverty programs, local public finance, development of transportation systems, education, and crime.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON301
FALL 2015 INSTRUCTOR: JACOBSEN, JOYCE SECTION: 01

ECON321 Industrial Organization

This seminar focuses on advanced theoretical treatment of a 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 speculation, as well as empirical issues in investment finance.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON301 OR ECON302
SPRING 2016 INSTRUCTOR: HORNSTEIN, ABIGAIL SECTION: 01

ECON329 Corporate Finance

This 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
FALL 2015 INSTRUCTOR: HORNSTEIN, ABIGAIL SECTION: 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: ECON302 OR ECON301

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 2016 INSTRUCTOR: TIEN, PAO-LIN SECTION: 01

ECON341 Money, Banking, and Financial Markets

This course applies macroeconomic theory and econometric tools to selected topics in money, banking, and financial markets. The course will cover monetary policy, financial crisis, financial regulation, and the role of financial development in economic growth. Students will replicate the key empirical results in the literature throughout the semester and, toward the end of the semester, write an empirical paper of their own. Proficiency in statistical softwares (e.g., Eviews or Stata) is required.

GRADING: OPT 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. This course introduces some graduate-level material and makes intensive use of mathematics.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON302
FALL 2015 INSTRUCTOR: CRAIGHEAD, BILL SECTION: 01

ECON352 Political Economy

This course introduces the tools of rational-choice and evolutionary game theory and applies them to the study of social interactions with both political and economic elements. This study concerns the distinction between public and private elements of social life. Topics covered include the economics of lawlessness and the emergence of property rights, the economic nature of the state, effects of political structure on economic development, and the economic determinants of democracy and dictatorship.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON301

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: [ECON300 & ECON301] OR [ECON300 & ECON302]
FALL 2015 INSTRUCTOR: GROSSMAN, RICHARD S. SECTION: 01

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: [ECON300 & ECON301] OR [ECON300 & ECON302]
SPRING 2016 INSTRUCTOR: GROSSMAN, RICHARD S. SECTION: 01

ECON358 History of Economic Thought

This course explores the major ideas of the classical school of political economy as developed by its central figures and 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 consider their contemporary empirical relevance.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON302 OR ECON301

ECON366 The Economics of Developing Countries

This course presents an examination of the characteristics of developing economies and an evaluation of different policies to foster development. Specific topics include economic growth, political economy, institutions, infrastructure, agriculture, corruption, microfinance, conflict, education, labor markets, health, gender, and methods of impact evaluation.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: ECON301 OR ECON302
SPRING 2016 INSTRUCTOR: KEATS, ANTHONY BRUNO SECTION: 01

ECON371 International Trade

This course examines the causes and consequences of cross-border flows of goods and services. We will investigate different theories of international trade and discuss the empirical validity of their predictions. Particular emphasis will also be placed on the motives for countries to restrict or regulate trade, and the institutional arrangements governing the world trading system. Moreover, we will

discuss how trade between countries can shape economic development. Current events concerned with international trade are also discussed.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: [ECON300 & ECON301]
 SPRING 2016 INSTRUCTOR: KUENZEL, DAVID JULIAN SECTION: 01

ECON380 Mathematical Economics

The uses of mathematical argument in extending the range, depth, and precision of economic analysis are explored. The central goal of the course is to promote sophistication in translating the logic of economic problems into tractable and fruitful mathematical models. Particular attention is paid to the analysis of optimization and strategic interaction.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS
 PREREQ: [ECON301 & MATH221 & MATH222] OR [ECON301 & MATH223 & MATH222]

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: A-F CREDIT: 1 GEN ED AREA: SBS
 PREREQ: [ECON301 & MATH221] OR [ECON301 & MATH223] OR [ECON302 & MATH221] OR [ECON302 & MATH223]
 FALL 2015 INSTRUCTOR: IMAI, MASAMI SECTION: 01
 SPRING 2016 INSTRUCTOR: HORNSTEIN, ABIGAIL SECTION: 01

ECON401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ECON409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

ECON411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ECON465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

ECON467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

ENGLISH

PROFESSORS: Lois Brown, *African American Studies*; Christina Crosby; Natasha Korda; Sean McCann; Joel Pfister; Ashraf Rushdy, *African American Studies*; Stephanie Kuduk Weiner, *CHAIR*

ASSOCIATE PROFESSORS: Sally Bachner; Lisa Cohen; Harris Friedberg; Matthew Garrett; Ruth Nisse

ASSISTANT PROFESSORS: Rachel Ellis Neyra; Marguerite Nguyen; Lily Saint; Rashida Shaw; Courtney Weiss Smith; Amy Tang, *American Studies*

UNIVERSITY PROFESSOR: Anne Frank Greene

ADJUNCT INSTRUCTOR: Alice Hadler, *Associate Dean for International Student Affairs*

RESIDENT WRITER: Kit Reed

DEPARTMENTAL ADVISING: All full-time faculty serve as academic advisors for declared English majors.

Responsibility for transfer of credit and study-abroad courses for non-majors is assigned to a specific faculty member and can change from year to year. Please refer to the department website: wesleyan.edu/english/contact/

The Department of English offers courses that foster critical thinking about the relationships among literature, culture, and history. Students of English become adept critics of poetry, novels, essays, and plays. They develop knowledge of the history of literary culture and about the evolving genres, forms, and ideologies of literary expression. They study the relation of literary texts to their historical contexts, and they learn to read both literary and non-literary texts critically. As they develop their knowledge, students of English hone their skills as critical writers and explore their potential as creative voices.

COURSES FOR NON-MAJORS

The department offers several FYI courses especially designed for first-year students. First-year students may also be admitted to many other department courses; please check individual listings for details. **ENGL130 The English Essay** is a writing course intended for students whose native language is not English, but it is also open to others.

ADMISSION TO THE MAJOR

Students considering majoring in English should consult the department website [wesleyan.edu/english]. Potential majors must take **ENGL201 Ways of Reading** while they are sophomores. Students who have taken the course and received a grade of B- or better will be admitted as 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. In exceptional circumstances, and with the approval of the department chair, students who have not taken **ENGL201** by the end of the sophomore year may be admitted to the major contingent on completion of **ENGL201** in the junior year.

MAJOR REQUIREMENTS

The English major at Wesleyan consists of 10 full-credit courses at the 200-level or higher, or the equivalent of half-credit courses. All but three of these credits, and all courses taken to meet the literary history, literatures of difference, and theory requirements, must be taken at Wesleyan or in the department's Sussex Program. With approval of a major advisor, one upper-level course from outside the department that bears on the study of literature may also be counted toward the minimum 10 credits. Appropriate credits transferred from other institutions may also be counted toward the 10-credit requirement.

A major program consists of the Gateway course, **ENGL201 Ways of Reading**, and three overlapping sets of courses: requirements, concentration, and electives.

Required Courses: In addition to **ENGL201 Ways of Reading**, one course in Literary History I, one course in Literary History II, one course in Literatures of Difference, and one Theory course are required. Fuller descriptions are available on the department website.

Concentration: Four courses in any one of these specialized areas of study: American literature, British literature, creative writing, race and ethnicity, theory and literary forms. Fuller descriptions are available on the department website.

Electives: Any 200-level or higher courses beyond required courses and courses taken to fulfill a concentration that contribute to the 10-credit requirement of the major

STUDY ABROAD

The English Department encourages its majors to consider the valuable experience of study abroad. Since 1990 the English Department has sponsored a Spring Semester Study Abroad program at the University of Sussex in Brighton, England. The program is limited to a select group of English majors who study with regular Sussex students for two full British terms, earning five Wesleyan credits. Sussex courses may be counted toward department requirements. Students pay Wesleyan tuition and receive Wesleyan financial aid.

Students may also wish to consider enrolling in study-abroad programs at any of the many universities across the globe open to visitors from schools in the United States. English majors who wish to study abroad outside the Sussex program should discuss their plans with their advisors as early as possible. Particular care in planning to complete the major must be taken if a student wishes to study abroad for an entire year and/or if the student is a double major. English majors considering study abroad should keep in mind the following guidelines:

- Written preapproval of the proposed course of study abroad must be obtained by the student's departmental advisor.
- Portfolio review may be required for some programs.
- Study-abroad courses eligible for credit in the English Department must be upper-level courses on topics suitable to the curriculum of a U.S. English department. Such courses might focus on literature written in English or on literary genres, movements, or theories that often appear in English department curricula.
- Courses in literature in translation are not otherwise eligible for study-abroad credit, although, with permission of the major advisor, students majoring in English may choose one such course as the single credit from outside the department eligible toward completion of the major.
- Up to 3 credits taken abroad—or 5 credits from the Sussex program—may count toward the major. With the exception of courses taken at Sussex, courses taken in study abroad may not apply toward the required courses in the English major.

CAPSTONE EXPERIENCE

English majors may undertake capstone experiences in several ways. Students who are eligible and who qualify to be candidates for honors may enroll in a two-semester honors tutorial that culminates in the submission of an honors thesis. With the approval of a faculty advisor, students who are not candidates for honors may propose a one-semester senior essay project. In addition, in each of the major concentrations, students are encouraged to complete a 300-level seminar.

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 a 91.7 average in courses counting toward the major and have received an A- or better in at least

two creative writing courses that count toward the major. A detailed description of the process for earning honors can be found on the department website.

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.

PRIZES

The English department annually gives out an array of academic awards, fellowships and prizes. Departmental awards are based solely on the academic achievements of senior English majors and are voted upon by the department

COURSES

ENGL105 Body and Text

In this class, students will study authors who are considering their own identities and those of their writings, working through and working out affinities. Readings will generate larger discussions about language, art, genre, (body) politics, and aesthetics. Students will also write texts of various types—stories, notebooks, essays, fictions, and/or poetry.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: MARTIN, DOUGLAS ARTHUR SECTION: 01

ENGL110 Poetry and Democracy

Politics and poetry both activate a broad range of issues related to voice and representation. In this course we will study 19th- and 20th-century American poetry, focusing on poems that explicitly or implicitly engage with American ideological concerns. In conjunction with our textual analysis, we will consider specifically the representation of individual and group identity, the relation between poetic form and political change, and the special demands on art in times of war.

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

ENGL111 Shakespeare and Company

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

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

ENGL120 The Nobel Writers: Literary Institutions and the Literary Canon

IDENTICAL WITH: AMST120

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 2015 | SPRING 2016 INSTRUCTOR: HADLER, ALICE BERLINER SECTION: 01

ENGL131 Writing About Places

This course is one in a series called "writing about places" that explore 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, histories. Writing assignments will include critical and analytical essays as well as encouraging students to examine their own experiences with places and cultural encounters.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: HADLER, ALICE BERLINER SECTION: 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 2015 INSTRUCTOR: HADLER, ALICE BERLINER SECTION: 01

faculty. Fellowships and writing prizes may require applications and submission of writing samples. Fuller explanation available at the department website.

TRANSFER CREDIT

Students may obtain transfer credit in English for courses taken at other universities in the United States in the summer or during a leave of absence. Courses must be approved by the English department faculty member responsible for transfer-of-credit. Students should expect to provide documentation from a course catalog to receive advance permission. In most cases, on completion of courses taken at other universities, students will need to show additional documentation (e.g., syllabi and assignments) demonstrating their course work to receive transfer credit. No more than two credits may be earned during a summer.

ENGL134 Three Big Novels

In this class we will read three long novels, from three different societies and eras, for the pleasure and enlightenment of their contents and style and also to examine the unique phenomenon of long-form attention to a vast fictional world.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: SCIBONA, SALVATORE SECTION: 01

ENGL135 Captive and Confined: Literatures of Imprisonment

Is it more than just a metaphorical turn of phrase that causes us to speak of being held captive by works of literature and art? Or are there links between writing, reading, and being imprisoned that are as material as they are psychological? Our class will consider the relationship between spaces of confinement and writing to explore how various writers have used writing to respond to various states of captivity. Is carceral writing particularly captivating to readers, and if so, why? We will read texts about prisons (physical and psychological), as well as texts written in prisons, to explore relationships between writing, power, literacy, and freedom.

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

ENGL140 Literature, Laughter, Philosophy: Tristram Shandy

Laurence Sterne's novel, *The Life and Opinions of Tristram Shandy, Gentleman* (1759–67) has been described as a literary masterpiece, a hilarious satire, a sentimental tear-jerker, and an obscene abomination. Thomas Jefferson thought it formed "the best course of morality that was ever written"; it was a favorite of Karl Marx and Friedrich Nietzsche; and it was even heralded (in a recent film adaptation) as "a postmodern classic written before there was any modernism to be post about." The book is deeply learned—engaging texts from skeptical philosophy to 18th-century science and from Hamlet to early novels. It is also, indisputably, very odd: Though Tristram is trying to tell the story of his life, he fails to get himself born in the first hundred pages, and the text is full of doodles, blank pages, madcap digressions, and missing chapters. In this course, we will read Tristram Shandy alongside the many, many texts it references, borrows from, and mocks, as well as the many, many texts it has influenced. Throughout, we will take Tristram Shandy as our rich text case for some fundamental theoretical questions, What is literature, and why do we tell stories anyway? How is literature related to philosophy? How do our minds work? What is the meaning of human life—of laughter, learning, sex, and death?

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

ENGL141 Slavery, Latifundio, and Revolution in Latin American Literature and Cinema

In this course, we will read literatures and cinemas of Haiti, Mexico, Guatemala, and Cuba that depict insurrectionist and revolutionary ruptures that take place on plantations and *latifundios*. We will study how insurrection and revolution are deployed by Caribbean and Latin American literary imaginations to critique the dangerous economic situations in the early 20th century of U.S.-backed client states—referred to dismissively in the United States as "banana republics" after the United Fruit Company converted U.S. naval ships into cargo boats that would import exploitatively planted and harvested bananas—and the economic schemes of underdevelopment that aligned with expanding U.S. hegemony in the hemisphere. We will read narratives of revolution that expose different systems of human oppression, beginning with the Haitian Revolution of the late 18th century, insurrections in Chiapas against *casta* and *latifundio* before and after the Mexican Revolution of 1910, and ending with revolts against U.S. economic and military interventions in Guatemala and Cuba in the 20th century. We will attend to the way that revolutions are represented both as vertical ruptures that seek to explode the past and as horizontal historical developments that continue select legacies of the past. While de-romanticizing the commercialized Che T-shirt notion of revolutions in the Americas, we will, more important, deconstruct revolutionary progressive discourses of hetero-masculinity, modernity, and development.

Among our topics will be the way fictional narratives render and aestheticize the historically dangerous proximity between dictatorship and democracy, as well as other consequences of specifically Latin American and Caribbean revolutions: the external manipulation of sovereignty, extraction of resources by military-backed force, civil wars, genocide, and the making of migrations and diasporas.

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

ENGL150 American Crazy: Five Myths of Extremism, Violence, and National Identity

Among the industrialized nations of the world, the United States has long had unusually high levels of crime, violence, and imprisonment. This course will explore five especially prominent cultural explanations for American violence. We will consider the origins of these explanations in American myth and history, and we will investigate their appearance in literary expression, journalistic reporting, popular culture, and social science.

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

ENGL151 American Revolutions and Counterrevolutions

This course examines the pendulum swings of struggle in three realms whose conflicted history defines the American Enlightenment: democracy, racial equality, and early feminism. We will study the Great Awakening in New England, the American Revolution and the conflict over the U.S. Constitution, the impact of the French and Haitian revolutions in America, and the transatlantic influence of Mary Wollstonecraft. Our focus will be on a narrow historical period, less than three quarters of a century, but we will gesture toward generalizations about the nature of Enlightenment thought as such: how its claims on behalf of universal humanity could (and can) be used as a tool to effect real social equality, and how we are to understand the relationship between political speech and social conflict. Our texts are not specifically literary, but we will pay attention to literary and rhetorical effects. Our interest lies not only in the political claims of these texts, but also in how our writers make their claims. We will close the course by opening a discussion on the current state of claims for universal human rights.

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

ENGL152 The Armchair Adventurer

At the turn of the 20th century, stories of travel, action, and adventure enjoyed enormous market success and cultural prominence. This course examines the interaction between the adventure stories told in popular-genre fiction—science fiction, seafaring tales, historical fiction, adventure stories, detective novels, romance, children’s literature, etc.—and their “high” literary cousins. In the first half of the course, we will read classic works of genre fiction to understand the appeal of these stories and storytelling modes, for both writers and readers, and to identify their generic structures, plots, and premises. In the second half of the course, we will turn to three works of literary fiction that emerged in a close conversation with these popular forms: Henry James’s *The Ambassadors*, E. M. Forster’s *A Room With a View*, and Joseph Conrad’s *Lord Jim*.

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

ENGL160 Lost World/New World: Literature and the Anthropocene

The world we live in today is lost. Within a few decades, we will be living in a radically transformed, radically new world: hotter, more chaotic, with wilder weather and higher seas. How do we make sense of this change? How have humans used literature to try to understand climate change in the past? In this course, we will track “lost worlds” and “new worlds” from ancient Sumeria to 17th-century England to the intergalactic future, thinking throughout about how these texts might inform our history while enlightening our contemporary predicament.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: SCRANTON, ROY WILLIAM SECTION: 01

ENGL165 Querying the Nation: American Literature and Ethnic Studies

From the 1960s student strikes at San Francisco State and UC Berkeley demanding the establishment of a School for Ethnic Studies to recent dismantlings of the field in some high schools and colleges, the place of ethnic studies in education continues to be a topic of heated debate. This course will examine how its evolution has transformed the landscape of American literature and culture. We will explore the themes, forms, and reception of select African American, Asian American, Native American, and Chicana/o and Latina/o texts to study how they draw out the contradictions of powerful ideas about U.S. identity and mobility. Additionally, we will consider how examination of these texts has compelled new critical frameworks that have shaped both literary study more generally and public perceptions of communities of color. Toward the end of the course, we will direct some of our energies toward an understanding of how the term “ethnic studies” has circulated at Wesleyan.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: NGUYEN, MARGUERITE BICH SECTION: 01

ENGL171 Brief Encounters: Short Fiction by African American Women

African American women writers have produced short fiction that stands as some of the most gripping, incisive, illuminating works of American literature. Our course will chart the development, potential, and power of short fiction by writers such as Frances Harper, Ruth Todd, Pauline Hopkins, Angelina Grimké, Alice Dunbar-Nelson, Jessie Fauset, Dorothy West, Zora Neale Hurston, Alice Childress, Marita Bonner, Alice Walker, and Toni Cade Bambara. We will discuss the short story genre, the evolution of the form, and the influence that pivotal literary and historical moments have had on the writers and their works.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: BROWN, LOIS SECTION: 01

ENGL175 Staging America: Modern American Drama

Can modern American drama—as cultural analysis—teach us to re-read how America ticks? Together, we will explore this question as we read and discuss

some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O’Neill, Mike Gold, workers theater troupes, the Federal Theater Project, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Ntozake Shange, David Mamet, Tony Kushner, and others will help us think about what’s at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American studies; African American studies; feminist, gender, and sexuality studies; College of Letters; theater studies; and the Social and Cultural Theory Certificate.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA
IDENTICAL WITH: AMST125 OR COL125 OR AFAM152 OR FGSS175 OR THEA172 PREREQ: NONE
FALL 2015 INSTRUCTOR: PFISTER, JOEL SECTION: 01

ENGL176 August Wilson

During his lifetime, the world renowned African American playwright August Wilson graced stages with award-winning and -nominated plays from his “Pittsburgh Cycle.” This course examines the 10 plays of this cycle in the order that the playwright wrote them, from *Jitney* (1982) to *Radio Golf* (2005). We will pay special attention to the playwright’s use of language, history, memory, art, and music within his oeuvre.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: THEA175 OR AFAM177 PREREQ: NONE
SPRING 2016 INSTRUCTOR: SHAW, RASHIDA Z. SECTION: 01

ENGL201A Ways of Reading: Adapting Shakespeare

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. 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 and 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 course examines how select works from Shakespeare’s corpus adapted works by his predecessors and contemporaries, how they were revised in print during his lifetime, and how they were revised and adapted by his successors on the stage, page, and screen. Through guided exercises and short papers on topics such as textual criticism, formalism, historicism, intertextuality, and genre, students will learn crucial tools, methods, and concepts of literary analysis.

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

ENGL201B Ways of Reading: Narrative Forms

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. 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 and 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 course looks at a series of narratives in different forms—lyric poetry, short stories, and a play of Shakespeare’s—to see how authors produce stories appropriate to the form they employ and how they develop and transform the form they deem appropriate to the stories they wish to tell. We will also look at one career in greater depth, that of Langston Hughes, to see how he employed narrative over the course of a long career as a story-teller in poetry and prose.

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

ENGL201C Ways of Reading: Texts and Territories

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. 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 and 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 course will deal with issues of territory and land in literary texts from the 12th century to the 21st century. We will focus on questions both of how texts negotiate their places and how specific territories generate texts.

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

ENGL201D Ways of Reading: Reading for Genre: Form, History, Theory

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. 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 and 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 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

ENGL201E Ways of Reading: Reading Encounters: Gifts, Debts, and Promises

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. 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 and 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 course will offer an introduction to the formal study of literature. Our discussion will be oriented by a consideration of poems, plays, and novels that address the bonds created among people by the exchange of gifts, promises, and debts. We will consider the way changing ideas about such bonds have been represented in literary texts and the way such ideas have affected our understanding of literature.

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

ENGL201F Ways of Reading: Literature about Literature

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. 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 and 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 course will explore the methods, meanings, and very purposes of literature by reading literature about literature—literature written by authors in

their most playfully self-aware and self-interrogating of moods. In one of her novels, Jane Austen celebrates the pleasures and dramatizes the perils of novel reading, and an array of 20th- and 21st-century fiction writers sound similarly self-referential—if slightly more self-defeating—notes. Poets from Edmund Spenser and Alexander Pope to W. H. Auden and Billy Collins have written poetry about poetry, and both Shakespeare and Tom Stoppard write imaginative plays that raise questions about the nature and limits of imagination. We will attend to the different ways that these authors imagine the purposes and possibilities of literature, developing a nuanced sense of literature as a culturally specific phenomenon that fulfills constantly changing needs and desires. Throughout, our emphasis will be on the practice of close reading, on careful attention to how texts construct meanings and make demands on readers.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: SMITH, COURTNEY WEISS SECTION: 01

ENGL201G Ways of Reading: Contact Zones

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. 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 and 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.

In this course, our studies of 20th- and 21st-century works will focus on how various forms of “contact”—interracial encounters, travel and migration, genre mixing, etc.—produce literary tensions that comment on broader social and political worlds. In addition to analyzing texts from a range of genres, we will situate them in their historical contexts, approach them from a variety of critical perspectives, and examine how literary expressions of “contact” shape perceptions of the contemporary world.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: NGUYEN, MARGUERITE BICH SECTION: 01

ENGL201H Ways of Reading: Influence, Imitation, Invention

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. 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 and 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 course will consider how texts respond to one another and to the world, spawning imitations of and rebuttals to what has come before. Looking particularly at how authors deploy generic and stylistic strategies to do this, we will examine works that use realism to imitate the world as well as those that break with such ways of seeing. As we read, we will develop a set of technical and conceptual approaches to various literary genres to generate a facility and ease with close reading. At the same time, class materials will demand we recognize the influence of historical, geographic, and social contexts on the production and reception of works of literature. Therefore, as responsible readers, we will combine attention to a text’s formal properties with an awareness of its relations to worlds outside the text.

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

ENGL201J Ways of Reading: Literary Form and Forms

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. 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 and 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 course focuses on the techniques of interpretation, beginning with words and tropes like metaphor and metonymy and advancing to narrative theory. It introduces students to different theoretical approaches to the text, including formalist, psychoanalytic, cultural, and new historicist studies.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: FRIEDBERG, HARRIS A. SECTION: 01

ENGL201K Ways of Reading: Borrowing and Stealing: Authorship and Originality in Literature

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. 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 and 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 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, ethical, and historical 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 structures 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
SPRING 2016 INSTRUCTOR: BACHNER, SALLY SECTION: 01

ENGL201L Ways of Reading: Forms of Difference

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. 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 and 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 course will focus on the politics of literary form—that is, how literary form and content work together to produce arguments about the social world. We will pay special attention to how 20th- and 21st-century writers use literary form to explore, illuminate, negotiate, and challenge categories of social difference, including race, gender, and sexuality. In addition to practicing techniques of close reading on a range of texts from different genres, we will also read literary criticism from a variety of theoretical and political perspectives—psychoanalytic, feminist, postcolonial, historicist, etc.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: TANG, AMY CYNTHIA SECTION: 01

ENGL201M Ways of Reading: Writing in New England

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. 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 and 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 course focuses on literature written by New Englanders from the 18th century to the present day. As we consider works of poetry, memoir, drama, and fiction, we will consider the ways in which New England writers shaped the American literary tradition and developed lasting and transformative traditions of purposeful writing and politicized assessment. We will consider substantial literary movements such as transcendentalism; think together about the nature of realism, regionalism, and sentimentality; and discuss the power of gender, place, race, and religion in the writerly imagination. Reading and writing assignments will involve spirited close reading and careful textual analysis.

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

ENGL201N Ways of Reading: Adaptations: From Page to Stage

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. 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 and 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 course investigates dramatic adaptations that have originated from poetry, short stories, novels, and historical events. Through multiple modes of inquiry, we interrogate form, genre, narrative, aesthetic, and intended audience as well as the social, political, gender, sexuality, and/or racial context of each literary piece. Within these various “page to stage” adaptation processes, we track the evolution of our source texts and chart the longevity and changeable dynamics of elements, such as character, theme, plot, point of view, setting, and time, as they appear within each dramatic iteration.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: SHAW, RASHIDA Z. SECTION: 01

ENGL201Q Ways of Reading: The Pleasures of the Text

Ways of Reading courses introduce students to the characteristics thought of as literary and the methods for studying them. This is a gateway course into the English major. 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 and 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 course introduces the bundle of characteristics we think of as “literary” and the methods for studying them, with an eye toward pleasure: What spurs us to read, and what spurs us to return to certain texts? We will develop strategies for careful and close reading and techniques for the analysis of poetic and narrative forms; we will examine the idea of literature as a social institution and explore ways of making connections between textual details and the world beyond the text.

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

ENGL203 American Literature from the Colonial Period to the Civil War

This lecture course marks a path through American literature, moving from European fantasies and narratives of the conquest of the New World to representations of slavery, industrialization, and U.S. national expansion. We will begin by considering the role of “America” (both the idea and the real continents) in world history; the questions we raise will return often as we look closely at the literature. Whether sermon, imperial report to the metropole, memoir, poem, or novel, the forms of our texts differentiate them as much as their content sometimes unites them; therefore, we will examine the consequences, both political and aesthetic, of literary conventions. We will pay special attention to the relationship between texts and images (illustration, painting, iconography).

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST243 PREREQ: NONE
FALL 2015 INSTRUCTOR: STRIKER, TRISTAN ALEXANDER SECTION: 01

ENGL204 American Literature, 1865–1945

Together we will explore not only the complexities of American literature from the 1860s to the 1940s but how this literature excels as a usable critical resource that can advance our understanding of how America has “ticked” as a culture; a

socioeconomic system that established and sought to maintain class, gender, and racial difference and a political power structure. In our ongoing analyses of the relationship of literary form and social form, we will trace connections between historical developments such as the gothic genre and gender ideologies, domestic romance and the social reproduction of labor, realism and mass-urbanism, naturalism and immigration, and modernism and imperialism. The creative works of Emily Dickinson, Mark Twain, Stephen Crane, Henry James, Charlotte Perkins Gilman, Charles Chesnut, F. Scott Fitzgerald, Langston Hughes, Ernest Hemingway, Eugene O'Neill, Nathanael West, William Faulkner, Richard Wright, and Zora Neale Hurston will help equip us to be more imaginative readers of literature, ourselves, and America. This literature offers us expansive insights into what was at stake in America's production of "the modern." And while contemplating this, we will experience the pleasures of reading great writing.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AM5T235 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: PFISTER, JOEL SECTION: 01

ENGL204A American Literature, 1865–1945

This course considers the way a large range of American writers responded to the industrial transformation of the United States. We will look at the way writers conceived and understood the rise of the corporation, the growth of the metropolis, the surge of migration, and the expansion of American power through war and settlement, and we will consider the way such visions related to the writers' understanding of the nature of American culture and the significance of literary expression. Among the authors discussed will be William Dean Howells, Charles Chesnut, Henry James, Mark Twain, Stephen Crane, Sarah Orne Jewett, Mary Wilkins Freeman, Kate Chopin, Edith Wharton, Frank Norris, T. S. Eliot, Willa Cather, F. Scott Fitzgerald, Langston Hughes, Ernest Hemingway, Jean Toomer, and Richard Wright.

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

ENGL205 Shakespeare

This lecture course is designed to introduce students to the often-demanding texts of Shakespeare's plays, their major genres (comedy, history, tragedy, and romance or tragicomedy), and the contexts in which they were produced. Shakespeare's career spanned a period of remarkable social, political, religious, and economic change, including the Protestant Reformation, the transition from feudalism to mercantile capitalism, early colonialism, global trade, and the rise of the first, purpose-built, commercial theaters. Innovations in dramatic form and genre, which Shakespeare helped craft, sought to make sense of these momentous shifts for a diverse public theater. The lectures assume no prior knowledge of Shakespeare or his times and are designed to illuminate the texts of the plays by examining their cultural contexts.

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

ENGL206 British Literature: Late Renaissance to Enlightenment

This course provides an introductory survey of English literature and culture in the later 17th and 18th centuries. This period is sometimes described as the Age of Reason, but it was also an age of bawdy laughter, intense emotion, brazen self-promotion, and serious faith. It was an age, too, of political upheaval, flourishing marketplaces, imperial expansion, and other important changes; indeed, it is often said that England in this period was a crucial birthplace for science, consumer culture, and the liberal individual—for the modern world itself. We will track how literary writers celebrated, condemned, participated in, or simply tried to make sense of their changing moment (and the changing understandings of literature available in it).

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL204 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: SMITH, COURTNEY WEISS SECTION: 01

ENGL207 Chaucer and His World

In this course, we will read Chaucer's best-known works, *The Canterbury Tales* and *Troilus and Criseyde*, as well as his short lyrics. We will also read selections from Chaucer's sources and consider how he adapts these texts in his own literary works. Some of the topics we will explore are the various genres of Chaucer's poetry (allegory, epic, romance, satire), medieval ideas about psychology and dreams, the ideology of chivalry, Chaucer's reinvention of the classical world, and views of gender and sexuality. All readings will be in Middle English, so we will read slowly and carefully, with attention to the language.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MD5T207 PREREQ: NONE
 FALL 2015 INSTRUCTOR: NISSE, RUTH SECTION: 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 IDENTICAL WITH: AM5T298 PREREQ: NONE

ENGL210 The Rise of the Novel

The novel as we know it emerged in 18th-century England. The real questions are, how and why? Were novels first written by white men, expressing the attitudes and capitalizing on the reading practices of an emergent middle class? Or did they evolve from a somewhat less respectable tradition of romance writing by and for women? Did novelistic prose draw on scientific and economic discourses as it naively sought to present a realistic picture of the world? Or was the genre playfully self-aware, from its very origins, of the difficult relationship between reality and language? This course will explore some of the complexities of the rise of the novel, one of the most important and oft-told tales of literary history. As we read fictions full of criminals, love-letters, scandals, and satirical self-referentiality, we will think about the differences between early novels and the not-quite novels that preceded them. We will focus on how novels work through plot, character, and realistic prose, but we will also consider how critical narratives like the rise of the novel work. How do these narratives help us, as novel readers today, understand our relationship to the period and to the novel as a form?

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

ENGL211 Ethics of Embodiment (FGSS Gateway)

IDENTICAL WITH: FG5S210

ENGL212 Postcolonial *Bildungsroman*

In the storyworld of the *bildungsroman*, protagonists often transition from youth to maturity, gaining an education about the world that allows them to assimilate and contribute to it. But critics have noted that in the postcolonial *bildungsroman*, a unique set of obstacles can stand in the way of the *bildungs-hero's* coming of age, including impassable borders, exile longings, and even the strictures of narrative form. This seminar will examine a range of transnational sites to explore how the postcolonial *bildungsroman* relates the promise of independence and freedom tempered by realities of postcolonial violence and dependence in a global economy. We will focus on how particular kinds of space—such as the home, the prison, and the university—shape postcolonial subjects' relationship to the world and give us insight into the ambiguities and instabilities of the *bildungsroman* form itself.

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

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, post-colonialism, 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 GEN ED AREA: HA PREREQ: NONE

ENGL214 Introduction to Social, Cultural, and Critical Theory

IDENTICAL WITH: CHUM227

ENGL215 Place and Belonging: 20th-Century Latina/o, African American, and Caribbean Imagination—New York City

Throughout the 20th century, New York City has projected a voyeuristic allure as a site of excess and pleasure that is nevertheless "seedy," "gritty," and unabashedly segregated. Through select literary and cinematic optics of Latina/o, African American, and Caribbean writers and artists, this course will focus on memory, mimesis, and the imagination in the layered and shifting site of mid- to late-20th-century New York City—and even more specifically, of Harlem, the Bronx, the Lower East Side, and Elizabeth, NJ. We'll begin by reading select essays from *Harlem Is Nowhere* (2011) by Sharifa Rhodes-Pitts, and *From Bomba to Hip-Hop* (2000) by Juan Flores to focus on the frictions between love of place and the struggle for artists of color—especially those from working-class backgrounds—with national narratives of nonbelonging. This juxtaposition of essays will also set up a major motif of our readings of novels, poetry, visual and cinematic arts: how thin apartment walls, cold and steep heights, and the precarious maneuverability of the City are often interrupted in these works by first-person memories and re-imaginings of overheard stories from older generations about life in the U.S. South and life in the Caribbean. "The City," then, becomes a site that mirrors these interruptions of memory, where other vistas and the past ricochet dangerously off its steely enclosures.

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
FALL 2015 INSTRUCTOR: VOGEL, DANIELLE SECTION: 01

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 2016 INSTRUCTOR: GILBERT, ALAN DEAN SECTION: 02

ENGL218 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
FALL 2015 INSTRUCTOR: FRIEDBERG, HARRIS A. SECTION: 01

ENGL219 From Blackface to Black Power: The Art of Politics in 20th-Century African American History and Culture

IDENTICAL WITH: AFAM218

ENGL220 African American Literary Activism: Wheatley—Jacobs

This course considers the ways in which writers of African descent in America deployed literary forms as activist texts. We will contextualize works of poetry, drama, fiction, and letters in relation to key historical events such as the Revolutionary War and Civil War and also in relation to political, cultural, and social issues such as women's rights, equal education efforts, and abolition and antislavery work. We will discuss the ways in which literary forms become substantial public documents that illuminate, preserve, and historicize the power and presence of individuals and communities embroiled in the work of social and political change.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM225 OR AMST251 PREREQ: NONE

ENGL221 The African Novel

This class will consider several canonical novels from sub-Saharan Africa. Our focus will be on their aesthetic and thematic properties; the novels are not meant as introductions to African histories, cultures, or practices. We will explore, instead, the specific subjects and styles of each work in the context of wider debates about orality, language, colonialism, gender, and the novel. We will also attempt to identify what makes a work canonical to better understand the political and aesthetic stakes of African literary canon formation.

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

ENGL222 Slavery and the Literary Imagination

IDENTICAL WITH: AFAM222

ENGL223 After Achebe: Contemporary African Writing

Chinua Achebe didn't like being called the "grandfather" of African literature. While it made him sound old before he was old, more important, it erased the history of African writing that preceded the 1958 publication of *Things Fall Apart*. Yet his influence is palpably present in works by contemporary African novelists, as can be seen in the first line of Chimamanda Ngozi Adichie's 2003 novel *Purple Hibiscus*, which begins: "Things started to fall apart at home when my brother, Jaja, did not go to communion..." Starting with Achebe's trilogy—*Things Fall Apart*, *No Longer at Ease*, and *Arrow of God*—we will then consider recent African writing to identify its central preoccupations and concerns. Works may include writing by Adichie, Chris Abani, Teju Cole, Aminatta Forna, Zoë Wicomb, Phaswane Mpe, Jacob Dlamini, Brian Chikwava, Tsitsi Dangarembga, Ngugi wa Thiong'o, Binyavanga Wainaina; Antjie Krog, Marlene van Niekerk, and J. M. Coetzee.

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

ENGL224 Medieval Drama: Read It and Be in It

This course will examine early English drama in its many forms, from the civic mystery cycles of the 15th century to the morality play *Mankind* 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. Most readings will be in modernized and annotated Middle English, so we will pay close attention to language.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDST242 OR THEA224 PREREQ: NONE
FALL 2015 INSTRUCTOR: NISSE, RUTH SECTION: 01

ENGL226 Romantic Extremities: Madness, Revolution, Sublimity, and the Celtic Fringe

This course examines the Romantic fascination with psychological, political, aesthetic, and geographical extremes. We will explore how Romantic writers, who were by turns attracted and repelled by these extremities, found literary means of investigating and representing them. In the process, they refashioned forms such as the Gothic tale and verse narrative, and they reconsidered artistic categories such as sublimity, disorder, and fragmentation. Some questions we will ask include, How did the idea of extremity shape Romantic ideas about literary form? How did various sorts of extremity become aligned with one another? How did writers present the relationship between the center and the periphery, between

norm and deviation? Were extreme experiences or states of being, whether individual or collective, aberrant parts of life, or were they intrinsic to what it meant to be human, or to be a society? Did extremity offer wisdom as well as danger, and, if so, how were the two related to one another? Might one grow from extremity toward a maturity that was at once stable and wiser for having ventured into those dangerous places?

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

ENGL227 Reading The Victorians

Why read the Victorians? To know more about how an industrializing, urbanizing, commercial, and imperial nation imagines itself; to understand better how middle-class culture is established and comes to work all by itself; to explore the power of representations of sexual difference—the famous separate spheres for 19th-century men and women—and of the great divide that opens between the public and the private. To understand how sexuality extends the reach of disciplinary power, and how money, increasingly nothing but paper, extends value. Our primary focus will be on novels. We will study how large Victorian "triple-deckers" project intricately detailed worlds populated with compelling, three-dimensional characters. We will consider how novels represent the way we live now.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: CROSBY, CHRISTINA SECTION: 01

ENGL228 The American Pacific

"The United States," says historian Bruce Cumings, "is the only great power with long Atlantic and Pacific coasts, making it simultaneously an Atlantic and a Pacific nation." Yet, as he argues, understandings of America often favor the Atlantic over the perceived wildness and amalgam of the Pacific. This course explores the evolution of American literature and history by taking representations of Asia and Asian America as starting points. We will explore how these representations have long mediated a range of national issues, with a focus on the following three: slavery and freedom, U.S. exceptionalism, and assertions of multicultural America. To facilitate a comparative and cross-cultural approach, we will explore a range of genres and perspectives, including the works of Denis Johnson, Dorothea Lange, Lysley Tenorio, Mark Twain, and Karen Tei Yamashita.

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

ENGL229 The New York School: Poetry, Art, Movies, and the Mimeo Revolution

The primary poets of the New York school's first wave—John Ashbery, Frank O'Hara, James Schuyler, and Barbara Guest—were deeply involved in the world of art, art criticism, and film. In this course, we will study the primary work of these poets in conjunction with the art and film they were viewing and the art criticism they were writing. We will also study their work in the context of key political and social movements of their time: feminism, gay liberation, and the Civil Rights Movement. Finally, we will address later generations of the New York school, the life of small presses and magazines, and the effect of the Mimeo Revolution.

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

ENGL230 Introduction to Asian American Literature

This course introduces students to Asian American literature, literary criticism, and culture by surveying how meanings of "America" have long depended on "Asian America." Conventional understandings of this relationship in U.S. literature and history tend to emphasize Chinese Americans in California, a dark string of Asian exclusion laws, model minority myths, changing patterns in Asian immigration following relaxed immigration restrictions between 1965–68, and the institutionalization of Asian American literature in higher education in the 1970s. We will pay attention to these contexts, but we will also focus on emergent trajectories, including representations of Asian Americans in the South, how writers refigure oral traditions and refugee histories in Southeast Asian American literature, and how global cultures such as breakdancing stage Asian American self-representation. By examining a range of genres and the critical apparatuses that these works have generated, we will explore how representing "Asian America" has shaped the making of American literature.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST264 OR CEAS231 PREREQ: NONE
FALL 2015 INSTRUCTOR: NGUYEN, MARGUERITE BICH SECTION: 01

ENGL231 19th-Century African American Women Writers

IDENTICAL WITH: AFAM230

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 IDENTICAL WITH: MDST238 OR GSS224 PREREQ: NONE

ENGL233 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 *Rent*. 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 IDENTICAL WITH: THEA208 OR MUSC276 OR AMST248 PREREQ: NONE

ENGL234 Jane Austen and the Romantic Age

In this course we will read—and re-read—three novels by Jane Austen. Our first reading will track the development of Austen's unique approach to the realist novel. Our re-reading will investigate how that unique approach participated in Romantic debates about art, personhood, and politics. Austen was an active participant in these debates, a sharp, subtle, and principled writer who tended to explore competing arguments and assumptions rather than render explicit judgments. She weighed in on aesthetic controversies involving beauty and the picturesque, the appropriate language for literature, the ethics of readers' identification with characters, and the truth claims inherent in realism. She considered philosophical questions about how individuals come to know the world and themselves, and the value and danger of a complex inner life of emotion and imagination. She examined the competing claims her contemporaries made for the primacy of the individual, the family, and the community, and for local rootedness and cosmopolitan independence.

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

ENGL235 Childhood in America

IDENTICAL WITH: AMST241

ENGL236 The British Modernist Novel, 1900–1945

This course will introduce students to British novels from the modernist period of 1900–1945, a time of massive formal innovation. We will explore the formal, thematic, and philosophical features of British modernist fiction through close readings of novels and through occasional readings in essays of the period and more recent criticism. This course will provide a broad, if necessarily selective, picture of modernist fiction in all its considerable variety. In addition to some iconic examples of high modernism, we will read some arguably minor novels as well. Much of our attention will be on modernism's recurrent concern with the meaning of modernity itself. Are modernism and modernity identical, antagonistic, or mutually dependent? How is modernism implicated in Britain's waning imperial fortunes? Is modernism avant-garde or canonical, elitist or engaged with popular culture?

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: BACHNER, SALLY SECTION: 01

ENGL237 On The Border: Chicana/o, American, and Mexican Literatures and Cinemas

The United States-Mexico border as militarized zone. The border as desert wasteland. As ground for incarceration complexes for the illegal and unassimilable. As burial ground. The U.S. national media frequently flashes these images today in its representations of the ongoing war on drug cartels. These images form part of a chain that tightens around the lived experience of different peoples of the U.S. southwest and northern Mexico, one that is linked to a dominant desire to erase the historical nuances of transitivity, movement, and exchange in the region. This course will consider some of the literary and cinematic representations of the border and of the way they respond to the ideology and history of citizenship, exclusion, and oppression.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST270 PREREQ: NONE

ENGL239 The Empire Writes Back: Readings in Postcolonial Literature

This course is organized around some central concerns of postcolonial thought and considers works by both colonial and postcolonial writers, theorists, and filmmakers. Topics of discussion include the role of literature and culture in processes of colonization, decolonization, and neocolonization; relationships between oral, written, and visual cultures; and connections between physical conquest and literary authority. Case studies are drawn from Algeria, the Caribbean, India, Indonesia, Nigeria, Pakistan, Senegal, the United States, and Zimbabwe.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA 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 2015 INSTRUCTOR: CHASE, CLIFFORD CURTIS SECTION: 01

ENGL243 Caribbean Writers in the U.S. Diaspora

IDENTICAL WITH: AMST247

ENGL246 Personalizing History

IDENTICAL WITH: AMST245

ENGL247 Narrative and Ideology

IDENTICAL WITH: COL249

ENGL248 Imagining the American South

The American South has long been set aside in the national imagination as a particular—and, in many ways, peculiar—segment of the country. But why is this so? What makes the South necessarily different—if we assent to this difference at all? This course will examine a diverse series of representations of the American South and will chart its development (and the concurrent development of its literature) over the past century. In the first section of the course, we will explore a set of competing, and often conflicting, images of what the South is and what it means; we will consider how widely the experience of the South varies with sex, race, and socioeconomic class. The second section of the course will take up the complex and colorful tradition of the Southern family, in all its (sometimes dysfunctional) glory. In the third and final section, we will examine images of Southern “expatriates”—characters who have abandoned their sub-Mason-Dixon roots and relocated elsewhere.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM248 OR AMST240 PREREQ: NONE

ENGL249 Contemporary Plays: Writing and Reading

IDENTICAL WITH: THEA249

ENGL250 Contemporary U.S. Poetry

What exactly is American about American poetry? In this course, we will discuss the work of many contemporary poets in the context of their relation to literary tradition, innovation, and American culture. Primary consideration will be given to the relation between written and spoken texts, form and content, lyricism and politics. We will also look at foundational poems by 19th-century and early 20th-century poets.

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

FALL 2015 INSTRUCTOR: HUNT, ERICA SECTION: 01

ENGL251 Epic Tradition

This course studies the poem of history, tracing its evolution from the heroism of strife to the heroism of consciousness and studying the construction of the soul, death, the state, the patriarch, and sexuality from the dawn of history to the emergence of the modern age.

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

SPRING 2016 INSTRUCTOR: FRIEDBERG, HARRIS A. SECTION: 01

ENGL252 Animal Theories/Human Fictions

IDENTICAL WITH: COL238

ENGL253 Science and/as Literature in Early Modern England

Seventeenth- and 18th-century England saw the development and popularization of the “new science.” Microscopes, telescopes, airpumps, automata, and experiments captured the popular imagination. The first important scientific societies and journals were founded, and the public learned about new discoveries through sermons and coffeehouse lectures. This course will trace the literary reaction to these cultural changes. A female natural philosopher wrote utopian science fiction, and Jonathan Swift satirically skewered mathematicians and experimenters. While the best of early 18th-century nature poetry takes Newton quite seriously as it depicts the way light glimmers off objects, by the century's end, William Blake villainized Newtonian thought as reductive and deadening. We will try to understand what writers found exhilarating, scary, confusing, hilarious, or important about science at this key moment of its development. At the same time, we will read this science as literature—considering, say, Francis Bacon's symbolically fraught “idols” and Robert Boyle's “literary technology,” the role of poetry in spreading scientific ideas, and the importance of analogy and metaphor to the very logics that structured scientific thought. The disciplines of science and literature were not as cleanly separated in this period as they are now, and we can better understand both by exploring their intersections.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: SISP253 PREREQ: NONE

ENGL254 India and the World: Fiction and Film About India and Globalization

India has made international headlines for being a globalization success story and a new global superpower. In this course, we will read literature and watch films that shed light on how globalization has actually impacted the country. We will discuss various questions: Is globalization a good thing for India? Is it inevitable? Is it really something new? We will read texts that examine key historical and social issues, including Partition, colonialism, and Hindu-Muslim conflict. We will read English language texts, and also fiction translated from Urdu, Hindi, and Bengali.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016 INSTRUCTOR: SAWHNEY, HIRSH SECTION: 01

ENGL255 Writing on the Land of Freedom: The Pastoral in African American Literature

IDENTICAL WITH: AFAM252

ENGL256 The Emergence of World Literature(s)

IDENTICAL WITH: COL256

ENGL257 Topics in Journalism: Literary Journalism

IDENTICAL WITH: WRCT250G

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 IDENTICAL WITH: AMST269 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: GARRETT, MATTHEW CARL SECTION: 01

ENGL260 International Crime Fiction

In this seminar, we will read works by Jean-Claude Izzo, Graham Greene, Paco Ignacio Taibo II, Saadat Hasan Manto, and William McIlvanney. The objective of the seminar will be to examine the connection between crime fiction and urban spaces and how crime fiction tackles social and existential issues. This will be a writing-intensive course in which students will also scrutinize the craft of crime writing to create their own works of crime fiction.

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

ENGL262 Literatures of Lying

This jointly taught course analyzes the subject of lying in the disciplines of science and literature and investigates its status as a foundational principle and ongoing problem in both. Lying is an unusually elusive and contested subject, but our work throughout the semester is not to adjudicate ethical questions. Rather, it is to explore the desire to find veracity in the world, using these two domains. What is at stake for practitioners in both fields, as they assert their “truths”? How do the histories of the scientific method and the novel inform one another? Under what conditions are “scientific” and “literary” lies produced and interpreted as such? How can literature and humanities scholarship—including the dependence of both the novel and nonfiction memoir on firmly held, yet flexible, ideas about factuality—inform our understanding of science—and vice versa? How does the experience of producing, blurring, and adjudicating the lines between lie and truth drive scientific research and inform readers’ experiences of fiction and nonfiction? Texts include philosophical works on lying; scientific studies on the detection of lies, including scientific frauds; fiction by Daniel Defoe and Henry James; and nonfiction by Mary McCarthy. Students interested in thinking beyond their usual comfort zones and participating in an interdisciplinary experiment are encouraged to apply.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: PSYC292 PREREQ: NONE

ENGL265 Future Visions: Temporality and the Politics of Change

IDENTICAL WITH: AMST266

ENGL266 The Russian and English Novel

Like authors today, the great writers of 19th- and early 20th-century England and Russia drew inspiration from books written far away. This team-taught course examines the many modes of interaction that connect English and Russian novels, from direct inspiration to resonances of theme and form. We begin with *Northanger Abbey* and *Eugene Onegin*, two novels about the nature of literature, the interplay of art and reality, and the significance of genre. We then turn to two monumental treatments of the “woman question” and the new identities made possible by modern life, *Middlemarch* and *Anna Karenina*. The final section of the course considers the beginnings of modernism and the interplay of consciousness, memory, and artistic creation in *Mrs. Dalloway* and *The Real Life of Sebastian Knight*. Through close readings of each text, we will travel from English villages to Russian country estates, from St. Petersburg to London, tracing how an international and comparative conversation shaped the ever-changing conception of the novel as a genre and of the stories it might tell.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: RUSS270 OR REES270 OR RULE270 PREREQ: NONE

ENGL267 Ethnography and Native American Literature: Performativity and the Archive

IDENTICAL WITH: AMST272

ENGL268 Creative Criticism and Inquiry: Writing Documentary Nonfiction and Poetry

IDENTICAL WITH: WRCT267

ENGL269 Introduction to Playwriting

IDENTICAL WITH: THEA199

ENGL270 Writing Creative Nonfiction

Practice in writing several forms of literary and journalistic nonfiction—a profile, narrative, review, commentary, travel essay, family sketch, or personal essay, for example. Students are also welcome to try science writing, arts or music reviewing, and other somewhat specialized writing designed to engage general readers.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: GREENE, ANNE F. SECTION: 01

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 2016 INSTRUCTOR: GREENE, ANNE F. SECTION: 01

ENGL272 The Modernist City-Texts

IDENTICAL WITH: COL270

ENGL273 American Autobiography

This class will explore various forms of life writing—autobiographies, memoirs, graphic narratives, fictional autobiographies—to understand how authors make

and unmake the American “I.” We will focus on how autobiographical selves relate to various categories of region, nation, and transnation, as well as how they are shaped by histories and legacies of travel, migration, slavery, and war. Toward the end of the course, we will consider how new technologies of writing the self, from Twitter to Facebook, are transforming the landscape of life writing.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST371 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: NGUYEN, MARGUERITE BICH SECTION: 01

ENGL274 Caribbean Poetry and Cinema: “Fields of Islands” in an Open Sea

It is a longstanding colonial trope to render the Caribbean as a space outside of time, outside of history, perpetually under the sun, and were it not for machetes, filled with redundantly bursting vegetation. This course will present an array of 20th-century Caribbean poetry and films that challenge this image. We will consider literary and cinematic texts that envision embodiment within alternative, aesthetic temporalities. In particular, we will consider Caribbean poetry and cinema that present radical images of the Caribbean as a “field of islands” in an open, relational sea. And we will investigate the way these texts make use of the figures of sea and plantation and of historical images of slavery, uprising, escape, revolution, and apocalypse. In addition, we will consider the way these texts respond to discourses of nationalism and “underdevelopment.”

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

ENGL275 Race and Place in Early American Writing

As the age of the Middle Passage took shape and the rendition of Africans to the New World intensified, memory became one of the most invaluable and provocative tools with which enslaved and forcibly relocated people could achieve self-preservation, maintain their humanity, and negotiate the unpredictable and disorienting world of North America. The writings of early America that attend to matters of race and place shed light on the power of genre, the influence of piety and religiosity. We will think together about the evocative connections between memory and place as we work with primary documents generated by and about people of African descent in 18th-century America. We also will attend to African American literary production from the 18th century through the 1850s that insistently links narratives of race and place to the deployments of literary forms. Finally, we will consider the rich intertextuality in these works that locates African American writing in the larger American, African, and Western literary traditions.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM275 PREREQ: NONE

SPRING 2016 INSTRUCTOR: BROWN, LOIS SECTION: 01

ENGL276 Diasporic South Asian Writing and American Studies

IDENTICAL WITH: AMST273

ENGL279 Introduction to Latina/o Literature: Border, Citizen, Body

This course will engage Latina/o aesthetics to think about borders, desire, citizenship, personhood, and embodiment. By engaging the Latina/o artistic imaginary, we will consider the emergence of contradictory social phenomena, like dreamers, assimilative drives, utopic desires for anti-assimilative places of habitation, the minuteman militia, consumer drives for representations of “spicy” and “exotic” and “degenerate” brown bodies, reclamations by Latina/o artists of brownness, spiciness and degeneracy, as well as laws in Arizona, Texas, and California that endow police with the power to discern visually whether a brown body is “legal” or not. Several questions and themes will focus our engagements of literature, cinema, and music: How does the Latina/o artistic imaginary depict distinct migrant journeys and rural or urban forms of labor? How do intersecting discussions of race, ethnicity, gender, sexuality, and class in relation to Latina/o aesthetics complicate the existing definitions of these terms in the United States? How do artists interrogate heteronormativity in Latina/o and dominant U.S. cultures? How do they conceive of their specific crises of representation, which include the demand for realism and personal narratives by critics and mainstream readers? What deviant and beautiful forms of life does Latina/o aesthetics make imaginable for everyone?

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST278 PREREQ: NONE

FALL 2015 INSTRUCTOR: ELLIS NEYRA, RACHEL SECTION: 01

ENGL280 Staging Race in Early Modern England

This course aims to historicize the representation and staging of race in early modern England. We will examine the emergence of race as a cultural construct in relation to related conceptions of complexion, the humoral body, gender, sexuality, and religious, ethnic, and cultural identity. Readings will focus in particular on three racialized groups: Moors, Jews, and Native American “Indians.” We will first read the play-texts in relation to the historical contexts in which they were produced (using both primary and secondary sources) and then consider their post-Renaissance performance histories (including literary, theatrical, and film adaptations).

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FG55320 PREREQ: NONE

ENGL281 Award-Winning Playwrights

With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first half of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying

modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM279 OR THEA280 PREREQ: NONE

ENGL288 Poets, Radicals, and Reactionaries: Romantic Poetry in Conversation

This course is an introduction to major poets and themes: nature; memory, imagination, and creativity; the poetic I; form and prosody; responses to the French Revolution; and social and economic change. Focusing on issues of nation, gender, politics, and form, it places poets in conversation with one another and with broader dialogues about poetics, politics, and society taking place during the late 18th and early 19th centuries.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: WEINER, STEPHANIE KUDUK SECTION: 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 2015 INSTRUCTOR: CHASE, CLIFFORD CURTIS SECTION: 01
INSTRUCTOR: VENEGAS, MARIA SECTION: 02
SPRING 2016 INSTRUCTOR: SAWHNEY, HIRSH SECTION: 01
INSTRUCTOR: SKYHORSE, BRANDO SECTION: 02

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 theories that have shaped the reading of literature and the analysis of culture, emphasis is on key concepts—language, identity, subjectivity, gender, power, knowledge—and on 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 GEN ED AREA: HA IDENTICAL WITH: COL339 OR CCIV393 OR CEAS340 OR FIST290 OR GRST231
OR RUSS340 OR FIST295 PREREQ: NONE

FALL 2015 INSTRUCTOR: TÖLÖLYAN, KHACHIG SECTION: 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 2015 INSTRUCTOR: SCIBONA, SALVATORE SECTION: 01
INSTRUCTOR: MARTIN, DOUGLAS ARTHUR SECTION: 02
INSTRUCTOR: SKYHORSE, BRANDO SECTION: 03
SPRING 2016 INSTRUCTOR: BAUER, DOUGLAS EDWARD SECTION: 01

ENGL297 Creating Children's Books

IDENTICAL WITH: WRCT264

ENGL299 A Playwright's Workshop: Intermediate

IDENTICAL WITH: THEA299

ENGL302 Matter, Community, Environment

IDENTICAL WITH: CHUM305

ENGL303 Narrative Theory

Narrative, one great critic suggests, may be the central function of the human mind. It is, as another once wrote, "simply there, like life itself." As these claims indicate, narrative gives form to our collective experience: from the shadow of history and the shape of the future to the very texture and meaning of time itself. This course provides an introduction to the tradition of narrative theory—the theory of how stories work and of how we make them work—through a sustained engagement with three core narrative-theoretical concepts: structure, text, and time. A single book will anchor and orient each of the course's units: for structure, Vladimir Propp's *Morphology of the Folktale*; for text, Roland Barthes' *S/Z*; for time, Gérard

Genette's *Narrative Discourse*. Herman Melville's novella *Benito Cereno* will supply our "control text," a narrative to which we will return as we study the theory and through which we will test the powers and the limits, both analytical and historical, of our theorists. In each of our units, we will begin with a careful reading of our main theorist, move on to consider work that elaborates on the theory, and then turn to robust approaches—Marxist, historicist, queer, psychoanalytic, sociological—that challenge or modify the theoretical terms with which we started.

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

ENGL304 Lyric Poetry and Music: The Color and Politics of Cry, Sound, and Voice

Lyric poetry is often said to be the most musical of literary forms. In one of its basic definitions, the lyric poem begins after the overhearing of a sound. This sound may be familiar and pleasant, like the timbre and cadence of a lover's voice. Or it may be unrecognizable and terrifying. It may be imbricated with other senses and feelings, provoking a memory that stimulates a sense of touch, smell, or the image of a certain kind of light. Or it may stimulate a sense of horror at the inevitability of oblivion. In any of these cases, sound is thought to give rise to composition and to the poet's effort to reshape memory and experience in lyric form. But such articulations do not always come out as evenly as this description may imply. Indeed, moans, screams, stutters, cries, and the madness of possession by the Muses are part of lyric's history and practice. In this course, we will read from the African American, black diasporic, Caribbean, and Latina/o poetic traditions, and we will consider their relation to Homeric and African *griot* traditions and to musical forms of the U.S. South and the Caribbean, such as the blues, son, bomba, biguine, jazz, reggae, and salsa. We will study the dynamic between lyric speakers and the musicians embodied in the words of blues and jazz poems and the relationship between hip-hop and dub and slam poetics.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST302 PREREQ: NONE

ENGL305 Shakespeare's *Macbeth*: From Saga to Screen

A close reading of Shakespeare's play that will position the play in terms of its historical and political contexts and its relation to early modern discourses on the feminine, witchcraft, and the divinity of kings. We will begin with a consideration of the historical legends that constitute Shakespeare's "sources," then read the play slowly and closely, coupling our discussions with readings from the period, exploring how Shakespeare's contemporaries thought of the political and cultural issues raised in the play. We will then compare how our contemporaries have recast these concerns by comparing scenes from films of *Macbeth* from 1948 to the present.

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

SPRING 2016 INSTRUCTOR: FRIEDBERG, HARRIS A. SECTION: 01

ENGL306 Special Topics: The Beats and Their Discontents

Without a doubt, three important, foundational works of the Beat movement threaten to stand in for all others. In this class we will do time with the better known *Howl* and *On the Road* and *Naked Lunch*, but we will also invest in more contemporary memories and the continuing practices of those days of post-World War II America, when "a group of friends worked together on poetry, prose, and cultural consciousness" (Ginsberg). We will work likewise, in a variety of forms, assessing their moment and writing out our own.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: MARTIN, DOUGLAS ARTHUR SECTION: 01

ENGL307 African American Autobiography

IDENTICAL WITH: AFAM312

ENGL308 The Grumbling Hive: Ethics and British Literature, 1660–1800

This course will explore the ethical imagination in the 18th century by looking at literary representations of social organization and encounters with the other alongside readings from moral and political philosophy. Both literary and philosophical discourses were deeply invested in normative claims about how men and women should live their lives, but they often developed radically divergent concepts of consent, virtue, the "State of Nature," natural sociability, and rational autonomy. We will explore these divergences by taking seriously the intersections and impasses that emerge when literature and philosophy are put into conversation. Discussion and assignments will address the ways in which different literary forms and traditions develop and critique "practical" philosophies, and how the "realisms" of literary and philosophical representations tell different stories about moral imperatives.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL299 PREREQ: NONE

ENGL309 Stein and Woolf

This course is an intensive consideration of these two writers. What are the relations among their formal experimentations, their attempts to rethink the self (a concept that they variously termed "identity," "human nature," "character," "consciousness," etc.), and their reimagining of the social (a sphere they called "reality," "geography," "history," etc.). How does each represent the concepts and the lived experiences of genre and of gender, of work and of consumption, of temporality and of technology, of urban and textual spaces, of racial and national identities? How does each theorize her own literary production, including its relationships to history and to modernity?

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

ENGL310 The Senses and the Subject in Cinema and Poetry

In this course, we will study a mixture of emotionally stimulating and taxing cinema and lyric poetry to intensify our capacity to articulate a notion of the senses, which presumes some notion of the subject. The cinema and poetry selected invoke

several national traditions and political events that will pressure our thinking of individual sense experience and how it reaches toward others to fight the effacement of the human subject. While these two art forms might seem like strange neighbors, we will think of cinema and lyric poetry as “repositor[ies] of synesthesia” wherein one feeling can dub into another—an image stimulating an effect on hearing, for example—in measured intervals of time that are generative of images.

The films and poetry selected will carry students into cuts of Sweden, Germany, Spain, Mexico, France, United States, Senegal, Mali, and Japan at distinctly urgent moments in the 20th and early 21st centuries. The threads that will sew the course’s images together and bind them to the human subject and senses are the death of God, displacement, migration, fascism, colonialism, globalization, and, of course, love.

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

ENGL311 Modernist Writers: Virginia Woolf and Jean Rhys

This course will allow readers to explore and engage with the oeuvres of two important but very different female modernist writers. We will read 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 Special Topics: Identity Fictions

In this class, we will read work by story writers, novelists, critics, and others taking up identity as a subject. Some of the things we will explore in our discussions are how it is known (given), held, used. Students will work on these ideas for creative projects. Along with primary texts, we will turn at times to letters, diaries, theory, and essays.

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

ENGL313 Special Topic: The Art of Revision

Revision is considered the final stage of writing but what is it, exactly? What does the process entail? What constitutes a revision? How do other writers revise? And what are the rules writers can follow to make revision a cornerstone of their writing process? You’ll find out in this class. Revision, simply, is not correction. Revision is not changing “red” to “crimson” or running your spell checker. Revision is a change in your point-of-view. This class’s goal is to help you learn how to change your writing point-of-view. Specifically, you’ll learn how to read critically, articulate criticism constructively, define uniqueness in both your own writing and others, and self-edit and revise. This course is especially designed for students who have previous experience in creative writing.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: SKYHORSE, BRANDO SECTION: 01

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

ENGL315 Time Is Money: Capitalism and Temporality

IDENTICAL WITH: CHUM322

ENGL316 Rethinking World Literature

If globalization has changed the speed at which people, goods, information, and ideas circulate in space, has it changed how we read and write, what we read and write, and what subjects we read and write about? Have practices of writing and reading in the 21st century noticeably changed worldwide? What does the “world” in “world literature” mean, and who writes world literature? To better understand how recent economic, cultural, environmental, technological, and political transformations affect our understanding of world literature, we will read several pivotal theoretical works along with literary works that thematize these scales of global comparison.

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

ENGL317 Special Topics: Plot

In this class we will study classic and contemporary novels, stories, and television dramatic series that immerse the reader and viewer in an absorbing fictional plot. Our priorities will be close reading and watching for the pleasure and enlightenment of the works as wholes, as well as an examination of the choices storytellers make to snag our imaginations, drag them into a fictional world, and keep them there. The study will culminate in new creative work: short stories you will write and the class will critique in a workshop setting.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: WRCT317 PREREQ: NONE
SPRING 2016 INSTRUCTOR: SCIBONA, SALVATORE SECTION: 01

ENGL318 Postwar African American Fiction

IDENTICAL WITH: AFAM311

ENGL319 Crossing the Color Line: Racial Passing in American Literature

IDENTICAL WITH: AMST279

ENGL320 Shakespeare, Milton, and Wordsworth

In Wordsworth’s day, Shakespeare and Milton represented two clearly divergent conceptions of poetry and the poet. Shakespeare was the chameleon poet who disappeared inside his characters, the self-made man who worked in a commercial theater, and the original artist who reinvented both lyric and dramatic verse. Milton was the wise poet whose presence was always palpable, the political writer who worked for a revolutionary democracy, and the Janus-faced artist who generated a synthesis between received and new forms. Wordsworth’s reading of Shakespeare and Milton partook of these Romantic ideas, and it also exceeded them. In this course, we will examine the legacies that Shakespeare and Milton left to Wordsworth, and the many uses he made of them, from formal innovations in blank verse and a dynamic interaction among lyric, drama, and epic; to generic preoccupations with the sonnet and the monologue; to political questions concerning the narration of revolution and the representation of anarchy; to philosophical problems about individual identity, responsibility, and agency.

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

ENGL322 Sex, Drugs, and Shopping: Scenes of Consumption in Postwar American Fiction

This course will explore the fascination with materialism, commodities, and hedonism in post-World War II American fiction. These novels do not merely document the explosion of the postwar consumer economy or the transformation of the sexual culture in the years just before and then after what became known as the “sexual revolution.” They seek, rather, to interlink the two: to reveal the economic logic that structures the search for sexual satisfaction and the sexual fantasies that underpin economic activity. The course will introduce key concepts from Marxism, feminism, cultural studies, and media studies to help elucidate the connections among various kinds of desires that these novels obsessively document.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: BACHNER, SALLY SECTION: 01

ENGL323 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 United States 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 IDENTICAL WITH: AMST323 PREREQ: NONE

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 have written award-winning novels that have given 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
SPRING 2016 INSTRUCTOR: RUSHDY, ASHRAF H.A. SECTION: 01

ENGL325 Intermediate Nonfiction Workshop

This seminar-style course offers students a chance to develop new work and to discuss a range of published long-form nonfiction writing. Class meetings focus on the analysis of these assigned texts and on collective, constructive critique of essays submitted weekly by members of the workshop.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: COHEN, LISA SECTION: 01

ENGL326 Advanced Nonfiction Workshop

This workshop offers students with prior experience writing nonfiction a chance to develop new work and to analyze a range of texts. Class meetings will be devoted to analysis of these texts and to the constructive critique of students’ essays. Students will also write short response papers on the required texts and will meet with visiting writers.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016 INSTRUCTOR: COHEN, LISA SECTION: 01

ENGL327 Criticism and Psychoanalysis

This course introduces some classical psychoanalytic methods of reading and interpretation, with accent on the four concepts Jacques Lacan identified as foundational: the unconscious, repetition, the transference, and the drive. We will

approach psychoanalysis as a style of close reading whose influence on forms of interpretation—especially literary interpretation—has been immeasurable. One central concern will be the capacity of psychoanalysis to force us to read ourselves reading, to make the interpretive situation itself the object of our analysis. Students with an interest in literary-critical methods will benefit from the course, as will students with an interest in the internal logic of an important body of thought.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 SPRING 2016 INSTRUCTOR: GARRETT, MATTHEW CARL SECTION: 01

ENGL328 **Brown, Black, and Queer Forms and Feelings**

Attending to how brutally not neutral the world is to black, brown, and queer forms of life and feelings of pleasure, this course investigates figures and feelings like abnormality, inscrutability, rage, illicit desires, errancy, illegality, fugitivity, and indifference. We will take up José Muñoz's invocation of a "minoritarian theory of affect" that insists that "whiteness is a cultural logic which can be understood as an affective code that positions itself as the law." We will study affect beyond whiteness through attention to legible sonic forms, audio-visual shapes, in African diasporic and Latina/o arts. We will consider the diasporas and collectives grouped together in the terms "minoritarian," "brown," and "black" as abnormal bodies that generate alternative modes of moving through and feeling ourselves in the world. We will study for radical potentiality in the beautiful, obscene, and off-kilter affects of brown and black aesthetic forms.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 FALL 2015 INSTRUCTOR: ELLIS NEYRA, RACHEL SECTION: 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 GEN ED AREA: HA PREREQ: NONE

ENGL330 **Race, Romance, and Reform in 19th-Century African American Women's Writing**

African American women writers of the 19th- and early 20th centuries created spirited and evocative narratives that shed light on the worlds that they had inherited and the societies of which they were a part. This course focuses on writings by women compelled to tell their own stories such as Nancy Prince and Elizabeth Keckley and women determined to imagine the lives of others such as Ruth Todd, Fannie Barrier Williams, Amelia Johnson, Pauline Hopkins, and Victoria Earle Matthews. We will consider the role of genre for 19th-century women writers of color and discuss the evolving conceptions of romance, reform, and racial uplift.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM325 OR AMST234 PREREQ: NONE

ENGL331 **Topics in African American Literature: Charles Chesnut 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 Chesnut and Pauline Hopkins. It is meant to broaden the reach of African American literary studies at Wesleyan.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM330 OR AMST332 PREREQ: NONE

ENGL332 **Romanticism, Criticism, Theory**

This course offers an introduction to major trends and approaches in literary theory and criticism since World War II by way of an examination of the cultural historiography of the Romantic period. Many important theorists and critics, from new criticism to new historicism, from structuralism to poststructuralism, have also been Romantics, and in their writings we can see how methodological and theoretical principles at once propel and are propelled by literary critical insights or questions—that is, how theory and criticism work together. This course assumes no prior knowledge of literary theory or critical schools. We will have three goals: to deepen our understanding of Romantic literature, of literary theory, and of criticism.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 SPRING 2016 INSTRUCTOR: WEINER, STEPHANIE KUDUK SECTION: 01

ENGL333 **Meaning and Materiality: Recent Trends in Theory**

Some of the most exciting recent trends in literary and cultural theory interrogate the relationship between humanity, materiality, and meaning. These scholars ask, How do people relate to the material world, and how do these relationships impact our understanding of literature? For example, book history explores the materiality of the book as it shapes our understanding of the text contained therein: Does it matter who printed the book, or how a given page looks? Other scholars focus on the materiality of readers and readers' minds: How do books work on our bodies, and can cognitive science help us understand our investments in novelistic character? Works in eco-criticism, animal studies, history of science, and "thing theory" ask other kinds of questions: What are the ethical, historical, and philosophical implications of the way objects are depicted in literature? In this course, we will familiarize ourselves with these theoretical trends as we grapple with the relationships between materiality and meaning. We will also map the various ways these trends intersect with or diverge from one another. What do each of these have in common with older, Marxist kinds of materialist thinking? Or with the kinds of postmodern thought that are often accused of neglecting "the real"? Why do these theoretical paradigms have such explanatory power right now? How do they speak to the concerns of our moment?

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

ENGL334 **Romantic Poetry and the Sense of History**

What does history feel like? What does it mean to imagine that your present moment is part of a larger historical trajectory? Or, that you are making history in that moment? The period of Romanticism, roughly 1780 to 1830, is charged with ideas about revolution, progress, and the power of the imagination. Yet it is also a period deeply obsessed with its relationship to the past in a manner unlike any era before it, as writers and thinkers explored the feel of history in radical new ways. This course will survey the major Romantic poets (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats) with special attention to the sense and meaning of history in their writing. We will read Romantic narratives of personal development, chants of eternal revolution, satires on modern life and government, and excavations and fantasies of a medieval past. We'll consider how Romantic writers spun both art and argument on the axis of history and found themselves reflected there, and we'll examine, in turn, our own relationship to the literature of the past as 21st-century readers.

GRADING: A-F 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, weekly reading assignments in contemporary poetry, and a variety of writing experiments.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: HUNT, ERICA SECTION: 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 poetry and poetics. We will explore an extensive reading list of contemporary writing for purposes of discussion, and students will write a few short responses. A final portfolio—consisting of 15 pages of revised poetry and a statement of poetics—is due at the end of the semester.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 SPRING 2016 INSTRUCTOR: WILLIS, ELIZABETH SECTION: 01

ENGL338 **Poetry, Print, and the Sung or Spoken Word**

For a long time, now, poetry has belonged primarily to the page—but never entirely. In this course, we will examine a range of methods poets who wrote for print employed to harness the resources of the spoken or sung word. Our main readings will be groups of poems, usually books, in which the nexus between printed, oral, and/or musical forms is a crucial issue. We will also read prose treatises and works of 20th-century literary theory that engage this nexus. We will concentrate on a few main (intertwined) methods our print poets used: songs and hymns (Blake, Dickinson), dialect (Barnes, Clare, Hopkins, Berryman), speech (Whitman, Hass), storytelling (Scott, Manning), drama (Shakespeare), ballads (Wordsworth, Coleridge), and sound-based forms such as villanelles and roundels (Swinburne).

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

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 2015 INSTRUCTOR: SAWHNEY, HIRSH SECTION: 01

ENGL340 **Death and Afterlife in the Middle Ages**

What happens to us after we die? Medieval authors had a variety of answers to this eternal question, ranging from the shocking to the amusing. We will read about visions, punishments, rewards, martyrdoms, and—that scary place between life and death.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDST340 PREREQ: NONE

ENGL341 **Archiving America**

How do we know what we know? This seminar will explore how the archive has shaped diverse imaginings of America. We will read primary works in which archives—in the form of documents, found objects, and archival spaces—feature prominently and compel us to question how we determine what an archive is and what its meanings are. We will also examine critical texts to understand how the archive can discipline knowledge, yet when used creatively and critically, can help us come to know that which we don't know. Students will conduct their own archival projects to illuminate something new about our understanding of America.

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

ENGL342 **Advanced Fiction Workshop**

This course in short fiction is for people who have already had an introduction to fictional technique and, preferably, an additional course in creative writing. Students will generate and engage in their own writing projects. Readings will be tailored somewhat to the interests of the class.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 SPRING 2016 INSTRUCTOR: SCIBONA, SALVATORE SECTION: 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 IDENTICAL WITH: AMST297 PREREQ: NONE

ENGL346 The Black South

IDENTICAL WITH: AFAM313

ENGL347 Special Topics: Day Books, Diaries, Notebooks, Etc.

This class will take as its focus both creatively and critically the daily and episodic tracking of our own and others' insights, observations, inspirations, motivations; incidents and encounters that seem worthy of (personal) note, whether this be for instant gratification, imprint, or later expansion; simple records as well as flights of writing. We will read and keep journals of various kinds. Very little will be out of bounds.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: WRCT347 PREREQ: NONE

ENGL348 Modernism's Kids: Children in Modernist Fiction

Modernist art—from the writings of Gertrude Stein to Picasso's painting—has frequently been derided as something that could be made by children. The gibe is, perhaps, to be expected. Central to the modernist project was the aim to recreate the world with the unrestrained and unfiltered vitality of children. The child embodies modernist hopes for a transformed future, but s/he is also the repository of the past, of the more vital self each adult loses through their passage into adulthood. Representing the consciousness of children—and even, at times, inducing such a consciousness in its adult readers—is a strategy that informs a wide range of modernist texts.

This course will explore the fascination with and investment in children in Anglophone modernist prose by authors based in Europe. In addition to exploring the central role that child characters play in many key modernist novels, we will explore the way in which ideas about childhood inform authorial experiments with form and narrative voice. To inform this inquiry, we will read selections from texts in philosophy and psychology and psychoanalysis that were influential in shaping modernist conceptions of language, culture, consciousness, and the human life cycle. Finally, we look at a selection of children's books written by modernist authors and investigate their relationship to children's literature of the period.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016 INSTRUCTOR: BACHNER, SALLY SECTION: 01

ENGL349 Historicizing Early Modern Sexualities

This course will examine recent historical and theoretical approaches to the history of sexuality in early modern English literature (c. 1580–1620). 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 histories of pornography and masturbation.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FG55350 PREREQ: NONE

ENGL350 The Law, the Citizen, and the Literary and Cinematic Imaginations

In this course, we will study several major legal events that highlight the contradictions and injustices in the history of U.S. citizenship and the ways this history has been responded to in literature and cinema. Among the topics discussed will be the slave codes, the Treaty of Guadalupe Hidalgo, the Fugitive Slave Act, the Jim Crow order, the Bracero program, sodomy laws, and SB 1070. We will consider the theories of citizen, state, race, and sexuality implicit in these legal structures, with an eye for who may be incorporated into the body politic and who is unassimilable, and on what terms. In addition, we will consider the way literary and cinematic texts engage the rhetoric and psychic effects of the law and the way they present different imaginaries of human bodies and communities. Our focus will be on African American, black diasporic, and Latina/o literatures and cinemas, as they reveal the rifts and conjunctions among the categories citizen, savage, slave, illegal, and deviant.

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

ENGL351 Jews and Christians in Medieval England: Debate, Dialogue, and Destruction

This course will consider relations between the Jewish minority and their Christian neighbors in England before the Jews' expulsion in 1290 and also the effect of the expulsion on subsequent Christian writing. We will read texts originally written in Hebrew, French, and Latin (in translation) as well as English 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 IDENTICAL WITH: MDST351 or RELI351 PREREQ: NONE

ENGL353 Medieval Ethnicities and Ethnographies

This course concerns premodern ideas of ethnicity and the people who invented them. Our focus will be on a selection of medieval texts dealing with the encounters of Western European Christians with Jews, Muslims, and other cultures—real or imaginary. The readings will begin historically with the Crusades and the chronicles written by Christian, Muslim, and Jewish authors. Other genres will include

religious polemics, autobiographical narratives of religious conversion, and travel accounts by missionaries and spies. We will also read some early "ethnographic" writings like Gerald of Wales' *History And Topography of Ireland* and Mandeville's *Travels*. The greater part of the course will deal with literary texts—romances, plays, lyrics, etc.—but we will take a truly cultural-studies approach to this material.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDST353 PREREQ: NONE

ENGL355 Special Topics: The Use of Humor

In this prose writing workshop, we will explore a variety of ways that humor can be deployed, in works ranging from the obviously comic, such as César Aira's novel *The Literary Conference* (wacky hilarity) to works that might not be thought of as comic, such as Lynne Tillman's *No Lease On Life* (jokes as a formal element in an otherwise grim fictional landscape) and Wayne Koestenbaum's *Humiliation* (a serious meditation with many funny examples and an antic voice). Other readings by Donald Barthelme, Renee Gladman, David Rakoff, Mary Robison, and Lynne Tillman. Students may write fiction or nonfiction; humor is optional.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: WRCT355 PREREQ: NONE

ENGL356 Theories of Translation

IDENTICAL WITH: COL336

ENGL358 Writing the War on Terror: Crafting Literary Responses to Fiction, Film, and Television after 9/11

In this interdisciplinary, nonfiction writing seminar, students will work on writing book and film reviews, op-ed pieces, blogs, and profiles as they explore the ways contemporary literature, film, and television have depicted the post-9/11 "War on Terror." They will watch television programs like Showtime's *Homeland*, documentaries by Laura Poitras, and Alex Gibney's *We Steal Secrets: The Story of WikiLeaks*. They will read novels by Mohsin Hamid, Jonathan Safran Foer, and Lorraine Adams and nonfiction prose by Laila Lalami, Pankaj Mishra, and David Cole. There will be a workshop component to this course. Students will pay close attention to their language, style, and syntax at the line and paragraph levels.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: SAWHNEY, HIRSH SECTION: 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 history of the genre; and you will begin to write in this genre yourself. Throughout the semester, we will ask, Where might a biographical 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? What are the ethics of a writer's relationship to his or her subject, and how does that relationship inform the portrait?

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

SPRING 2016 INSTRUCTOR: COHEN, LISA SECTION: 01

ENGL361 After Orientalism: Asian American Literature and Theory After 2000

From early articulations of cultural nationalist pride to today's transnational, intersectional, deconstructive, feminist, and queer critiques, Asian American studies is a field that has radically expanded and transformed since its original emergence out of the Third World and student strikes of the late 1960s. This course seeks to take the temperature of Asian America today by exploring a range of contemporary works published after the millennium, more than thirty years after the field's inception. Alongside a selection of novels, poetry, short stories, and graphic novels by some of the most acclaimed contemporary writers in America, we will also consider critical and theoretical texts that offer different perspectives on our contemporary historical moment, exploring frameworks of modernity, postmodernity, neoliberalism, and the university as ways of situating contemporary Asian America's aesthetic innovations.

Though not required, it is strongly recommended that students have taken ENGL230 *Introduction to Asian American Literature* or a comparable substitute prior to enrolling.

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

SPRING 2016 INSTRUCTOR: TANG, AMY CYNTHIA SECTION: 01

ENGL362 Shipwrecks of the Singular

American poetry often enacts formal and thematic tensions that have corollaries in political history. In this seminar we will look at how various poets (some American, some not) have handled such tensions. Are poets compulsive reenactors of trauma? Can a poem possess both formal unity and openness, or does it, finally, have to choose between them? Are there systems of relation that accommodate belonging and difference, singularity and numerosity, or is the notion of such a structure ill-conceived, a folly? What can be salvaged from what George Oppen calls the "shipwreck of the singular"?

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016 INSTRUCTOR: WILLIS, ELIZABETH SECTION: 01

ENGL363 The Sounds of Black and Brown Performance

IDENTICAL WITH: CHUM366

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 IDENTICAL WITH: AMST363 PREREQ: NONE

ENGL366 The Sounds of Being: Radical Black and Latina/o Poetry, Music, Cinema, and Dance

This course is a study of the audiovisual shapes of insurgency and assimilation in black and Latina/o aesthetics, based on the comparison of literary, theoretical, and dance practices. It will consider modes of sonic subjectivation, and it will approach the reactivation of emotional bodies as a means of energizing social solidarity. We will close read literary, cinematic, music, and dance texts and (lovingly) critique the worlds made in these arts through affect, ethnic, feminist, and queer studies, and critical race theory. We will also perform experimental listening and movement exercises to enact a haptic, or touch-based, mode of “listening” to any art form. The hope of bringing these different methods and practices together is, in part, to feel their dissonance, the places where they (generatively) do not match up, and to rethink personhood, embodiment, survival, and value through black and brown art.

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

ENGL367 Nature Description: Literature and Theory

What happens to the world when we describe it using language? What happens to language? Do different modes of description and figurative language do different things to the world? Might we think of such modes—and the literary genres that offer them—as tools that help us approach and understand nature? And in what ways do these modes and the unexamined assumptions that structure them limit what we can see? How much can we really know about nature as it is in itself, outside of our representational strategies? Further, how have modes of description changed over time, and what can we today learn from studying other ways of understanding how language reflects, touches, and transforms the material world?

This course will grapple with big questions about matter, language, literary form, and human minds—as well as the complex interactions between and among these. We will read both literature and theory, and students will have the opportunity to participate in some relevant Center for the Humanities events probing the ways we understand the material world.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CHUM365 OR SIS365 PREREQ: NONE
FALL 2015 INSTRUCTOR: SMITH, COURTNEY WEISS SECTION: 01

ENGL370 The Graphic Novel

Since the groundbreaking publication of Art Spiegelman’s *Maus* in 1993, “graphic novels” have entered the global cultural mainstream. A truly multicultural genre, comics created by men and women around the world now appear in U.S. high school and college curricula, hold the attention of academic critics, and earn big box-office returns in cinematic adaptations. Though dubbed graphic novels by publishers to signal their high-culture aspirations and achievement, outstanding examples of the contemporary book-length comic actually appear in many literary genres. In this course we will survey the current field and read works of fiction (such as *The Watchmen* and *Jimmy Corrigan*), autobiography (*Maus*, *Persepolis*, *Fun Home*, and *100 Demons*), journalism (*Palestine* and *Safe Area Gorazde*), and what we might call “comic theory” (*Understanding Comics*). And just as comics have become a global medium, they are perhaps inherently postmodern. Many contemporary comics are self-conscious about questions of form and theories of representation, a characteristic that will help us formulate new versions of the questions often considered in literary study. How do words and pictures drawn together in sequential narratives tell stories? What different skills are needed to comprehend this complex play of image, language, and time? What can graphic books do that other books cannot, and what are the constraints that shape this form?

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

ENGL371 Henry James and the Giant Peach: Teaching the Fundamentals of Literary Analysis

This course is designed to give students a chance to apply their knowledge and skills in literary analysis to the teaching of reading comprehension strategies to older elementary school children at Macdonough Elementary in Middletown. Each student will spend two hours a week working with small groups of children using key skills and terms learned in the major. Weekly readings will consist largely of scholarly articles on narrative theory, pedagogical practice, and the relationship between the teaching of elementary school reading skills and the undergraduate study of literary texts.

Students will write weekly reflections on both the course content and their teaching sessions. They will also write a final paper for the course.

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

ENGL372 Literature and Visual Culture in Shakespeare’s England

This interdisciplinary course explores the relationship between literature and visual culture as conceived and developed by poets, playwrights, and painters of the English Renaissance. We will examine the relationship between the word and the image in a broad range of texts including aesthetic treatises, poems, plays, and court masques and consider how they influenced and were influenced by contemporary visual culture. Equal attention will be paid to the production and reception of the verbal and visual field: How did poets, playwrights, and painters conceive and materially produce the relation of the verbal to the visual in their respective media? And how was this relation, in turn, received by readers, audiences, and spectators? Several trips to Olin Library’s Special Collections will

allow us to see firsthand how early printed books materially shaped their meanings, both verbally and visually. Topics covered will include iconoclasm and iconophobia, the tradition of *ut pictura poesis* (as is painting, so is poetry), the paragon (competition or comparison) between the verbal and visual arts, visual poetics and rhetorical tropes (e.g., ekphrasis, enargia, hypotyposis), the gendered discourse of “face-painting” (portraiture, cosmetics), and the influence of visual culture on dramatic literature and stagecraft.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CHUM372 PREREQ: NONE

ENGL373 Beyond the Grail: Medieval Romances

Romance was one of the most popular genres of literature in the Middle Ages. In this course we will begin with texts that date from the Romance’s origins in 12th-century France and continue with the form’s development up to the well-known Middle English texts of the 14th century, including *Sir Gawain and the Green Knight*. Some of the topics we will consider are Romance’s engagement with the religious and ethnic conflicts of the Crusades, theories of good and bad governance, Christian mysticism and the Holy Grail, and, of course, the concept of so-called courtly love and medieval sexualities.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MD5T373 PREREQ: NONE

ENGL375 British Poetry Between Milton and Wordsworth

We all have heard about Milton’s Renaissance epic, *Paradise Lost* (1667) and Wordsworth’s *Romantic Lyrical Ballads* (1798), but we do not often hear much about the poetry written during the century in between. Popular literary consciousness often ignores 18th-century poems, in part because these texts do not always behave as we think poetry should. (This led one 19th-century writer famously to say that even the greatest 18th-century poems are better thought of as “classics of our prose” than “of our poetry.”) Certainly, this poetry does not conform to later critical standards; it’s stranger—at once more seriously engaged with received literary forms and more playfully open to generic experimentation. Where is the line between poetry and prose, anyway? In this class, we will explore the weird and sometimes wild world of poetry written between the Renaissance and the Romantics. There are long, learned, philosophical poems about the meaning of life and satirical squibs about prostitutes and prime ministers. Mock-epics and mock-pastorals are written alongside quite straight-faced poems about farming and sofas, and poets could capture the cadences of everyday gossip conversation, the sublimity of the Newtonian cosmos, or the hard realities of working-class life. Our class will attend to the nuances of language and the workings of form as we glimpse an understanding—quite different from our own—of what poetry can do and be.

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

ENGL376 The New York Intellectuals

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

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

ENGL377 The View from Abroad on the Early Modern Stage

IDENTICAL WITH: F1ST302

ENGL378 Queer Times: The Poetics and Politics of Temporality

What are the relationships among textuality, sexuality, and temporality? The course will explore this question by analyzing a range of literary, visual, and theoretical works from the early 20th century to the present day, including iconic modernist texts and contemporary queer literary, visual, and theoretical production, including works responding to the AIDS epidemic.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FG55326 PREREQ: NONE
FALL 2015 INSTRUCTOR: COHEN, LISA SECTION: 01

ENGL379 The Caribbean Epic

IDENTICAL WITH: CHUM325

ENGL380 In Place of Reading: Social Location and the Literary Text

To read, Michel de Certeau wrote, is to travel. True enough, but de Certeau is using a metaphor, and traveling has appeared in place of reading. Why is it so hard to keep reading in view? Why are so many readers so eager to put something else in its place? This course considers the question by suggesting that, if to read is to travel, it is also to remain precisely where we are, reading. Social location shapes the specific qualities of our attention to literary objects. We will examine key texts that have invited—or coerced—readers into an intensive style of reading in modern times, and we will ask questions about the social worlds

represented within the texts and implied outside them. Why have so many of these texts depicted—or tried to enact—the social transformation of readers, that is, to move them somewhere else? What makes some readings portable and roots others profoundly to their places of origin? Who has time and resources to read, and to read closely? Is close reading itself a noxious byproduct of modernity's decadence? Or are there ways of getting close to texts that promise more than social privilege? What are the locations of reading, and how are they part of readers' actualizations of the texts they read? Our texts will range from early modern fiction to contemporary novels, from painting to film, and will be accompanied by major writings on the ethics and theory of reading.

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

ENGL381 Advanced Fiction

IDENTICAL WITH: WRCT260

ENGL382 American Literary Regionalism

This course will examine the phenomenon of regionalism in American literature. How might a regionalist sensibility manifest itself in narrative? In what ways might varying geographies—of New England, the South, the West—be depicted, and in what ways do their respective literatures differ from one another? What exactly is local color, and how is it presented—and preserved—textually? We will primarily study texts from the height of the regionalist movement, but we will also consider whether regionalism can be considered a contemporary—ongoing—literary phenomenon.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST382 PREREQ: NONE

ENGL383 Faulkner and Morrison

IDENTICAL WITH: AFAM308

ENGL384 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

ENGL385 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

IDENTICAL WITH: THEA323 OR AFAM323 OR AMST299 OR FGSS323 PREREQ: NONE

ENGL399 Advanced Playwriting: Long Form

IDENTICAL WITH: THEA399

ENGL401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ENGL409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

ENGL411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ENGL465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

ENGL467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

ENVIRONMENTAL STUDIES

PROFESSORS: Barry Chernoff, *Biology, Earth and Environmental Sciences, DIRECTOR*; Fred Cohan, *Biology*; Marc Eisner, *Government*; Lori Gruen, *Philosophy*; Mary Alice Haddad, *Government*; Donald Moon, *Government*; Suzanne O'Connell, *Earth and Environmental Sciences*; Peter Patton, *Earth and Environmental Sciences*; William Pinch, *History*; Joseph T. Rouse Jr., *Philosophy*; Dana Royer, *Earth and Environmental Sciences*; Sonia Sultan, *Biology*; Johan Varekamp, *Earth and Environmental Sciences*; Krishna Winston, *German Studies*; Gary Yohe, *Economics*

ASSOCIATE PROFESSORS: Katja Kolcic, *Dance*; Michael Singer, *Biology*

ASSISTANT PROFESSORS: Gillian Goslinga, *Anthropology*; Erica Taylor, *Chemistry*

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Barry Chernoff; Fredrick Cohan; Marc Eisner; Lori Gruen; Mary Alice Haddad; Katja Kolcic; Donald Moon; Dana Royer; Michael Singer; Johan Varekamp; Gary Yohe

The linked-major program in environmental studies (ENVS) is the secondary 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 secondary 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.

ADMISSION TO THE MAJOR

The following requirements are necessary to complete the ENVS linked-major

- An introductory course or an AP 4 or 5 on Environmental Science AP Exam
- Three core electives, one from each area
- Four additional electives, whether or not in the core list
- Two semesters of senior colloquium, ENVS391, 392
- A senior capstone project course

One of the following introductory courses serves as the gateway to the ENVS linked-major program

- BIOL/E&E5197 Introduction to Environmental Studies
- E&E5199 Introduction to Environmental Science

MAJOR REQUIREMENTS

A total of seven elective courses are required; two must be at the upper level of academic study (usually 300 level or higher), and one elective must come from each of the three following core areas:

CORE ELECTIVES AREA 1

- PHIL212 Introduction to Ethics
- PHIL215 Humans, Animals, and Nature
- PHIL270 Key Issues in Environmental Philosophy
- ENVS230 The Simple Life
- ENVS305 Moral Ecologies and the Anthropology of Vitality

CORE ELECTIVES AREA 2

- GOVT206 Public Policy
- GOVT221 Environmental Policy
- ENVS285 Environmental Law and Policy

CORE ELECTIVES AREA 3

- BIOL216 Ecology
- BIOL220 Conservation Biology
- BIOL312/E&E5312 Conservation of Aquatic Ecosystems
- E&E5290 Oceans and Climate

• E&E5233 Geobiology

• E&E5280 Environmental Geochemistry

• ENVS340 The Forest Ecosystem

• ENVS361 Living in a Polluted World

Students will choose an additional four electives with their ENVS advisor. These electives may be selected from the entire list, in addition to those courses listed in core elective areas 1-3 above. Four of the elective courses must constitute a disciplinary or thematic concentration including at least one upper-level course (usually at the 300 level). Thematic concentrations are encouraged to be interdisciplinary. Courses selected from the three core areas above may be used as part of the concentration. Students are encouraged to develop their own thematic concentrations that require approval by their ENVS advisor. The following are some possible examples.

EXAMPLE 1—CONSERVATION

- BIOL216 Ecology
- BIOL220 Conservation Biology
- E&E5233 Geobiology
- BIOL/E&E5312 Conservation of Aquatic Ecosystems

EXAMPLE 2—PUBLIC HEALTH

- BIOL222 Issues in the Health Sciences
- CCIV225 Medicine and Health in Antiquity
- SOC315 The Health of Communities

EXAMPLE 3—CLIMATE CHANGE 1

- E&E5290 Oceans and Climate
- ECON310 Environmental and Resource Economics
- GOVT221 Environmental Policy

EXAMPLE 4—CLIMATE CHANGE 2

- E&E5290 Oceans and Climate
- E&E5359 Global Climate Change
- GOVT221 Environmental Policy

CAPSTONE EXPERIENCE

The ENVS-linked-major program provides a capstone experience that includes a senior project and a full year of senior colloquia. 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 ENVS391/392 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 ENVIS advisor. The student must be officially enrolled in one or more courses while they complete the research project. The students must submit to the Director of ENVIS no later than the last day of classes in the spring semester in their junior year a 3-page research prospectus on their planned course of research. This plan must be signed by the potential mentor of the senior research. The mentor does not have to be a member of the ENVIS faculty.

- **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 ENVIS. 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 ENVIS advisor.
- **Category 3.** In the event that the student cannot satisfy the conditions for the above categories, the student may register for and complete a Senior Essay: Environmental Studies (ENVIS403/404). The mentor can be any Wesleyan faculty member and the topic must be approved by the ENVIS advisor. If the student cannot find a mentor, then it will be the responsibility of the ENVIS program director to find a suitable reader or to evaluate the written work. The due date for the senior essay is set between the student and the mentor.

Senior colloquium. The ENVIS Senior Colloquium provides students and faculty the opportunity to discuss, but not evaluate, the senior projects. Students will make 10-minute presentations on their projects followed by five minutes of discussion.

COURSES

ENVIS135 American Food

IDENTICAL WITH: HIST135

ENVIS201 Research Methods in Environmental Studies: River Encounters

This is a feet-to-the-fire course that will introduce students to diverse methodologies for conducting research on riparian systems. The course will give students an opportunity to explore the Connecticut River, its ecology, culture, and history to understand the role it plays in our lives. Students will explore these topics through scientific data, hands-on learning, and movement. Course related research will be conducted in multiple ways to understand environmental topics. This course is part of Feet to the Fire and the Creative Campus Initiative (wesleyan.edu/creativecampus).

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: DANC201 PREREQ: NONE

ENVIS205 Sciences as Social and Cultural Practices

IDENTICAL WITH: SISP205

ENVIS206 Public Policy

IDENTICAL WITH: GOVT206

ENVIS211 History of Ecology

IDENTICAL WITH: HIST221

ENVIS212 Introduction to Ethics

IDENTICAL WITH: PHIL212

ENVIS214 Women, Animals, Nature

IDENTICAL WITH: PHIL216

ENVIS215 Humans, Animals, Nature

IDENTICAL WITH: PHIL215

ENVIS216 Ecology

IDENTICAL WITH: BIOL216

ENVIS220 Conservation Biology

IDENTICAL WITH: BIOL220

ENVIS221 Environmental Policy

IDENTICAL WITH: GOVT221

ENVIS226 Invasive Species: Biology, Policy, and Management

IDENTICAL WITH: BIOL226

ENVIS230 The Simple Life

IDENTICAL WITH: GRST230

ENVIS233 Geobiology

IDENTICAL WITH: E&ES233

ENVIS252 Industrializations: Commodities in World History

IDENTICAL WITH: HIST252

ENVIS255 Seeing a Bigger Picture: Integrating Environmental History and Visual Studies

IDENTICAL WITH: HIST262

ENVIS260 Global Change and Infectious Disease

IDENTICAL WITH: BIOL173

ENVIS270 Key Issues in Environmental Philosophy

IDENTICAL WITH: PHIL270

ENVIS273 Justice and the Environment

IDENTICAL WITH: PHIL273

ENVIS274 Water's Past—Water's Future: A History and Archaeology of Water Use and Management

Our world uses water as if this life-giving resource had no limits and does so in the face of mounting scientific evidence that our planet is facing a long period of

Any interested faculty may attend, but the project mentors and ENVIS advisors will be especially invited. Two weeks prior to their presentation, students will distribute a one- to two-page summary of their findings to enhance the level of discussion for their topic. The colloquium may also invite several presentations by faculty or outside speakers. Students must be formally enrolled in the colloquium each semester of their senior year.

Additionally, all declared ENVIS 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 INFORMATION

With the exception of 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 ENVIS-linked major.
- Students may substitute two reading or research tutorials, or one tutorial and one student forum, for two electives with approval of the ENVIS advisor. Only one tutorial may count within a concentration; only one student-run forum can count toward the concentration.
- Up to three credits from study-abroad programs may be used for noncore elective courses, including for the concentration, with prior approval of the ENVIS 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.

water shortage. This course will look critically at the ways in which people have used and managed water in the past, from the ancient world up to the Industrial Revolution, with the aim of assessing the relationship of past uses of water to present and future ones. Beginning with irrigation agriculture, we will consider ways in which water has been used for food production, for generating power, for hygiene, for recreation, and for symbolic purposes. We will also consider water use technologically by looking at hydraulic infrastructures (aqueducts, canals, cisterns, dams, fountains, and sewers) in relation to water use and control and its impact on the environment. Finally, we will consider streams, rivers, and lakes as natural components incorporated into man-made water systems as well as matters of drainage and flood control.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ARCP274 OR ARHA274 PREREQ: NONE

ENVIS280 Environmental Geochemistry

IDENTICAL WITH: E&ES280

ENVIS281 Environmental Geochemistry Laboratory

IDENTICAL WITH: E&ES281

ENVIS285 Environmental Law and Policy

This course will be a fast-moving introduction to the changing landscape of environmental law and policy. The course will first acquaint the students with the differences between legislation, regulation, and common law and then, relying on select readings and lectures as well as case studies, trace environmental law from its early (but still critically important) origins in common law through the sweeping legislation and initiatives of the past 40 years. The course will involve lectures to provide context, careful reading, and full use of the Socratic method. Evaluation will be on the basis of preparation and participation in class, formal examinations, and a final paper and mock proceeding with advocacy or positional briefing.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: [E&ES197 OR BIOL197] OR E&ES199 | SPRING 2016

ENVIS290 Oceans and Climate

IDENTICAL WITH: E&ES290

ENVIS292 Archaeology of Food, Trade, and Power in South India

IDENTICAL WITH: ARHA292

ENVIS296 The Mountains in the History of Art

IDENTICAL WITH: ARHA296

ENVIS300 Sustainable Behavior Change

Very frequently, the default mode of influencing environmental behaviors is through increased information sharing and awareness raising. While these efforts are well-intentioned, psychological research indicates that in most cases, increased knowledge and awareness do little or nothing to alter behaviors because of the complexity and difficulty of changing ingrained habits.

Through this course, which is a required component of the Eco Facilitators Program, we will draw on extensive behavior change, communication, and social marketing research to introduce you to theory and practice that will increase your understanding of effective methods to influence behavior. You will develop theoretical knowledge, practical skills, and an opportunity to apply your learning within a dorm-based setting.

GRADING: A-F CREDIT: .5 GEN ED AREA: SBS PREREQ: [E&ES197 OR BIOL197] OR E&ES199

ENVIS304 Environmental Politics and Democratization

IDENTICAL WITH: GOVT304

ENVS305 Moral Ecologies and the Anthropology of Vitality

What is vitality? How is vitality nurtured? What hinders vitality? How might we participate in the flourishing of all life? This course will explore the “anthropology of vitality” to designate a body of emerging literatures in anthropology, science studies, religious studies, human geography, and ecological humanities centered on questions of the health, wealth, and vitality of communities understood to include both the human and the nonhuman worlds. Much of this literature is emerging in response to the intertwined global crises of social and environmental justice and a corresponding and urgent call for a new ethics. We will approach these concerns as an issue—moral ecology—in response to Michel Foucault’s point in *The Order of Things* (1970) that “modern thought has never been able to propose a morality.” The authors we will read work across the nature-culture ontological divide by expanding modes of reasoning to bring together, for example, medicine and ecology, ritual and environment, nature and morality, politics and religion, cosmology and pragmatism, gift exchange and the production of wealth, regeneration and death, knowledge and ethics. Topics include the meanings of prosperity and vitality, moral idioms of nature, animism, epistemologies of embodiment, ecological and cosmological reasoning and systems of classification, relational ontologies, death, waste and pollution, ecology and healing, ritual and world making.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP305 OR ANTH303 PREREQ: NONE

ENVS307 The Economy of Nature and Nations

IDENTICAL WITH: HIST307

ENVS310 The Economics of Sustainable Development, Vulnerability, and Resilience

This course will build on the first principles of economics as applied to sustainable development and decision making under uncertainty. One of the course’s 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 IDENTICAL WITH: ECON212 PREREQ: ECON110 FALL 2015 INSTRUCTOR: YOHE, GARY W. SECTION: 01

ENVS313 Microbes and Human-Caused Environmental Change

This is a time of unprecedented change in the world we share with billions of species. Unlike the previous catastrophic changes seen over geological time, the changes we see today are caused primarily by just one species, our own. In this new human-dominated era, the Anthropocene, humans have critically changed the conditions of life through a great diversity of activities, including release of greenhouse gases into the atmosphere, accelerated transport of organisms, fragmentation of forests, consumption of antibiotics, agriculture, hunting prey to near extinction, bushmeat hunting, and many other activities. This course will address two kinds of effects of each of these activities on microbes: (1) that humans and agricultural animals and plants are being subjected to new infectious diseases, and the geographical and temporal patterns of infection are changing; and (2) microbes are being challenged to adapt to new environmental challenges, both biotic and abiotic. Students will read and discuss articles from the scientific literature, and they will each write a research proposal.

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: BIOL313 PREREQ: [BIOL182 OR MB&B182]

ENVS325 Healthy Places: Practice, Policy and Population Health

IDENTICAL WITH: PSYC325

ENVS340 The Forest Ecosystem

IDENTICAL WITH: BIOL346

ENVS347 Ethics and Fluency: Metaphors in Moral Cognition

In responding to global climate crises, moral philosophers, policymakers, and activists may find ourselves relying on concepts that are poorly suited to the problems we now face. In thinking about water-related challenges, this course asks participants not only to conceive our situation in familiar moral terms—managing disputes about water rights or water pollution control, for example—but also to see how our understanding of water, and our relation to it, transforms how we conceive of morality.

The shared moral reference points to which contemporary public discourse can most readily appeal include rights, reciprocal agreements, and alleviation of suffering. The first two principle-based concepts have been of some use in

addressing clear cases of conflict among actual human beings’ claims. Yet such conflicts represent only a fraction of the challenges related to environmental interdependence. Meanwhile, public alarm over suffering can draw attention to other symptoms of environmental crisis—namely, to the desperation of sentient beings in circumstances of scarcity, toxicity, inundation, or niche loss. Yet such concern over suffering also remains insufficient to orient us to our responsibility with respect to Earth’s interdependent patterns of life.

This seminar will explore several marginalized and emerging ways of conceptualizing problems of value and agency, inquiring into how they help us recognize and rise to the challenges of environmental interdependence and volatility. We will attend especially to the challenge of making sense of an ethics animated by water metaphors such as fluency, dynamics, and circulation, rather than by the more solid conceptual touchstones of principles on one hand and results or outcomes on the other.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: PHIL347 PREREQ: NONE

ENVS352 Energy and Modern Architecture, 1850–2015

This seminar seeks to study the evolution of mechanical systems for heating, ventilating, and cooling in modern architecture from the mid-19th century to the present. The aim is to show how architects, engineers, fabricators, and urban governments worked to develop modern systems of environmental controls, including lighting, both as means of improving the habitability of buildings and health of their occupants. The course will trace the adaptation of technical innovations in these fields to the built environment and how those responsible for it sought to manage energy and other resources, such as funds and labor, to create optimal solutions for different building types, such as factories, theaters, assembly halls, office buildings, laboratories, art museums, libraries, and houses of different kinds, including apartment buildings for higher and lower income residents. An important theme will be the relationship of energy systems for individual buildings and urban infrastructure, including water systems, electrical and other utilities. The last part of the course focuses on contemporary green or sustainable architecture, including passive and active solar heating, photovoltaics, energy-efficient cooling, LEED certification, wind and geo-exchange energy, green skyscrapers, vertical farming, and zero carbon cities in the United States, Europe, and Asia.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ARHA352 PREREQ: NONE FALL 2015 INSTRUCTOR: SIRY, JOSEPH M. SECTION: 01

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 pollutions 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 IDENTICAL WITH: E&ES361 OR E&ES561 PREREQ: NONE

ENVS369 Ecological Resilience: The Good, The Bad, and The Mindful

This course will examine the concepts of resilience, fragility, and adaptive cycles in the context of ecosystem and social-ecological-system (SES) structures. These concepts have been developed to explain abrupt and often surprising changes in complex ecosystems and SES that are prone to disturbances. We will also include nonhierarchical interactions among components of systems (termed panarchy) to compare the interactions and dependencies of ecological and human community systems. A systems approach will be applied to thinking about restoration ecology, community reconstruction, and adaptive management theory.

All of the terms—resilience, fragility, adaptation, restoration, reconstruction—are fraught with subjectivity and valuation. We will use mindfulness and meditation techniques (including breathing and yoga) to more objectively and dynamically engage in the subject matter, leaving behind prejudice or bias. Students will be expected to approach these techniques with an open mind and practice them throughout the semester. The objective is to provide students with a more comprehensive framework with which to gain deeper understanding and integration of the science with the social issues.

GRADING: A-F CREDIT: 1.25 GEN ED AREA: NSM IDENTICAL WITH: BIOL369 OR E&ES369 PREREQ: [E&ES197 OR BIOL197] OR [BIOL182 OR MB&B182]

ENVS377 Perspectives in Dance as Culture: Dance of the African Diaspora

IDENTICAL WITH: DANC377

ENVS391 Senior Colloquium: Environmental Studies

The colloquium will provide students and faculty the opportunity to discuss the senior projects. Students will speak for up to 10 minutes about the topic and

strategies for their senior project. Faculty and the seniors can provide insights, references, research resources, or some advice. The mentors from the primary department or programs will also be invited.

GRADING: CR/U CREDIT: .25 PREREQ: NONE
FALL 2015 INSTRUCTOR: PINCH, WILLIAM R. SECTION: 01
INSTRUCTOR: KHAMIS, MELANIE SECTION: 02

ENVS392 Senior Colloquium: Environmental Studies

The colloquium will provide students and faculty the opportunity to discuss the senior projects. Students will make half-hour presentations on their projects followed by 30 minutes of discussion. Two students will present per colloquium session. Any interested faculty may attend, but the project mentors and ENVS advisors will be especially invited, as well as all ENVS majors. Two weeks prior to their presentation, students will distribute several critical published works (articles, essays, etc.) to enhance the level of discussion for their topic. The colloquium may also invite several presentations by faculty or outside speakers.

GRADING: CR/U CREDIT: .25 PREREQ: NONE | SPRING 2016 INSTRUCTOR: PINCH, WILLIAM R. SECTION: 01

ENVS397 The Politics of Nature: Modernity and Its Others

IDENTICAL WITH: ANTH397

ENVS401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ENVS403/404 Senior Essay

GRADING: OPT SECTION: 01

ENVS409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

ENVS411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ENVS465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

ENVS467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

FEMINIST, GENDER, AND SEXUALITY STUDIES

PROFESSORS: Lois Brown, *African American Studies*; Mary Ann Clawson, *Sociology*; Christina Crosby, *English*; Lori Gruen, *Philosophy*; Natasha Korda, *English*; Victoria Pitts-Taylor, *CHAIR*; Mary-Jane Rubenstein, *Religion*

ASSOCIATE PROFESSOR: Jennifer Tucker, *History*

DEPARTMENT ADVISING EXPERT 2015–2016: Victoria Pitts-Taylor

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.

ADMISSION TO THE MAJOR

The prerequisite for becoming a major is taking one of the Gateway courses. These courses are designated annually. Students ordinarily take a Gateway course during either semester of the sophomore year and declare the major in the spring semester. Gateway courses for 2015–2016 include:

- FGSS200 *Sex/Gender in Critical Perspective (Intro to Feminist, Gender, and Sexuality Studies)*
- FGSS210 *Ethics of Embodiment*
- FGSS214 *Women, Animals, Nature*
- FGSS217 *Key Issues in Black Feminism*
- FGSS269 *Gender and History*
- FGSS277 *Feminist Philosophy and Moral Theory*

MAJOR REQUIREMENTS

Students are assigned to faculty advisors and should 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 FGSS209 *Feminist Theories*. 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 for 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 and, 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.

Every major must take the following courses:

- **One Gateway course.** These are designated annually and serve as introductions to the interdisciplinary field of feminist, gender, and sexuality studies. Gateway

courses examine gender as a factor in the politics and practices of the production of knowledge and of social and cultural life, with particular attention to the intersection of gender with other identity categories and modes of power—race, class, sexuality, and ethnicity.

- **FGSS209 *Feminist Theories*.** 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.
- **FGSS405 *Senior Seminar*.** 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.

CORE COURSES

- **Gateway courses.** In 2015–2016, these include

- FGSS200 *Sex/Gender in Critical Perspective* (Introduction to Feminist, Gender, and Sexuality Studies)
- FGSS210 *Ethics of Embodiment*
- FGSS214 *Women, Animals, Nature*
- FGSS217 *Key Issues in Black Feminism*
- FGSS269 *Gender and History*
- FGSS277 *Feminist Philosophy and Moral Theory*

- **FGSS209 *Feminist Theories* and FGSS405 *Senior Seminar***

Distribution requirement. A distribution requirement of two FGSS courses, which must be from two different disciplines and should not overlap in their content with courses that make up the student's concentration in the major.

Concentration. Four courses forming the area of concentration should represent a coherent inquiry into some issue, period, area, discipline, or intellectual approach related to feminist, gender, and/or sexuality studies. Normally, the courses will be drawn from various departmental offerings and will be selected in consultation with an advisor.

CAPSTONE EXPERIENCE

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.

COURSES

FGSS123 *Love, Sex, and Marriage in Renaissance Europe*

IDENTICAL WITH: FIST123

FGSS148 *Biology of Women*

IDENTICAL WITH: BIOL148

FGSS167 *Women and Women First: The Theater of Gender and Sexuality*

IDENTICAL WITH: THEA167

FGSS175 *Staging America: Modern American Drama*

IDENTICAL WITH: ENGL175

FGSS200 *Sex/Gender in Critical Perspective (FGSS Gateway)*

Feminist, Gender and Sexuality Studies is an exciting interdisciplinary field that addresses gender, sex, and sexuality as well as related issues of race, class, nation,

and citizenship across multiple disciplines, epistemologies, methods, and vantage points. At its most fundamental, the field addresses how persons are identified, and identify themselves, as similar to and different from each other, and the relation of these categories of difference to power relations. The study of feminist and queer thought on sex/gender and sexuality offers a critical lens through which to examine social structures and social problems, inequality, difference and diversity, identity and the self, belonging and community, and the possibility of social change, among other topics. This course will offer a broad introduction to the field and provide a foundation for further study of specific areas of interest. The primary goals are to (1) explore the multiple ways feminist and queer scholars have

understood sex, gender, and sexuality; (2) explore different methods and styles of feminist thought and expression; (3) situate these in time and place, with attention to historical and cultural contexts; and (4) explore the intersections of sex, gender, and sexuality with race, nation, and other categories of difference. The course will cover aspects of first-wave feminism (e.g., suffrage and the abolitionist movement), second-wave feminism and critical theories of sex/gender, and contemporary feminism, including queer theory, intersectionality and race, and transnational and postcolonial feminism.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | FALL 2015 INSTRUCTOR: TRAN, QUAN TUE SECTION: 01
SPRING 2016 INSTRUCTOR: PITTS-TAYLOR, VICTORIA SECTION: 01

FGSS201 Junior Colloquium: Critical Queer Studies

IDENTICAL WITH: AMST201

FGSS207 Gender in a Transnational Perspective (FGSS Gateway)

IDENTICAL WITH: ANTH207

FGSS209 Feminist Theories

How does “feminist” (a political commitment) modify “theory” (an intellectual practice)? We will address this question by reading a range of contemporary feminist theorists working to analyze the complex relations of social differentiation and economic exploitation in our globalized world. The question, What is to be done? will oversee our work.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: PITTS-TAYLOR, VICTORIA SECTION: 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 turn to the critical work of feminist and queer scholars committed to analyzing how bodies matter.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL211 OR AMST281 PREREQ: NONE
FALL 2015 INSTRUCTOR: CROSBY, CHRISTINA SECTION: 01

FGSS211 Reproductive Technologies, Reproductive Futures

IDENTICAL WITH: ANTH211

FGSS214 Women, Animals, Nature

IDENTICAL WITH: PHIL216

FGSS215 Buddhism and the Body: Desire, Disgust, and Transcendence

IDENTICAL WITH: RELI214

FGSS217 Key Issues in Black Feminism (FGSS Gateway)

IDENTICAL WITH: ANTH201

FGSS218 Introduction to Queer Studies

IDENTICAL WITH: AMST218

FGSS219 From the Goddess to the Feminist: Women in Chinese Literature and Visual Culture

IDENTICAL WITH: CEAS209

FGSS221 Slavery and the Literary Imagination

IDENTICAL WITH: AFAM222

FGSS223 Sex, Money, and Power: Anthropology of Intimacy and Exchange

IDENTICAL WITH: ANTH203

FGSS224 Mystics and Militants: Medieval Women Writers

IDENTICAL WITH: ENGL232

FGSS225 Regulating Intimacy: Secularism, Sovereignty, Citizenship

Secularism is routinely defined as the relegation of religion to the private sphere, separate from public politics. Similarly, in secular-liberal societies, sexuality is in principal a private affair, beyond the purview of state interference. Indeed, secularism has come to be seen as the form of political rule that liberates women’s sexuality from the clutches of religion, and from Islam in particular. Yet the secular-modern nation-state—in its colonial and postcolonial iterations—has also consistently regulated sex and religion, witnessed in the policing of “native,” immigrant, and queer sexualities; in the construction of the family as a separate legal and moral domain; and in the surveillance and transformation of minority religious communities. Drawing on feminist, anthropological, and historical scholarship, this course critically examines the distinction between public and private central-to-state sovereignty and to the formation of modern, secular, sexually “normal” citizens. First examining the regulation of sexuality and of religion as parallel phenomena, the course ultimately asks what the relationship is between “proper” religion and “proper” sexuality in secular-state formations.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: RELI481 PREREQ: NONE

FGSS226 Japanese Horror Fiction and Film

IDENTICAL WITH: CEAS202

FGSS227 Gender and Authority in African Societies

IDENTICAL WITH: HIST226

FGSS228 Women and Literature in France, 1945–2002: A Complete Revolution?

IDENTICAL WITH: FREN328

FGSS230 De/Constructing Religion

We tend to assume religion is a transhistorical phenomenon, an essential form of human experience shared across various cultures and geographic spaces. Religion is distinct from politics, science, art, and the economy, or so we hold. But how did this notion of religion emerge, and what exactly are its parameters? This course examines the construction of religion as a category and a concept and the way its emergence intersects with particular matrices of sex/gender, as well as with

attendant notions of agency, autonomy, civilization, progress, and modernity. Particular attention will be paid to the colonial genealogy of the modern concept of religion and to the colonial and postcolonial transformation of various socio-ethical traditions into “religions.”

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: RELI488 PREREQ: NONE

FGSS231 The Family

IDENTICAL WITH: SOC228

FGSS237 Feminist and Gender Archaeology (FGSS Gateway)

IDENTICAL WITH: ANTH226

FGSS239 Animal Theories/Human Fictions

IDENTICAL WITH: COL238

FGSS241 Transnational Sexualities

IDENTICAL WITH: ANTH228

FGSS243 Television: The Domestic Medium

IDENTICAL WITH: ANTH244

FGSS256 Social Movements

IDENTICAL WITH: SOC246

FGSS264 Women and Buddhism

IDENTICAL WITH: RELI350

FGSS265 American Labor History from 1776 to Recent Times

IDENTICAL WITH: HIST266

FGSS266 Future Visions: Temporality and the Politics of Change

IDENTICAL WITH: THEA267

FGSS267 Revolution Girl Style Now: Queer and Feminist Performance Strategies

IDENTICAL WITH: THEA267

FGSS269 Gender and History (FGSS Gateway)

IDENTICAL WITH: HIST179

FGSS277 Feminist Philosophy and Moral Theory (FGSS Gateway)

IDENTICAL WITH: PHIL277

FGSS278 Commodity Consumption and the Formation of Consumer Culture

IDENTICAL WITH: ANTH277

FGSS279 Goddesses and Heroines: Images of Women in the Art of China and Taiwan

IDENTICAL WITH: ARHA278

FGSS281 Gender and Sexuality in Ancient Greek Culture

IDENTICAL WITH: CCIV281

FGSS293 Pleasure and Power: The Sociology of Sexuality

IDENTICAL WITH: SOC293

FGSS294 Politics of the Body

IDENTICAL WITH: AMST293

FGSS295 Queer Opera

IDENTICAL WITH: MUSC294

FGSS300 Medieval Gender and Sexuality

IDENTICAL WITH: HIST300

FGSS301 Beyond “the Veil”: Representations and Realities of Muslim Women in the United States

Led by playwright and actress Leila Buck, this course will use artistic methods to research and examine the dominant representations of Muslim women in U.S. mainstream media and engage with the complex realities of Muslim women’s lives through personal narratives and in-person connections. The course will include a service-learning component where students will connect with Muslim women in Connecticut and beyond while exploring the politics of representation and the role of story in shaping our perceptions of and relationships to Muslim women in the United States and beyond. This course is part of the Center for the Arts’ Muslim Women’s Voices at Wesleyan program and the Creative Campus Initiative.

GRADING: A-F CREDIT: 5 GEN ED AREA: HA IDENTICAL WITH: CSPL301 PREREQ: NONE

FGSS302 Critical Perspectives on the State

IDENTICAL WITH: ANTH302

FGSS303 Reproductive Politics and the Family in Africa

IDENTICAL WITH: HIST302

FGSS304 Negotiating Gender in the Maghreb

IDENTICAL WITH: FREN303

FGSS307 Mobilizing Dance: Cinema, the Body, and Culture in South Asia

IDENTICAL WITH: CHUM307

FGSS308 Taped in Front of a Live Audience: On Liveness and Temporality in Media and Performance

IDENTICAL WITH: CHUM308

FGSS309 Christianity and Sexuality

IDENTICAL WITH: RELI379

FGSS310 Remaking Bodies, Rethinking Social Movements

This course examines bodily modifications/transitions/transformations and how these processes of remaking bodies profoundly impact on social movements of the last decades, be they feminist, antiracist, gay, lesbian, bisexual and queer, trans, intersex, disability, and fat movements, to name some. The bodily transformations covered in this course are very diverse, from more normalized one, such as tattoos, piercings, and cosmetic surgeries, to more uncommon and/or “extreme” ones, like gastric bypass surgeries, sex reassignment surgeries, ethnic surgeries, voluntary acquisition of a disability (blindness, paraplegia, amputation) and of HIV (called “bug chasing”). This course provides an overview of the key concepts, theories, and debates in a variety of fields of studies that look at these bodily transformations and how they sometimes cause rifts, fraught discussions, and divisions among social movements and how they sometimes help to create solidarities and alliances between marginalized groups. It also explores these

bodily transformations through intersectional analyses that show how they are intertwined with other components such as sex, gender identity, sexuality, class, race, (dis)ability, language, and so on. Topics will include identity and bodily transformations, the normative body, the social and cultural representations of non-normative bodies and modified bodies, the medicalization and pathologization of different bodies, and power relations between social movements.

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

FGSS311 Stein and Woolf

IDENTICAL WITH: ENGL309

FGSS312 Bodies of Science, Bodies of Knowledge

IDENTICAL WITH: ANTH312

FGSS317 One Night Only: Performance and Technology in the American Avant-Garde

IDENTICAL WITH: THEA317

FGSS318 Seminar in Eating Disorders

IDENTICAL WITH: PSYC350

FGSS320 Staging Race in Early Modern England

IDENTICAL WITH: ENGL280

FGSS321 BioFeminisms: Science, Matter, Agency

This course rethinks feminism's relationship to nature, the body, and biological matter in light of new considerations of ontology in science studies, cultural studies, and feminist thought. We will read contemporary treatments of science, of Darwin and evolutionary theory, of neurobiology and epigenetics, and other fields and disciplines that consider biological matter, and think about them in feminist and queer frameworks. Readings will include "new materialists" alongside other works on the "new biology" and the "new sciences"; we will also revisit some second- and third-wave feminism. The course raises issues that challenge traditional boundaries of the body and self, conventional ideas of agency, and dualisms of mind/body. Readings include works by Donna Haraway, Anne Fausto-Sterling, Elizabeth Grosz, Karen Barad, Vicki Kirby, Elizabeth Wilson among others.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP321 PREREQ: NONE

FGSS322 Nationalism and the Politics of Gender and Sexuality

IDENTICAL WITH: ANTH322

FGSS323 Survey of African American Theater

IDENTICAL WITH: ENGL385

FGSS325 Sociology of Medicine, Health, and Illness

This course will address the sociology of medicine, health, and illness from a range of critical perspectives and theoretical vantage points, including feminist social constructionism, actor network theory, the governmentality literature, queer theory, neo-materialist feminism, and disability studies. We will examine current manifestations of medicalization, health and illness, and biosociality as social products of the neoliberal context, and pursue both illness and disability as sites of social struggle. We will consider the promise and limits of social constructionism in understanding the sick body and the disabled subject; we will address

the medicalization of impairments as well as trends in psychiatry; we will look at the emerging transnational trade in organs, cell lines, and bioinformatics and consider how sociological frameworks can contribute to understanding these.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SOC325 OR SISP325 PREREQ: NONE

FGSS326 Queer Times: The Poetics and Politics of Temporality

IDENTICAL WITH: ENGL378

FGSS328 The Immigrant City in the United States, 1880–1924

IDENTICAL WITH: AMST328

FGSS339 Transnational Feminisms

IDENTICAL WITH: AMST338

FGSS344 Transgender Theory

IDENTICAL WITH: AMST344

FGSS347 Representing Gender in Politics and the Media

IDENTICAL WITH: CHUM348

FGSS350 Historicizing Early Modern Sexualities

IDENTICAL WITH: ENGL349

FGSS386 Women and Politics

IDENTICAL WITH: GOVT385

FGSS397 Forbidden Love: From the Middle Ages to the French Revolution

IDENTICAL WITH: FREN397

FGSS398 Queer/Anthropology: Ethnographic Approaches to Queer Studies

IDENTICAL WITH: ANTH398

FGSS399 Rereading Gendered Agency: Black Women's Experience of Slavery

IDENTICAL WITH: ANTH399

FGSS405 Senior Seminar

This course is required for senior FGSS majors. Structured as a workshop, the goal of this course is to develop a collaborative intellectual environment for majors to 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 engage critically, yet generously, 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 or readings relating to their own projects, submit written work on their senior research in stages (project proposal, annotated bibliography, drafts), and do class presentations.

GRADING: A-F CREDIT: 1 PREREQ: NONE | FALL 2015 INSTRUCTOR: PITTS-TAYLOR, VICTORIA SECTION: 01

FGSS401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

FGSS409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

FGSS411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

FGSS465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

FGSS467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

FILM STUDIES

PROFESSORS: Jeanine Basinger; Scott Higgins, *CHAIR*; Leo Lensing

ASSOCIATE PROFESSORS: Stephen Collins; Lisa Dombrowski

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Jeanine Basinger; Stephen Collins; Lisa Dombrowski; Scott Higgins

The Film Studies Department explores the motion picture in a unified manner, combining the liberal arts tradition of cultural, historical, and formal analysis with filmmaking at beginning and advanced levels. The department offers a major and a minor.

ADMISSION TO THE MAJOR

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 with a grade of B+ or better. Entry to the major is possible only after completion of these two courses and application to the film major. To apply, students must meet with the department chair by the first semester of their sophomore year and place their names on the list of potential majors. Students on this list will receive an application form. Students who do not meet with the department chair will not receive an application or be considered for the major. Film studies faculty will evaluate applications based on performance in film studies classes (including but not limited to grades) and any other factors deemed pertinent.

Because of the prerequisites and major requirements, **students transferring to Wesleyan after their first semester sophomore year are not able to declare the film studies major.**

MAJOR REQUIREMENTS

1. All students **must take two designated prerequisite courses** and earn a grade of B+ or better to be eligible for the major.
2. After entry to the major students **must take the required production course and senior seminar.**
3. Students **must also take a minimum of six film studies electives.**
4. Students may count a maximum of 16 credits in any single department toward the 32 credits required for graduation. Credits that exceed this limit will count as oversubscription.

ADDITIONAL OPTIONS

Selection of options is dependent upon students not exceeding 16 total film credits (the maximum allowed in any department by the University prior to oversubscription).

1. Students have the **OPTION to take two senior theses courses for an honors project** (one in fall, one in spring).
2. Students have the **OPTION to take up to three additional film/digital production courses.** (Note that a senior thesis film counts as two additional production courses.)
3. Students have the **OPTION to take up to three additional screenwriting/television writing courses.** (Note that a senior thesis screenplay/teleplay counts as two screenwriting/television writing courses.)
4. Note that **OPTIONAL COURSES** count toward graduation but not toward fulfillment of the major.

Please see our departmental website for further information regarding the specifics of our major. [wesleyan.edu/filmstudies/]

Please be aware that cross-listed courses must be counted in all departments in which they are listed.

Course offerings vary from year to year and not all courses are available in every year. With prior approval by the department chair, one history/theory course from another institution may be transferred to the Wesleyan major. The department does not offer group or individual tutorials other than senior thesis projects, but uncredited opportunities to work on individual senior films are available. Consult the chair of film studies for further details. The Film Studies Department does not offer credit for internships.

Students may become involved in film studies in ways other than class enrollment. The College of Film and the Moving Image houses the Wesleyan Cinema Archives. The Film Board (composed of Wesleyan students) runs the Wesleyan Film Series.

PREREQUISITE CLASSES

- FILM304 *History of World Cinema to the 1960s*
- FILM307 *The Language of Hollywood: Styles, Storytelling, and Technology*

REQUIRED COURSES AFTER ENTRY INTO THE MAJOR

- FILM450 *Sight and Sound Workshop* or FILM451 *Introduction to Digital Filmmaking* in junior year
- A department-designated seminar during senior year

REQUIRED FILM STUDIES ELECTIVES (*minimum of six from this list*):

- FILM301 *The History of Spanish Cinema*
- FILM302 *Italian Cinema, Italian Society*
- FILM303 *Falling Anvils and Flying Pigs: The History and Analysis of Animated Cinema*
- FILM308 *The Musical Film*
- FILM309 *Film Noir*
- FILM310 *Introduction to Film Analysis*
- 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*
- FILM324 *Visual Storytelling: Cinema According to Hollywood's Master Storytellers*
- FILM325 *National Cinemas: Eastern Europe*
- FILM341 *The Cinema of Horror*
- FILM342 *Cinema of Adventure and Action*
- FILM343 *History of the American Film Industry in the Studio Era*
- 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*
- FILM352 *From Caligari to Hitler: Weimar Cinema in Context*
- FILM355 *Newest German (and Austrian) Cinema*
- FILM360 *Philosophy and the Movies: The Past on Film*
- FILM365 *Kino: Russia at the Movies*
- FILM366 *Elia Kazan's Films and Archives*
- FILM367 *Frank Capra's Films and Archives*
- FILM368 *Archiving the Moving Image: History and Methods*
- FILM370 *The Art of Film Criticism*
- FILM385 *The Documentary Film*

OPTIONAL FILM/DIGITAL PRODUCTION COURSES (*maximum of three from this list*):

- FILM150 *Documentary Advocacy*
- FILM441 *Video Art*
- FILM456 *Advanced Filmmaking* (Fall, must be taken with FILM457)
- FILM457 *Advanced Filmmaking* (Spring, must be taken with FILM456)

OPTIONAL FILM/TELEVISION WRITING COURSES (*maximum of three from this list*):

- FILM409 *Senior Thesis Tutorial* (Fall, must be taken with FILM410)
- FILM410 *Senior Thesis Tutorial* (Spring, must be taken with FILM409)
- FILM452 *Writing About Film*
- FILM454 *Screenwriting*
- FILM455 *Writing for Television*
- FILM458 *Visual Storytelling: Screenwriting*
- FILM460 *Scripting Series for the Small Screen*

Note: The oversubscription rule limits students to a maximum of 16 credits in a single department before oversubscription occurs, at which point further credits earned in the department cannot count toward the 32 credits required for graduation.

ADMISSION TO THE MINOR

The department offers a six-course minor that provides an opportunity for you to participate in our basic introductory courses and a selection from a large group of cross-listed courses, as well as a group of courses that we have not yet cross-listed. You can link your film minor to your primary major or pursue an entirely new area.

COURSES**FILM103 Studies in Visual Biography**

Combining pictures, words, and a wealth of personal detail, archival materials offer amateur yet stunningly authoritative examples of visual biography. Working within the collections at the Wesleyan Center for Film Studies, students will examine diaries, journals, scrapbooks, and other forms of personal documentation and consider the social history and visual methods implicit in the construction of material evidence. Focus on storytelling through collage and montage, with assignments in both print media and short-form digital film.

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

FILM104 The Art of the Interview

The art of the interview is an essential ingredient for narrative storytelling both historically and within the contemporary media landscape. What are the techniques and instincts that enable us to make the empathic leap into someone else's experience? Taking an interdisciplinary approach, we will read and analyze interviews from the origin of the genre, ground-breaking written profiles based on interviews (Lillian Ross on Ernest Hemingway), and interviews with filmmakers, some of which will be drawn directly from the Wesleyan Cinema Archives. We will also screen a number of BBC documentary film profiles based on interviews with figures such as Orson Welles and David Bowie. Along with secondary critical

readings and screening of examples from the instructor's own documentary film practice, there will be a strong emphasis on traditional writing skills. Students will be required to write short critical essays and one in-depth biographical profile. Students will also conduct interviews both written and filmed. Knowledge of film-editing software is helpful but not essential.

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

FILM157 Unfaithful: Relationships Between Film and Literature
This course will explore the inevitable, often productive tension between films and their literary sources. "Faithful" adaptations tend to be those that fail. Using the methods of the new field of adaptation studies, the course will consider cinematic-literary doublings from the beginning of the silent era (*Dracula* and *Nosferatu*) to the present time (Stefan Zweig's fiction and *The Grand Budapest Hotel*). In select cases, the focus will be directed more sharply on social and political motivations for literary adaptations.

MINOR REQUIREMENTS

FILM307 should be taken during the first or sophomore year. Students must meet with minor administrator to declare the minor. After that, they may choose as convenient to complete the five additional courses before graduation.

Naturally, all course selections are subject to prerequisites from other departments, as well as enrollment restrictions, but with such a wide list of choices (and the list will grow each year), there should be no problem in finding five classes. A minor course record chart tracks the completion of the minor through the six courses.

COURSES

The list of courses currently recognized as part of the film studies minor is as follows. (Please note that not all courses will be available every semester.)

- FILM150 *Documentary Advocacy*
- FILM301 *The History of Spanish Cinema*
- FILM302 *Italian Cinema, Italian Society*
- FILM304 *History of World Cinema to the 1960s*
- FILM310 *Introduction to Film Analysis*
- FILM313 *Early Cinema and the Silent Feature*
- FILM315 *Myth and Ideology in Cinema: Hollywood Sex, Race, Class, Culture*
- FILM319 *Television Storytelling: The Conditions of Narrative Complexity*
- FILM320 *The New German Cinema*
- FILM324 *Visual Storytelling: Cinema According to Hollywood's Masters*
- FILM349 *Television: The Domestic Medium*
- FILM351 *Classical Film Theory*
- FILM352 *From Caligari to Hitler: Weimar Cinema in Context*
- FILM360 *Philosophy and the Movies: The Past on Film*
- FILM365 *Kino: Russia at the Movies*
- FILM385 *The Documentary Film*
- FILM441 *Video Art*
- FILM451 *Digital Filmmaking*
- FILM452 *Writing About Film*
- FILM454 *Screenwriting*
- FILM455 *Writing for Television*
- FILM458 *Visual Storytelling: Screenwriting*
- FILM459 *Writing for Television II*
- CEAS202 *Japanese Horror, Fiction and Film*
- CEAS208 *City in Chinese Literature and Film*
- CEAS226 *Memory and Identity in Contemporary Chinese Fiction and Films*
- CEAS232 *Introduction to Chinese Film*
- CEAS257 *Nation, Class and the Body in 20th-Century Chinese Literature and Film*
- ENGL254 *Shakespeare on Film*
- GOVT387 *Foreign Policy at the Movies*
- HEST125/MUSC297 *Yiddish Cultural Expression: Music, Theater, Literature, Film*
- HEST236 *Revival of the Israeli Cinema*
- MUSC251 *The Study of Film Music*
- RUS5234 *Woody Allen and the Russian Novel*
- SPAN252 *Cinema, Politics, and Society in Contemporary Spain*
- SPAN280 *Screening Youth in Contemporary Latin American Cinema*

readings and screening of examples from the instructor's own documentary film practice, there will be a strong emphasis on traditional writing skills. Students will be required to write short critical essays and one in-depth biographical profile. Students will also conduct interviews both written and filmed. Knowledge of film-editing software is helpful but not essential.

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

FILM157 Unfaithful: Relationships Between Film and Literature

This course will explore the inevitable, often productive tension between films and their literary sources. "Faithful" adaptations tend to be those that fail. Using the methods of the new field of adaptation studies, the course will consider cinematic-literary doublings from the beginning of the silent era (*Dracula* and *Nosferatu*) to the present time (Stefan Zweig's fiction and *The Grand Budapest Hotel*). In select cases, the focus will be directed more sharply on social and political motivations for literary adaptations.

GRADING: CR/U CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: GRST257 PREREQ: NONE

FALL 2015 INSTRUCTOR: LENSING, LEO A. SECTION: 01

FILM301 The History of Spanish Cinema

IDENTICAL WITH: FIST301

FILM302 Italian Cinema, Italian Society

IDENTICAL WITH: FIST245

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: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: HIGGINS, SCOTT SECTION: 01

FILM307 The Language of Hollywood: Styles, Storytelling, and Technology

This history course explores how fundamental changes in film technology affected popular Hollywood storytelling. We will consider the transition to sound, to color, and to widescreen, and the current “digital revolutions.” Each change in technology brought new opportunities and challenges, but the filmmaker’s basic task remained the emotional engagement of the viewer through visual means. We will survey major directors and genres from the studio era and point forward to contemporary American cinema. Our aim is to illuminate popular cinema as the intersection of business, technology, and art. Through film history, we will learn about the craft of filmmaking and how tools shape art.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: HIGGINS, SCOTT SECTION: 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.” The course will study predominant noir themes and visual patterns, as well as the visual style of individual directors such as Fuller, Ray, Mann, Lang, Ulmer, DeToth, Aldrich, Welles, Tourneur, Preminger, Lewis, et al., using their work to address how films make meaning through the manipulation of cinematic form and narrative structure.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [FILM304 & FILM310] | FALL 2015 INSTRUCTOR: BASINGER, JEANINE D. SECTION: 01

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 narrative structure, narration, cinematography, editing, mise-en-scene, and sound. Emphasis will be placed on discerning the functions of formal elements and their effects on the viewing experience. Each week will include two film screenings, a lecture, and a discussion section. Students will work closely with writing tutors on each of the four writing assignments (two, two-page and two, six- to eight-page). This course is designed to be a general education class as well as a gateway to further work in film studies and is required for those declaring the film studies major.

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

FILM314 Directorial Style: Classic American Film Comedy

This course examines the personal style (both formal and narrative) of various American film directors and personalities in the comic tradition. The course will discuss the overall world view, the directorial style, and the differing functions of humor in films of each director and/or personality—Keaton, Lubitsch, Capra, Hawks, Tashlin, Blake Edwards, Billy Wilder, Jerry Lewis, and others—covering the silent era through the early ‘60s.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST222 PREREQ: NONE

FILM315 Myth and Ideology in Cinema: Hollywood Sex, Race, Class, Culture

The course is concerned with the ways in which a popular art form like the movies affects and is affected by the ideology of the culture in which it is produced. We will study the processes by which genres arise in movies, how they develop historically, how they register ideological change, how they break up, and recombine. The course will concentrate on Hollywood cinema and its complex engagement with cultural histories of class and identity.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [FILM304 & FILM307] | FALL 2015 INSTRUCTOR: CORNELL, JULIAN I. SECTION: 01

FILM319 Television Storytelling: The Conditions of Narrative Complexity

IDENTICAL WITH: ANTH308

FILM320 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. Attendat materials will include literary sources, screenplays, and interviews.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: GRST253 OR GELT253 PREREQ: NONE | SPRING 2016 INSTRUCTOR: LENSING, LEO A. SECTION: 01

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 GEN ED AREA: HA PREREQ: [FILM304 & FILM310]

FILM324 Visual Storytelling: The History and Art of Hollywood’s Master Storytellers

Co-taught by a film historian and a filmmaker, this class brings two perspectives to four distinctive auteurs: Frank Borzage, Howard Hawks, John Ford, and

Vincente Minnelli. Each director uses popular genres to build unique cinematic worlds. Together, their films form the bedrock of a visual language for telling stories, engaging emotion, and shaping perception. Studying four of the studio era’s greatest filmmakers reveals the possibilities of narrative cinema and provides models for new creative work. This class makes the craft of Hollywood visible so that students gain access to the tools of cinematic storytelling. It incorporates both analytical and creative projects.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [FILM304 & FILM307] | SPRING 2016 INSTRUCTOR: COLLINS, STEPHEN EDWARD SECTION: 01 INSTRUCTOR: HIGGINS, SCOTT SECTION: 01

FILM325 National Cinemas: Eastern Europe

This is a course for film majors that covers history and aesthetics of films from former Eastern Bloc countries. It complements our curriculum by covering important filmmakers and national cinemas that we do not otherwise focus on. We touch on political modernism in our introductory courses, but our students have not had the chance to study films from Hungary, Czechoslovakia, Macedonia, Serbia, East Germany, Romania, and Bulgaria in much detail. Filmmakers taught include Andrej Wajda, Krzysztof Kieslowski, Jiri Menzel, and Miklos Jancso, all major figures in global cinema history. The class poses the question, What is national in national cinema? and investigates the role of filmmakers as social critics and engaged observers.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [FILM304 & FILM310]

FILM341 The Cinema of Horror

This course will focus on the history and development of the horror film and examine how and why it has sometimes been blended with science fiction. In addition to studying the complex relationship between these genres, we will seek to understand the appeal of horror. One of our guiding questions will be, Why do audiences enjoy a genre that, on the surface, seems so unpleasant? We 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 the genre’s appeal to audiences and its significance as a cultural form.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [FILM304 & FILM307] OR [FILM304 & FILM310] OR [FILM307 & FILM310]

FILM343 The History of the American Film Industry in the Studio Era

This course explores the history of the Hollywood studio system, from the beginnings of cinema through the end of the studio era in the 1950s and 1960s. We will trace the evolution of the production, distribution, and exhibition of films within the changing structure of the industry, paying particular attention to how economic, industrial, and technological changes impacted the form and content of the films themselves. In class discussions, we will explore special topics in film history and historiography, including early exhibition, the star system, censorship and ratings, production control, film criticism, audience reception, and independent production. Screenings include films directed by Alice Guy Blaché, D.W. Griffith, Charlie Chaplin, Raoul Walsh, Ernst Lubitsch, Josef von Sternberg, Edgar G. Ulmer, Max Ophuls, Orson Welles, William Wyler, Preston Sturges, Michael Curtiz, Vincente Minnelli, Abraham Polonsky, Robert Aldrich, Samuel Fuller, Otto Preminger, and others.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [FILM304 & FILM310]

FILM346 Contemporary East Asian Cinema

This is a seminar on comparative narrative and stylistic analysis that focuses on contemporary films from Hong Kong, Taiwan, China, South Korea, and Japan, regions that have produced some of the most exciting commercial and art cinema in the last 30 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, Bong Joon-ho, Wang Xiaoshuai, Tian Zhuangzhuang, Johnnie To, Stephen Chiau, Hong Sang-soo, Tsui Hark, Lu Chuan, and others will be featured.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [FILM304 & FILM307] | SPRING 2016 INSTRUCTOR: DOMBROWSKI, LISA A. SECTION: 01

FILM347 Melodrama and the Woman’s Picture

Within film history and 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 melodrama and the woman’s picture have been understood, beginning in Hollywood during the silent period; ranging through the 30s, 40s, and 50s; and culminating in contemporary world cinema. We will pay particular attention to the issues of narrative construction and visual style as they illuminate or complicate different analytical approaches to melodrama. Screenings include films directed by D.W. Griffith, Evgenii Bauer, John Stahl, Frank

Borzage, Kerner Vidor, Douglas Sirk, Vicente Minnelli, Max Ophuls, Nicholas Ray, Rainer Werner Fassbinder, Lars von Trier, and Luca Guadagnino, among others.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [FILM304 & FILM307]

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, Mike and George Kuchar, Monte Hellman, Robert Altman, Barbara Kopple, Charles Burnett, Steven Soderbergh, the Coen brothers, Richard Linklater, Todd Haynes, Paul Thomas Anderson, Terrence Malick, David Lynch, David Gordon Green, and Kelly Reichardt, among others.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [FILM304 & FILM307]

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 Alan Clarke, Steve McQueen, Jim Jarmusch, Gus Van Sant, Theo Angelopoulos, Thomas Vinterberg, Aki Kaurismäki, Luc and Jean-Pierre Dardenne, Corneliu Porumboiu, Cristian Mungiu, Nuri Bilge Ceylan, Moshe Makhmalbaf, Abbas Kiarostami, Jafar Panahi, Jia Zhang-ke, Krzysztof Kieslowski, Pedro Almodovar, Fernando Eimbcke, Agnes Varda, Leos Carax, Claire Denis, and others.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [FILM304 & FILM310]

FILM352 From Caligari to Hitler: Weimar Cinema in Context

This course offers a critical introduction to German silent and sound films from 1919 to 1932. It will test the thesis of Siegfried Kracauer’s classic study that expressionist films in particular prepared the way for Hitler’s rise to power. The focus will be on canonical films of the era including *The Cabinet of Dr. Caligari*, *Nosferatu*, and *The Last Laugh* (Murnau), *Metropolis* and *M* (Fritz Lang), and *The Joyless Street* and *Pandora’s Box* (Pabst). Some attention will also be given to films made at the ideological extremes of Weimar culture: *Kuhle Wampe* (with a screenplay by Brecht), Leni Riefenstahl’s *The Blue Light*, and Pabst’s *Threepenny Opera*. Readings will include screenplays, essays, and reviews from the period as well as selected literary works such as Brecht’s *Threepenny Opera* and Irmgard Keun’s novel *The Artificial Silk Girl*.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: GRST252 PREREQ: NONE
FALL 2015 INSTRUCTOR: LENSING, LEO A. SECTION: 01

FILM355 Newest German (and Austrian) Cinema

This course examines the history and aesthetics of German cinema between the fall of the Wall and the present and also considers work by important Austrian directors of the same period. Topics include the ongoing response to World War II and the Holocaust, reactions to the reunification of Germany, and the problematic integration of German Turks and other minorities. Films by Maren Ade, Fatih Akin, Dorris Dörrie, Michael Haneke, Christian Petzold, Ulrich Seidl, Margarethe von Trotta, and Tom Tykwer.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: GRST255 PREREQ: NONE
SPRING 2016 INSTRUCTOR: LENSING, LEO A. SECTION: 01

FILM360 Philosophy and the Movies: 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 the 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 IDENTICAL WITH: PHIL160 OR HIST129 PREREQ: NONE
FALL 2015 INSTRUCTOR: ROTH, MICHAEL S. SECTION: 01

FILM365 Kino: Russia at the Movies

IDENTICAL WITH: RUSS265

FILM366 Elia Kazan’s Films and Archives

Elia Kazan was one of the most successful and influential cross-platform artists of the 20th century, and his films are the 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 & FILM310]

FILM367 Frank Capra’s Films and Archives

“Maybe there really wasn’t an America—maybe it was only Frank Capra.”
—John Cassavetes

Frank Capra directed, produced, and wrote some of Hollywood’s most celebrated and enduring films of the 20th century. Amid Depression, war, and corruption, he triumphed the optimism, faith, and humor essential to the American spirit. This course explores Frank Capra’s unique directorial style in the context of film history and filmmaking practices of the time, studies Capra as an artist and a person, and investigates the individual “stories” of many of his well-known and lesser-known projects. The Wesleyan Cinema Archives are proud to hold Capra’s archive that enables us to study Capra and his films using his original production documents, promotional material, correspondence, press clippings, and other curiosities.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [FILM304 & FILM310]

FILM368 Archiving the Moving Image: History and Methods

Media history begins in the archive. Our understanding of the moving image as a medium and an art is founded on and shaped by the work of archivists. This class draws on the Wesleyan’s nationally recognized Cinema Archives to explore the role of archives in preserving and making accessible our film and television heritage from the silent film era to today’s digital productions. In the early 20th century, films were seen as expendable. Archives today are dedicated to preserving moving images of all types, including home movies, art installations, studio films, television, and video games. Topics include preservation ethics, copyright, the challenges of digital preservation, the history of the archives movement, and how archives work. Students will research different types of moving image archives and work on a group project to trace the lifespan of a film from production through distribution and restoration.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA
PREREQ: [FILM304 & FILM310] OR [FILM304 & FILM307] OR [FILM307 & FILM310]

FILM370 The Art of Film Criticism

This course will consider film criticism as a literary genre and an intellectual discipline, with the goal of helping students develop strong writerly voices and aesthetic points of view. Readings will include important critics of the past—including James Agee, Andrew Sarris, Pauline Kael, and Susan Sontag—and examples of criticism as it is currently practiced, with special attention to digital media. Writing assignments will focus on the techniques and challenges of analyzing complex works of art concisely and on deadline.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [FILM304 & FILM307]

FILM381 Martin Scorsese

Scorsese: film historian, preservationist, anthropologist, lover of the Rolling Stones, and, of course, filmmaker. This course will do an in-depth study of the narrative themes, genre experimentation, cinematic influences, and formal style of the films of Martin Scorsese.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [FILM304 & FILM307]
FALL 2015 INSTRUCTOR: COLLINS, STEPHEN EDWARD SECTION: 01

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 and weekly journal entries, 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, documentary as social advocacy, the autobiographical impulse, the use of reflexivity, and the ethics of documentary filmmaking. Screenings will include films directed by Ross McElwee, Marlon Riggs, Trinh T. Minh-ha, Errol Morris, Barbara Kopple, James Longley, Bonnie Sher Klein, Robert Flaherty, Pare Lorentz, John Grierson, Luis Buñuel, Leni Riefenstahl, Jean Rouch, Alain Resnais, Frederick Wiseman, the Maysles brothers, and Michael Moore.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [FILM307] | SPRING 2016

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 & FILM310]
SPRING 2016 INSTRUCTOR: DOMBROWSKI, LISA A. SECTION: 01

FILM441 Video Art

IDENTICAL WITH: ARST480

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: [FILM304 & FILM307]
FALL 2015 | SPRING 2016 INSTRUCTOR: PARKIN, RICHARD WAYNE SECTION: 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 with digital video cameras, sound gear, and lighting equipment. 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 2015 | SPRING 2016 INSTRUCTOR: LICATA, CATHERINE BRIDGETTE SECTION: 01-02

FILM452 Writing About Film

This course will introduce students to the major concerns of popular film criticism. Primary emphasis will be placed on actors and styles of acting, the impact of changing social ideologies on film, and the effects of big-budget filmmaking on production. Students will be asked to think and write critically as well as personally about these concepts. Each week will include a screening, a lecture, and a group discussion. Students will be graded based on class participation, weekly writings, a midterm, and a final project.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: WRCT259 PREREQ: NONE

FILM454 Screenwriting

This course focuses on writing for the screen, with emphasis on how the camera tells stories. It is an examination of format, narrative, and dialog from treatment through completed script. This is a writing class; the grade will be based on writing completed during the semester.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: HIGGINS, SCOTT SECTION: 01

FILM455 Writing for Television

This demanding, writing-intensive course focuses on (1) the creative development of a script, individually and collaboratively; (2) scene structure, character development, plot, form and formula, dialogue, the role of narrative and narrator; (3) understanding the working and business of television. Each student will conceive of, synopsise, and pitch a story idea with their "producing partners" to "network executives." Each student will also serve as producer and as an executive for others. After absorbing the feedback, students will construct a detailed beat outline and will turn in an original script at the end of the semester.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: WRCT256 PREREQ: NONE

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 2015 INSTRUCTOR: COLLINS, STEPHEN EDWARD SECTION: 01-02
INSTRUCTOR: PARKIN, RICHARD WAYNE SECTION: 03
INSTRUCTOR: STEIN, JAMIE SECTION: 04
INSTRUCTOR: CACACI, JOE SECTION: 05

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 2016 INSTRUCTOR: COLLINS, STEPHEN EDWARD SECTION: 01-02
INSTRUCTOR: PARKIN, RICHARD WAYNE SECTION: 03
INSTRUCTOR: STEIN, JAMIE SECTION: 04
INSTRUCTOR: CACACI, JOE SECTION: 05

FILM458 Visual Storytelling: Screenwriting

Since watching movies (good ones) is so easy and pleasurable, screenwriting is a medium that everyone's uncle thinks they can do. But anyone who has had to read an amateur screenplay knows different. This is a writing course that will start from ground zero: separating the screenplay from other forms, e.g., the play and the novel, and grounding students in visual language as the basis of the medium. How do we write in pictures?

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

FILM459 Writing for Television II

This advanced course requires that each student act as writer, producer/network executive as well as lead discussant on one of the professional scripts we read. Students will be responsible for two meetings with the professor during the semester, two to three meetings with their producing partners, and one meeting with their actors (who will perform a short scene from the student's script at the end of the semester.) Each student will conceive of and pitch three story ideas in the first classes, winnowing down to one idea for which they will write a story area, an outline, and a final script (which will go through three major revisions). Students are expected to come to class with a background in creative writing, focusing on character and dialogue as well as having completed one TV screenplay.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: WRCT263 PREREQ: NONE
SPRING 2016 INSTRUCTOR: BLOOM, AMY B. SECTION: 01

FILM460 Scripting Series for the Small Screen

This course will introduce the student to television series structure, including both the half-hour and one-hour formats. We will start by analyzing familiar shows and then develop an original outline in class as a group, giving each student a chance to write one scene (including dialogue) from the common show. Each student will then be guided in the development and execution of an outline of their own original plot, including writing the opening scene. Grading will be based on weekly assignments and a final project, as derived from above.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: CACACI, JOE SECTION: 01

FILM401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

FILM409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

FILM411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

FILM465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

FILM467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

GERMAN STUDIES

PROFESSOR: Krishna R. Winston

ASSOCIATE PROFESSOR: Ulrich Plass

ADJUNCT PROFESSOR: Iris Bork-Goldfield, CHAIR

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Iris Bork-Goldfield; Leo A. Lensing; Ulrich Plass; Krishna Winston

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, with the aim of educating students for a world in which a sophisticated understanding of other cultures and their histories has become increasingly important. A background in German studies can prepare students for careers in many fields, among them teaching, translation, publishing, arts administration, law, international business, and library science, as well as for graduate study in literature, linguistics, philosophy, art history, history, psychology, the natural sciences, music, and other disciplines. At every level, the department's courses taught in German stress the four basic skills of reading, writing, listening, and speaking and aim to develop students' sensitivity to language and its relationship to culture. The department's courses taught in English focus on the German-speaking countries' specific historical experiences and those countries' contributions to literature, the arts, and thought. These courses often raise the question of translation, asking how successfully cultural phenomena specific to a particular place and time can be expressed in another language.

GENERAL EDUCATION

The department strongly recommends that majors fulfill Stages I and II of the general education expectations.

MAJOR DESCRIPTION

German studies as a field embraces a number of disciplines. The department's offerings and the faculty's areas of scholarly expertise fall primarily into three related but distinct areas: literature, film and visual culture, and critical thought.

- **Literature:** The study of literature and language lies at the center of German studies, for in works of literature, language manifests itself in its most complex, aesthetically rewarding, intellectually stimulating, and culturally revealing forms. The study of literature provides insight into the nature of narrative, which structures the expression of most human self-understandings. The concept of literature goes far beyond what we call "fiction." For example, literary patterns can be identified in Hegel's philosophy of mind, Darwin's theory of evolution, or Freud's conception of how the human mind functions. Thus, students of sociology, psychology, history, political science, and many other disciplines can benefit from learning to analyze literary structures and styles. The German Department's strengths in literary studies include the age of Goethe, poetic realism, Viennese modernism, the Weimar Republic, the theory of the novel, exile literature, postwar and contemporary literature, multicultural literature, literary translation, and poetry. The department's courses treat specific authors, genres, themes, or periods.
- **Film and Visual Culture:** In the wake of the "visual turn" in the humanities, the field of German studies has paid increasing attention to film and photography, while awareness of the relationship between literature and the other visual arts—painting, printmaking, drawing, and sculpture—has deep historical roots. In addition to the visual culture of *fin-de-siècle* Vienna, the department offers

courses that treat the history and aesthetics of German film from the Weimar era to the present. Major directors such as Fritz Lang, G. W. Pabst, F. W. Murnau, Rainer Werner Fassbinder, and Werner Herzog and film adaptations of literary works receive extensive treatment in the curriculum.

• **Critical Thought:** The German intellectual tradition, associated with, among many others, such influential thinkers as Luther, Kant, Marx, Nietzsche, Heidegger, and Benjamin, has made indispensable contributions to Western thought. The German Department's offerings in this area constitute key components of the Certificate in Social, Cultural, and Critical Theory and include aesthetics, cultural and literary theory, the history of science, German-Jewish thought, and major figures from the Enlightenment to the Frankfurt School.

ADMISSION TO THE MAJOR

To become a German studies major, a student should have no grade lower than a B in any course taken in the department. The department recognizes the diversity of student interests and goals by allowing its majors great flexibility in designing their programs of study. Students should work closely with their major advisors to put together coherent courses of study and assure that they will make steady progress toward mastery of the German language. While majors are not required to choose a concentration, they may find it valuable to focus on one of the three areas described above. The department strongly recommends that majors fulfill Stages I and II of the general education expectations.

MAJOR REQUIREMENTS

The major requires satisfactory completion of nine credits' worth of courses. At least five credits must be earned in courses taught in German above the level of GRST211, with at least three of the five being GRST seminars at the 300-level or courses taken in Germany. Majors are strongly encouraged to spend a semester on an approved program in Germany. Courses taken there count toward the major, provided the subject matter is relevant to German studies and the instruction and assignments are in German. A maximum of two courses per semester taken in Germany may be counted toward the major. For students who have not taken GRST214, one credit of intensive language instruction in Germany may count toward the major as well. Before enrolling in courses in Germany, students should obtain approval from their major advisor.

ADMISSION TO THE MINOR

Any student who intends to earn the minor in German studies should speak with the department chair by the end of the junior year at the latest. Satisfactory completion of the minor will be certified by the department.

MINOR REQUIREMENTS

The minor requires six course credits with a minimum GPA of B. Four of the courses must be above the GRST211 level and taught entirely in German; at least two of these must be taken at Wesleyan. The other two courses may be in either English

or German; they must be taken in the Wesleyan German Studies Department. All courses counted toward the minor must be taken for a letter grade. Exceptions will be made for students majoring in the College of Letters and the College of Social Sciences.

STUDY ABROAD

For information on approved programs, students should speak with their faculty advisors and the Office of International Study [wesleyan.edu/ois/]. Brochures and application forms are available from the German Studies Department, 65 Lawn Avenue, or from the Office of International Studies, 105 Fisk Hall. The application deadline is November 1.

HONORS

- **Eligibility.** To become a candidate for honors in German studies, a student must have earned a B+ or better in all German studies courses above GRST211 and must have taken at least one course in each of the three curricular areas.
- **Candidacy.** A prospectus must be handed in and approved by the prospective tutor or the department chair by the end of Reading Period in the spring of the junior year. Enrollment in senior thesis tutorials (409 and 410) is required. Candidates for honors in German studies and another department or program may choose to have two thesis tutors. The two departments or programs must agree in advance about the tutoring arrangement and evaluation of the honors project.
- **Honors projects.** Honors are given only for two-semester projects. Examples of possible projects are a scholarly investigation of a topic in German studies; a translation of a substantial text from German to English, accompanied by a critical essay or introduction; production of a play from the German repertory, accompanied by a written analysis; a creative project written in German, accompanied by a brief introduction or afterword.
- **Deadlines.** Deadlines for nomination to candidacy and submission of the honors project are set by the Committee on Honors.
- **Evaluation and award of honors.** Honors projects will be evaluated by the tutor(s) and at least two other readers. A student receiving high honors may, at the department's discretion and subject to the guidelines of the Committee on Honors, be nominated to take the oral examination for University Honors.

PRIZES

Students who demonstrate excellence in the study of German may be candidates for prizes given from the Scott, Prentice, and Blankenagel funds. Students seeking modest funding for special projects should consult the chair.

ADDITIONAL INFORMATION

- **German Haus.** [wesleyan.edu/reslife/housing/program/german_house.htm] This wood-frame house at 65 Lawn Avenue, with six single rooms and one double, sponsors many cultural and social activities. The original German Haus was established in 1977, making it the oldest foreign-language program house on Wesleyan's campus.

COURSES

GERMAN LITERATURE IN TRANSLATION

GELT239 Modernism and the Total Work of Art

IDENTICAL WITH: ARHA339

GELT253 The New German Cinema

IDENTICAL WITH: FILM320

GELT260 Giants of German Prose

IDENTICAL WITH: GRST260

GELT268 Understanding Modernity: Marx, Nietzsche, and Freud

IDENTICAL WITH: GRST268

GELT273 Sex and Text in Freud's Vienna

IDENTICAL WITH: GRST273

GELT286 Goethe, Schiller, and German Romanticism

IDENTICAL WITH: COL293

GELT401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

GELT409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

GELT411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

GELT465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

GELT467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

GERMAN STUDIES

GRST101 Elementary German

This course is an introduction to German and leads to communicative competence in German by building on the four primary skills—speaking, listening, reading, and writing—while developing participants' awareness of life and culture of German-speaking countries. Learning German and its structure will also enhance students' awareness of commonalities between the English and the German languages.

The GRST101-102-211 course sequence will help students appreciate that contemporary Germany is economically and politically the leading country in the European Union and has a dynamic, multicultural society. The German language opens vistas

into a world of ideas that is as complex as it is elemental. It provides access to many fields, from philosophy to the natural sciences and many disciplines between: history, musicology, art history, and environmental studies. These three courses prepare students to study abroad in Germany, on one of the three Wesleyan-approved programs in Berlin, Hamburg, or Regensburg, and for GRST214 here at Wesleyan.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: BORK-GOLDFIELD, IRIS SECTION: 01-02

GRST102 Elementary German

This is the second part of the two-part sequence in Elementary German (see GRST101). Students will continue their study of the four primary skills—speaking, listening, reading, writing—plus German grammar and culture. They will read a variety of authentic texts, listen to native speakers, handle everyday conversational situations, and write short compositions. At the end of the semester, students will write, perform, and videotape a skit based on the material learned this semester. GRST211 is the course following GRST102. Students who take GRST211 can apply to study abroad in Germany on one of the three Wesleyan-approved programs in Berlin, Hamburg, or Regensburg, or students can enroll in GRST214 here at Wesleyan.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: GRST101
SPRING 2016 INSTRUCTOR: BORK-GOLDFIELD, IRIS SECTION: 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. After the successful completion of this course, students can study abroad at one of Wesleyan's approved German programs in Berlin, Hamburg, or Regensburg or continue with GRST214 here at Wesleyan.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: GRST102
FALL 2015 INSTRUCTOR: BORK-GOLDFELD, IRIS SECTION: 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 PREREQ: GRST211
SPRING 2016 INSTRUCTOR: WINSTON, KRISHNA R. SECTION: 01

GRST217 German Culture Today

Readings, class discussion, and written work will be based on current and recent events and developments in Germany. Topics will include Germany's place in the new Europe and the world, Germany as a multicultural society, and German contemporary culture. The course will provide extensive practice in speaking, reading, listening, and writing in German and using literary and nonliterary texts, as well as audio and visual materials. Structured conversation, debates, and analysis of different types of texts, along with writing assignments in a variety of genres, will strengthen proficiency in German and prepare students for 300-level courses.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: GRST214
FALL 2015 INSTRUCTOR: BAUEMEL, MARTIN SECTION: 01

GRST218 Introduction to German Literature

Designed to provide a transition between the elementary-intermediate German-language sequence and advanced offerings in German, this course will introduce students to the techniques and terminology of close reading of literary texts. Constant practice in formal writing and in oral production will enable students to expand their vocabulary, overcome remaining problems with grammar, and achieve fluency of expression. Readings of increasing difficulty will be drawn from the three principal genres—prose, poetry, and drama—and from several historical periods, including the present.

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

GRST227 Introduction to Social, Cultural, and Critical Theory

IDENTICAL WITH: CHUM227

GRST230 The Simple Life

As the human population grows toward nine billion and our planet's carrying capacity comes under increasing pressure, many observers believe the human project itself is at risk. What human beings have accomplished is probably unique in the history of the universe; once lost to war, famine, and ecological collapse, the understandings and physical creations of our cultures will be irrecoverable. We must ask ourselves, with considerable urgency, the following questions: How do our values, our economic systems, and our behaviors—as individuals, groups, societies, and cultures—affect the conditions under which we, our descendants, and the plants and animals with which we share the earth might live in the future? To what extent and at what cost can technology enable us to adapt to changes already under way? Should we take an "après moi, le déluge" attitude or try to prolong the life of our species, and if so, in what form? Does the so-called simple life, as conceptualized in different times and places, offer any useful models? Does living "green" make sense? What about environmental (in)justice? This course will draw on texts from a variety of periods and disciplines, written in a range of styles and from many perspectives, to examine how these questions and others can be approached. Creative thinking will be strongly encouraged. We will pay particular attention to contemporary sustainability initiatives.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENV5230 PREREQ: NONE
FALL 2015 INSTRUCTOR: WINSTON, KRISHNA R. SECTION: 01

GRST231 Reading Theories

IDENTICAL WITH: ENGL295

GRST235 Skinning the German Onion: Günter Grass as Writer, Graphic Artist, Political Activist

Born in 1927 in the free city of Danzig, Günter Grass grew up in an environment dominated by Nazi ideology and war. After serving briefly—at seventeen—in the Waffen-SS, Grass emerged from an American prisoner-of-war camp to find Germany divided and the Western half of the country eager to forget the recent past as it rebuilt its infrastructure and its economy with American Cold War support. Grass spent his career drawing lessons from his own past and his country's history. Through his writing, visual art, and political interventions, he repeatedly prodded and provoked his contemporaries, reminding them of the need for "doubt"—his shorthand for critical thinking and constant vigilance. Yet Grass's highly imaginative and stylistically challenging works eschew didacticism and defy critics and political adversaries who liked to portray him as a one-dimensional preacher. In this course, we will review Grass's life's work as an artist, a family

man, and a citizen who chose Sisyphus as his patron saint and could be as ruthless toward himself as he was to the cant and superficiality he perceived around him.

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

GRST239 Modernism and the Total Work of Art

IDENTICAL WITH: ARHA339

GRST240 The Ends of Empire: Narratives of Culmination and Decline in Philosophy and Literature

This course aims to theorize and contextualize current left- and right-wing discourses on empire in decline and to pay particular attention to the narrative techniques deployed by philosophers and writers to conjure the specter of decline. Because decline is conceptually inseparable and at times even indistinguishable from culmination, it resists easy valorization. To understand decline, its story must be told; it only becomes distinguishable from culmination, or fulfillment and, as well, from fall or collapse, in being given narrative form. Both the philosophical and literary texts studied in this course tell stories of culmination and decline that reflect on one another in surprising ways. Thus, we will read them in comparative fashion.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL221 PREREQ: NONE

GRST241 Introduction to European Avant-Garde, 1880–1940

IDENTICAL WITH: ARHA241

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 IDENTICAL WITH: COL251 PREREQ: NONE

GRST252 From Caligari to Hitler: Weimar Cinema in Context

IDENTICAL WITH: FILM352

GRST253 The New German Cinema

IDENTICAL WITH: FILM320

GRST255 Newest German (and Austrian) Cinema

IDENTICAL WITH: FILM355

GRST257 Unfaithful: Relationships Between Film and Literature

IDENTICAL WITH: FILM157

GRST260 Giants of German Prose

In this course significant novels and novellas written by German, Austrian, and Swiss authors between the 19th and 21st centuries will be carefully read and discussed. Particular attention will be paid to the portrayal of social and political issues, to narrative strategies, and to thematic and stylistic continuities and discontinuities in the cultures of the German-speaking regions. Several films based on works read in the course will be viewed and analyzed. Frequent short papers will be submitted, then returned for revision.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: GELT260 OR COL273 PREREQ: NONE
SPRING 2016 INSTRUCTOR: WINSTON, KRISHNA R. SECTION: 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 art form.

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 IDENTICAL WITH: COL297 PREREQ: NONE

GRST262 Museum Studies

IDENTICAL WITH: ARHA360

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, and religion/morality. 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 IDENTICAL WITH: GELT268 OR COL268 PREREQ: NONE

GRST273 Sex and Text in Freud's Vienna

The focus in this course will be initially on the foundational texts of psychoanalysis: *Studies on Hysteria*, *The Interpretation of Dreams*, and "A Fragment of an Analysis of a Case of Hysteria (Dora)." We will then investigate the response and resistance, both creative and polemical, to Freud and psychoanalytic theory in the literature and art of the period. We will read major works by Freud's "double," the novelist and playwright Arthur Schnitzler, and by the satirist Karl Kraus, the author of the famous aphorism "Psychoanalysis is that mental illness for which it purports to be the therapy." The implicit response to Freud's theory of dreams and of the unconscious in the portraits and other paintings of Klimt, Kokoschka, and Schiele will also be given close consideration. In general, the course will explore how psychoanalysis influenced and participated in the sexual discourses of the period.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: GELT273 PREREQ: NONE

GRST286 Goethe, Schiller, and German Romanticism

IDENTICAL WITH: COL293

GRST301 Advanced Seminar in German Literature: Truth and Madness in German Literature, 1700 to 1830

What is real? What is true? And how can I know and access the real and the true? These perennial questions gained new urgency in the time period between 1700 and 1830, when a large number of long-held assumptions about society, culture, and the world in general were undergoing dramatic changes.

Adherents of the Enlightenment and subsequent intellectual movements have almost always fought their battles against the established order by insisting that they were pursuing reality over appearance and truth over falseness and madness. This strategy of positioning oneself on the side of truth and one's opponents on the side of lies and insanity is still employed in discourse today and is often difficult to combat in the interest of attaining a more nuanced understanding of reality.

In this seminar, we will look at some of the seminal literary texts of the period between the rise of the Enlightenment and the beginning of industrialized modernity to try to understand how truth and reality were strategically employed, why it seemed to make sense to contrast reality with madness, and what happened when the line between the real and the unreal, truth and lie, became blurred.

The course will combine close readings with investigations of the relationship between the texts and their historical contexts. It will apply the insights gained from analysis of the literature and history to contemporary concerns and debates. It will enable the participants to improve their written and spoken German and learn to make detailed and complex arguments.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: GRST217 OR GRST2515 OR GRST2525 FALL 2015 INSTRUCTOR: WINSTON, KRISHNA R. SECTION: 01

GRST340 Observing Justice: Trials and Judgments in Arendt, Kleist, and Kafka

IDENTICAL WITH: CHUM340

GRST342 Reality and Escape: Four Contemporary German Novels

In this advanced seminar, we will read and analyze four contemporary German novels that range from attempts to convey detailed accounts of how we live under the conditions of an all-pervasive capitalist system to novels that allow us to escape to other worlds, either in (imagined) history or entirely in our fantasy. Our objectives are threefold: (1) We want to come to a genuine understanding of what kinds of novels have been written in Germany since the turn of the century; (2) We want to analyze our four novels with regard to how they represent (or refuse to represent) historical and social reality; (3) We want to arrive at a better understanding of what it means to refer to a work of literature as "contemporary": does it mean, simply, that the text was written in recent years, or are we justified in demanding that the text somehow convey a truthful image of the historical time that we inhabit now? Under the rubric "reality," we will read and discuss Ernst-Wilhelm Händler's *Wenn Wir Sterben* (2002) and Rainald Goetz' *Johann Holtrop: Abriss der Gesellschaft* (2012). Under the rubric "escape," we will read and discuss Christian Kracht's *Imperium* (2011) and Felicitas Hoppe's *Paradiese, Übersee* (2003).

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL316 PREREQ: NONE

GRST360 Violence and Representation: German Drama and Prose, 1810 to 2010

In this seminar we will examine the representation of violence in German prose and drama from 1810 to the present. How can literary language express situations and experiences that overwhelm, even shatter, the subject? How does literature remember the violent history of wars and genocide? How do literary texts distinguish between violence that is only destructive and violence that also liberates, such as revolutionary and anticolonial violence? Finally, we will consider the violence inherent in literary representation itself. The historical subject matters treated in the texts we discuss include the Trojan War, the War on Terror, the two world wars, the Shoah, the French Revolution, and the Haitian Revolution. We will read dramas by Heinrich von Kleist, Georg Büchner, Heiner Müller, Bertolt Brecht, and Peter Weiss, and prose by Heinrich Heine, W. G. Sebald, Hugo von Hofmannsthal, Anna Seghers, Ernst Jünger, Franz Kafka, Clemens Meyer, and Anne Duden.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: GRST214 OR GRST217

GRST362 Pop and Literature After 1968

This course will explore a type of postwar German literature called *Popliteratur*. Drawing on the Beat poets, pop art, popular culture, and, in particular, American and British underground music and D. J. culture, *Popliteratur* first emerged in the wake of the antiauthoritarian revolts of 1968 and had its most productive decade in the 1990s. More elusive than any determinate genres, *Popliteratur* encompasses a variety of expressive forms, ranging from the collage to the novel. Texts classified as *Popliteratur* experiment with inherited literary forms; embrace new media; undermine the value hierarchy between high and low cultures; are often concerned with an ecstatically experienced present rather than the past; affirm a consumerist and brand-aware life-style; are obsessed with quoting, collecting, cataloging, and archiving knowledge of music, fashion, films (and related popular cultural codes); incorporate deconstructive theories of gender and subjectivity; and, finally, undermine the predominant aesthetic, moral, and political values represented by the media and education establishment.

Our two main interests in this seminar will be (1) to situate *Popliteratur* in its relevant historical, cultural, and political contexts and thus to better understand German culture and society after the decisive generational caesura of 1968; (2) to analyze the immanent poetics of *Popliteratur*: According to what principles is a pop-literary text constructed and what is its mode of signification. In other words, how does it remain meaningful as literature even as established norms of literary form are rejected?

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

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 GEN ED AREA: HA IDENTICAL WITH: COL382 PREREQ: GRST214 OR GRST217

GRST401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

GRST409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

GRST411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

GRST465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

GRST467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

GOVERNMENT

PROFESSORS: Marc Eisner; John E. Finn; Giulio Gallarotti; Mary Alice Haddad; James McGuire, *CHAIR*; J. Donald Moon; Peter Rutland; Nancy Schwartz

ASSOCIATE PROFESSORS: Douglas C. Foyle; Elvin Lim; Sarah Williarty

ASSISTANT PROFESSORS: Sonali Chakravarti; Logan Dancy; Erika Franklin Fowler; Ioana Emilia Matesan; Michael B. Nelson; Joslyn Trager

INSTRUCTOR: Yamil Velez

ADJUNCT LECTURER: Louise Brown, *Dean for Academic Advancement*

DEPARTMENTAL ADVISING EXPERT 2015–2016: James McGuire

Wesleyan's Department of Government is dedicated to exploring "who gets what, when, and how," as Harold Lasswell defined political science in 1935. The department might well be called a department of political science or a department of politics; it is called a Department of Government for historical reasons. Department faculty today uphold a tradition, more than a century old, of distinction in scholarship and teaching. Each tenured or tenure-track Government Department faculty member is affiliated with a concentration representing one of the four major subfields of political science: American politics and public policy, comparative politics, international politics, and political theory. We offer introduc-

tory courses to each of these four concentrations (American is **GOVT151**; international, **GOVT155**; comparative, **GOVT157**; and theory, **GOVT159**), a range of upper-level courses (**201–368**), and specialized research seminars (**369–399**). In addition, we offer courses in research methodology, individual and group tutorials, and tutoring of senior honors theses. Courses numbered **201–368** 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 website, the website (wesleyan.edu/gov) is authoritative (it is updated more frequently than the description here).

GENERAL EDUCATION

- **Stage 1** must be complete to become a government major.
- **Stage 2** must be complete to receive honors in government.
- **For more information** about government department regulations involving the General Education Expectations, please visit the majoring page of the Wesleyan government department website at wesleyan.edu/gov/majoring/

COURSES FOR NON-MAJORS

Many students take government courses without majoring in government. We sometimes offer First-Year Initiative (FYI) seminars, but demand for our regular courses is high, so we cannot offer as many FYI courses as we would like. First-year students and sophomores are welcome, however, to take the introductory courses we offer in each of our four concentrations. Another option is **QAC201 Applied Data Analysis**, the social science methodology course that is offered by the Quantitative Analysis Center and cross-listed as **GOVT201** (it counts toward the government major). Most of our survey courses are open to first-year students and sophomores, although majors usually have preference.

MAJOR DESCRIPTION

A government major will give you the opportunity to acquire broad knowledge of political science and to undertake in-depth study in a particular concentration, either American politics, comparative politics, international politics, or political theory. Each concentration has its own introductory course, survey courses, and advanced seminars. Concentrators are usually required to take the introductory course and three upper-level elective courses in the chosen subfield. In addition to taking these four courses within the concentration, majors are required to take at least one course in at least two of the three subfields outside the concentration. This requirement assures that majors acquire breadth across the discipline as well as depth in at least one subfield.

STUDENT LEARNING OUTCOMES

Political science grapples with the most important questions governing our political lives (e.g., When is the exercise of governmental power legitimate? How do we reconcile the needs of the community and individual liberty? When is armed conflict an acceptable option?). Upon completion of the government major, students should be able to explore systematically a range of political problems and arguments, drawing on the knowledge, analytical skills, and quantitative or qualitative methodologies gained from their courses.

ADMISSION TO THE MAJOR

To be admitted as a government major, your academic history must show that you have completed at least one government course with a grade of B- or better, and your General Education Report must confirm that you have already—by the end of your third semester at Wesleyan—formally completed Stage I of the General Education Expectations.

MAJOR REQUIREMENTS**Basic requirements:**

- To complete the major requires nine approved government credits
- You may count toward the major only one introductory course (**GOVT151**, **155**, **157**, or **159**)
- five of the eight remaining courses must be upper-level Wesleyan **GOVT** courses in the range **201-399**
- The remaining three courses numbered **201** or higher may be:
 - Tutorials in the Department of Government (maximum two; only one thesis tutorial may count)
 - A course in a “cognate” discipline (maximum one; must be approved in advance by your advisor)
 - Political science courses at other U.S. institutions or abroad (maximum two; or three in a year of study abroad)
- Additional Wesleyan government courses in the range **201-399**

The following may not count toward the major:

- Student forum courses
- Teaching apprenticeships
- First-year seminars (FYI versions of **GOVT151**, **155**, **157**, or **159** may count as the one introductory course)
- Internships either in the United States or abroad
- Advanced Placement credits

Majors must choose and complete a concentration

- Four courses, at least three of which must be taken at Wesleyan, complete a concentration as follows:
 - American politics: **GOVT151** and three upper-level American politics courses
 - International politics: **GOVT155** and three upper-level international politics courses
 - Comparative politics: **GOVT157** and three upper-division comparative politics courses
 - Political theory: Any four political theory courses

Breadth Across the Discipline:

- Concentrators are usually required to take the introductory course and three upper-level elective courses in the chosen subfield.
- In addition to taking these four courses within the concentration, majors are required to take at least one course in at least two of the three subfields outside the concentration.

This requirement assures that majors acquire breadth across the discipline as well as depth in at least one subfield.

General Education Expectations

- **Stage 1** must be complete to become a government major.
- **Stage 2** must be complete to receive honors in government.

Pacing

- Majors with fewer than four government courses by the end of the junior year must drop the major.

Double/multiple majoring

- No student with a University GPA below 88.33 may be a government major if he or she has another major.

For more information, please visit the majoring page of the department website: wesleyan.edu/gov/majoring/

STUDY ABROAD

For more information about deciding to study abroad, applying to, and getting faculty preapproval for study abroad courses, please visit the study abroad page of the department website at wesleyan.edu/gov/studyabroad.html

Up to two courses on an approved one-semester study-abroad program may count toward the major. Majors on full-year programs may count a third course with the approval of their major advisor. No credit toward the major or toward graduation will be approved for internships, introductory courses, or certain School for International Training courses. No credit toward graduation will be approved for internships. A student seeking major credit must give the preapproving faculty member a course title and a written course description before the first day on which the course meets, either in person before departing (preferable) or by email from abroad (if the title and course description are unavailable before departure).

To get credit for study-abroad courses, either toward the major or toward graduation, requires preapproval (before the end of the study-abroad program’s preregistration period) either from your faculty advisor (for Government majors) or from the department chair (non government majors).

Students may count toward the major no more than two credits earned in courses taken away from Wesleyan, whether in a study-abroad program or in another U.S. institution, except in the case of a full year of study abroad, in which case the faculty advisor has full discretion as to whether to authorize credit for a third course toward the major and toward graduation.

The department will not authorize course credit during study abroad for internships or introductory courses.

Independent study projects conducted abroad may be included among the two study-abroad courses that may be counted toward the government major (up to three if you study abroad for a whole year). Your advisor may choose to give tentative approval for an independent study project, subject to a review of your written work after you return.

CAPSTONE EXPERIENCE

The government thesis involves one-on-one tutorials (**GOVT409/410**) with a supervising faculty member for a full year, culminating in the submission of an honors thesis, many of which are about 100 pages long.

Seniors seeking a capstone experience lasting a single semester can choose either an individual undergraduate tutorial (**GOVT401/402**) or a survey course or seminar that requires a final independent research paper at least 15 pages in length whose topic is chosen by the student. It is not unusual for students to take several such courses during their junior and senior years, sometimes exploring related topics from a variety of different angles. In some advanced survey courses or seminars, students may engage in a capstone experience that culminates in a work of nontraditional scholarship—service learning, public blogs, civic engagement, etc., rather than a standard research paper.

HONORS

For more information on honors at Wesleyan in general, University Honors regulations, evaluation of honors theses, and recipients of honors in government in previous years, please visit the honors page of the Wesleyan Government Department website at wesleyan.edu/gov/honors.html

To become a candidate for honors in government, the student must meet the three eligibility conditions and complete the Thesis Application Form. Optimally, the student will meet with a potential tutor (tenured, tenure-track, or full-time visitor in the Government Department) and discuss a thesis project prior to submitting an application. After the Government Department faculty reviews the applications, students will be notified whether they will be a candidate for honors and the name of their thesis advisor. In some years, students who meet the eligibility requirements will not be able to stand for honors in government because there may be no full-time government faculty member to serve as a tutor. Each available government faculty member decides for whom he or she will serve as a thesis tutor.

Students may count either **GOVT409** or **GOVT410**, but not both, toward the eight upper-level courses you need to complete the government major. Only one thesis tutorial credit may count toward the major.

To receive honors in government, students must (1) complete the government major; (2) complete both Stage I and Stage II of the General Education Expectations; (3) write a thesis judged to be of honors quality; and (4) maintain

a University grade-point average of 90.00 or above through the end of the first semester of their senior year.

ADVANCED PLACEMENT

Advanced Placement credit may not count toward the government major.

PRIZES

In addition to honors and Phi Beta Kappa nomination, the department offers six prizes to students who excel in the government major. Recent winners of these prizes are listed on the Wesleyan Government Department website at wesleyan.edu/govfor_majors/studentachievements.html

- **Davenport Prize:** To senior majors who show excellence in the study of political science
- **Parker Prize:** To a sophomore or junior who excels in public speaking
- **Rich Prize:** To a senior whose orations are judged best in composition and delivery
- **Skirm Prize:** To the best research or writing project completed by a government major in his or her junior year
- **Titus Prize:** To support the summer studies of a deserving Wesleyan junior majoring in government, the College of East Asian Studies, or the College of Social Studies
- **White Fellowship:** To majors who show excellence in the study of political science

The department is also formally represented in the Public Affairs Center on committees that award Davenport Grants and the Hallowell Prize in the study of social science, as well as on the committee that awards the Carol A. Baker '81 Memorial Prize for the development and recognition of the accomplishments of junior faculty. For more information please, see the Public Affairs Center website at wesleyan.edu/pac/.

COURSES

GOVT108 Public Opinion and American Democracy

Central to the concept of a representative democracy is the idea that citizens hold elected officials accountable for the policies they enact (or fail to enact). Yet ordinary American citizens know little about politics and often appear as if they have few consistent opinions. Still, elected officials, aspiring candidates, media, and organized interests spend considerable time scrutinizing political polls, which are increasing in number. Can citizens be uninformed and public opinion informative at the same time? If so, what are the implications for democratic representation? This seminar will introduce the ways in which public opinion is measured, where opinions or attitudes come from and how they are changed, the determinants of vote choice, and the relationship between public opinion and policy outcomes. This course does *not* count toward the government major.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: FRANKLIN FOWLER, ERIKA SECTION: 01

GOVT110 The American Constitutional Order

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

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 2015 INSTRUCTOR: ROSENFELD, SAM HOFFMANN SECTION: 01-02
SPRING 2016 INSTRUCTOR: VELEZ, YAMIL RICARDO SECTION: 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 2015 INSTRUCTOR: GALLAROTTI, GIULIO SECTION: 01-02
SPRING 2016 INSTRUCTOR: NELSON, MICHAEL B. SECTION: 01
INSTRUCTOR: BARNHART TRAGER, JOSLYN SECTION: 02

GOVT157 Democracy and Dictatorship: Politics in the Contemporary World

In this introduction to politics in industrialized capitalist, state socialist, and developing countries, we explore the meaning of central concepts like democracy and socialism, the strengths and weaknesses of different kinds of political institutions (e.g., presidentialism vs. parliamentarism in liberal democratic countries), the causes and consequences of shifts between types of political systems (e.g., transitions from authoritarian rule), and the relations among social, economic, and political changes (e.g., among social justice, economic growth, and political democracy in developing countries).

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: WILJARTY, SARAH E. SECTION: 01
INSTRUCTOR: MATESAN, IOANA EMY SECTION: 02

TRANSFER CREDIT

For information on how to apply for Government Department authorization to transfer credit from U.S. academic institutions, please visit the transfer of credit page of the Wesleyan Government Department website at wesleyan.edu/gov/transfercredit.html. For information on how to apply for Government Department authorization to transfer credit from approved study-abroad programs, please visit the study-abroad page of the Wesleyan Government Department website at wesleyan.edu/gov/studyabroad.html

Requests for Government Department-approved transfer of credit from U.S. academic institutions must be made before the first class meeting of the course whose credit you wish to transfer.

Approval will be granted if, and only if, the course for which you wish to transfer credit is

- Upper level. Introductory courses may not be counted.
- In the field of government (political science, politics).
- Equivalent in terms of contact hours, content, and requirements to Wesleyan courses.
- Offered at a four-year, accredited institution.
- Graded. Credit/No credit courses may not be transferred.

RELATED PROGRAMS OR CERTIFICATES

- **Civic Engagement Certificate**
- **Environmental Studies Certificate**
- **International Relations Certificate**

For a list of all certificates, please visit wesleyan.edu/acad/dept.html and search for the word "certificate." Government courses count toward several of them, and Government Department faculty are involved in several of them in addition to those listed above.

GOVT158 Writing the World

How do U.S. newspapers and magazines frame world politics? How adequate is their coverage of ongoing crises and breaking stories around the world?

The course will involve reading some classic texts of political journalism and some political novels (such as Orwell's *Homage to 1984* and Vargas Llosa's *The Feast of the Goat*). We will also read current articles on contemporary politics from a variety of sources. Students will be assigned to write alternative sources, both reporting and opinion, on current events of their choice. The topics covered will include military conflicts, elections and political crises, and economic stories. We will of course assess the impact of the Web (blogs, YouTube, etc.) on news coverage.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: RUTLAND, PETER SECTION: 01

GOVT159 The Moral Basis of Politics

An introduction to upper-level 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 are the roles of organization, leadership, compromise, and violence in bringing about social change? Readings will include political philosophy, plays, contemporary social criticism, and modern social science.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: SCHWARTZ, NANCY L. SECTION: 01
SPRING 2016 INSTRUCTOR: MOON, J. DONALD SECTION: 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 2015 INSTRUCTOR: FINN, JOHN E. SECTION: 01

GOVT205 The Judicial Process

This course is an introduction to the judicial process in the United States. It introduces students to the nature of legal reasoning and the structure of the legal process, both at the federal and state level. We shall examine how the legal process works to resolve private disputes between citizens, how the participants in the process understand their roles, and how the logic of legal reasoning influences not only the participants, but the wider community as well. It is an introductory-level course.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | FALL 2015 INSTRUCTOR: FINN, JOHN E. SECTION: 01

GOVT206 Public Policy

This course will provide a survey of several public policies. It will begin with a discussion of the logic of public choice within the context of political institutions, competing interests, and the implications for institutional design and policy

design. The remainder of the course will be devoted to the examination of several public policy areas including criminal justice, education, welfare, and regulation. By integrating theoretical literature with case studies of different policies written from a variety of perspectives, the course aims to develop analytical skills as well as an appreciation for the technical and political complexities of policy making.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ENV5206 PREREQ: GOVT151

GOVT214 Media and Politics

Mass media play a crucial role in American politics, as citizens do not get most of their information about the workings of government from direct experience, but rather from mediated stories. This course examines the evolving relationship between political elites, mass media, and the American public.

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

GOVT215 Congressional Policy Making

An introduction to the politics of congressional policy making—how the way we elect our members of Congress affects the way they perform in Congress. We will focus our attention on changes in the legislative process over the last several decades and how these changes have influenced the relations between members and their constituents, between the two parties, between the House and Senate, and between Congress and the president.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: DANCEY, LOGAN M SECTION: 01

GOVT217 The American Presidency

This course has three aims: to survey the institutional development and current operation of the presidency; to examine the politics of presidential leadership, including the processes of selection of governance; and to consider the interaction of the two. Topics to be addressed include the constitutional framework, the American ambivalence toward executive power, historical development of the office and its relation to party systems, the process of nominating and electing the president, and the relationship of the office to the other branches.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: GOVT151

GOVT220 American Political Economy

Political economy addresses a wide range of issues, including the ways in which public policies and institutions shape economic performance and the distribution of economic power, the impact of public policies on the evolution of economic institutions and relationships over time, and the ways in which economic performance impinges upon governmental decision making and political stability. This course examines the American political economy. We are thus concerned with examining the above-mentioned issues to better understand how patterns of state-economy relations have changed over the course of the past century and the ways in which this evolutionary process has affected and reflected the development and expansion of the American state. The course will begin with an examination of competing perspectives on property rights, markets, the state, labor, and corporations. It will turn to an exploration of the political economy as it evolved in the past century and end with a discussion of contemporary challenges.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: EISNER, MARC A SECTION: 01

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 IDENTICAL WITH: ENV5221 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

GOVT238 American Political Parties

This course explores the origins, purposes, roles, and consequences of political parties in the American political system. After a brief consideration of the broader theories behind political party systems, we will turn our focus to the party system in the United States. V. O. Key (1964) presented a tripartite definition of political parties that we will use to structure our exploration of parties for the rest of the course: party as organization, party in government, and party in the electorate. In these sections, we will address political party polarization, party identification, parties, fundraising, and many other related topics. From this rich examination of political parties in the U.S. context, we will discuss why parties exist and enable democracy, but also discuss their potential flaws and failures.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: ROSENFELD, SAM HOFFMANN SECTION: 01

GOVT239 Racial and Ethnic Politics

This course is a historic and contemporary examination of the role of race in American politics and the political behavior of African Americans, Asian Americans, and Latinos in the United States. Topics will include, but are not limited to, racialization and the persistence of racial segregation in the 21st century, gentrification, racial and ethnic group identities and consciousness in shaping minority political attitudes and behavior, challenges of minority representation, the role of race in campaigns, and the complex relationship between minorities and America's two major political parties.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: VELEZ, YAMIL RICARDO SECTION: 01

GOVT242 Gay and Lesbian Politics

In the past 15 years there has been a meteoric and unprecedented shift in attitudes in the United States toward gay marriage and toward lesbian, gay, bisexual, and transgender (LGBT) individuals, yet many obstacles to LGBT equality remain. This course will include a broad discussion of public opinion, its formation, and how it is affected by the news media; contemporary opinion toward LGBT individuals in the U.S. context; a history of the LGBT movement; and a focus on institutional constraints on issues like marriage equality, adoption rights, employment nondiscrimination, and transgender equality.

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

GOVT246 Public Opinion in American Politics

This course examines public opinion in contemporary American politics. Central to the concept of a representative democracy is the idea that citizens hold elected officials accountable for the policies they enact (or fail to enact). However, this vision of democracy assumes the public holds relatively stable and meaningful political attitudes. This course turns our focus to the essential democratic linchpin of public opinion. We will discuss how to conceptualize and measure public opinion, where opinions or attitudes come from and how they are changed, the determinants of vote choice, and the relationship between public opinion and policy outcomes.

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

GOVT247 Intersecting Identities in Policy and Public Opinion

In our increasingly diverse society, most Americans identify with more than one group. These multiple identities often align with conflicting policy choices, such as when a Democratic parent may support increased social services spending from a partisan perspective but may also worry about the increasing national debt as a parent. Democracies rely on citizens to freely express preferences (Dahl, 1989). Given the significance of identity, political elites often work to prime identities that will win over the most supporters. While political scientists have investigated the role of identity and identity strength in shaping political preferences, less is known about how these identities compete with one another.

This course will introduce social identity theory as well as in-depth discussions of the major identities that affect political and social behavior, including, but not limited to race and ethnicity, gender, income and class, sexual orientation, and partisanship. We will then turn to how these identities can overlap and conflict with each other and how the intersections of these and other identities can shape political discourse and rhetoric, media/information consumption, attitude formation, and political behavior.

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

GOVT250 Civil Liberties

This course, the politics of civil liberties, introduces students to a uniquely American contribution (one that other Western democracies have freely emulated) to the practice of politics: the written specification of individual liberties and rights that citizens possess against the state. Civil liberties is not, however, a course on law. It is, instead, a course in political science that has as its subject the relationship of law to some of the most fundamental questions of politics. Topics covered will include privacy, due process, equal protection, freedom of expression, and freedom of religion.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: GOVT203

GOVT252 National Security Law

This course explores the legal questions raised by historical and contemporary national security issues and policies. We will focus on how to approach national security questions by understanding the fundamental legal tenets of national security policies, the analyses used by courts and administrations to confront various intelligence and terrorism issues, and theories of how to balance the interests of national security with civil liberties. Topics covered include: presidential power; intelligence collection and covert action; the Fourth Amendment and electronic surveillance; and the detention, interrogation, and trial of suspected terrorists.

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

GOVT253 The American National Security State

In this seminar we will focus on the rise of the United States' national security apparatus through the second half of the 20th century. This topic deals with political issues that are often characterized as "intermestic" because they occur at the point of intersection between domestic and international politics. Accordingly, we will examine the ways in which external forces influence internal state-building.

We will also consider the choices and implications of policies designed to provide for what President Roosevelt famously called “freedom from fear.”

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

GOVT270 Comparative Politics of the Middle East

This course provides an overview of the political landscape of the contemporary Middle East and North Africa, focusing on domestic social and political issues. Exploring both the region as a whole and particular case studies, the course examines what accounts for the democratic deficit in the region, how we can understand the Arab Spring, and what challenges and opportunities lie ahead.

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

FALL 2015 INSTRUCTOR: MATESAN, IOANA EMY SECTION: 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 IDENTICAL WITH: LAST271 OR CEAS271 PREREQ: NONE

FALL 2015 INSTRUCTOR: MCGUIRE, JAMES W. SECTION: 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.

The course will include a role-playing simulation of Kremlin decision making that will run over several weeks.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: REES280 PREREQ: NONE

FALL 2015 INSTRUCTOR: RUTLAND, PETER SECTION: 01

GOVT275 Contemporary Indian Politics

In this broad survey of contemporary India, we will examine major political, economic, and social developments of the past quarter-century. With the defeat of Rajiv Gandhi and the Congress Party in the 1989 general elections, India entered a period of coalition governments and more robust multiparty competition. This era has also been one of increasing urbanization, economic liberalization, international trade, and financial globalization. In light of dramatic domestic and international upheavals, what have been some of the successes and challenges of Indian political institutions? We will consider the causes and consequences of changes in historical and comparative context, paying special attention to distributive justice. Despite rapid economic growth, as well as a burgeoning middle class, poverty and other social divisions and dilemmas stubbornly persist. How have political and economic gains been distributed, and how have ordinary Indian citizens fared?

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

GOVT276 Arab Spring and Aftermath

The course explores the complexities of political change in the Middle East and North Africa by narrowing in on the series of protests that became collectively known as “the Arab Spring.” Drawing from theories of democratization and contentious politics, the readings examine both general patterns across the region and the political dynamics of individual cases. We will ask, for instance, why authoritarianism has persisted in the Middle East, what explains the variation in protests and in government responses, and what factors shape political reform and the prospects of stability and democratization moving forward. At the same time, we will also follow the turn of events in several key cases such as Tunisia and Syria; attempt to understand what factors led to the gradual progression from euphoria to despair in countries like Egypt, Libya, and Yemen; and reflect on why the revolutionary spark did not catch on in certain countries.

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

SPRING 2016 INSTRUCTOR: MATESAN, IOANA EMY SECTION: 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 2015 INSTRUCTOR: RUTLAND, PETER SECTION: 01

GOVT279 Chinese Foreign Policy

In this course we will examine the foreign relations and affairs of the People’s Republic of China across the globe. We will cover China’s growing economic

involvement in Latin America, Africa, Asia, and advanced capitalist countries such as the United States and Europe. We will also explore important bilateral political relationships between the P.R.C. and the United States, Taiwan, Japan, and the Koreans.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS279 PREREQ: NONE

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 German economy? How can we make sense of the Italian “second republic”?

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | FALL 2015 INSTRUCTOR: WILIARTY, SARAH E. SECTION: 01

GOVT285 Losers of World War II

This course explores the experiences of Germany and Japan in the postwar era. These countries faced the dual challenge of making political transitions to democratic government and recovering from the economic ruin of World War II. Japan and Germany both were occupied and rebuilt by the United States, and both were blamed for the devastation of the war. How did Japan and Germany respond to being cast as worldwide villains? How strong were the democracies that developed? This course explores these questions by comparing the culture, history, and institutions of these two countries.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS280 PREREQ: NONE

SPRING 2016 INSTRUCTOR: WILIARTY, SARAH E. SECTION: 01

GOVT286 European Integration

Today’s European Union is a study in contrasts. Since its creation in the Treaty of Paris in 1951, the EU has grown from a six-country coal and steel community into a policymaking behemoth whose 28 member states form the largest economy in the world. Along with an unprecedented degree of international integration, however, the Union now also faces growing skepticism from some of its oldest member states and a common-currency project in a state of apparently perpetual crisis. In this course, we will survey the history, theory, and institutions of European integration with an eye to analyzing the present and guessing the future of the EU. Why did the European Union come about? How does it operate? And what will remain of the European project twenty or fifty years from now?

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

GOVT292 Representing Gender in Politics and the Media

IDENTICAL WITH: CHUM348

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: CEAS296 PREREQ: NONE

FALL 2015 INSTRUCTOR: HADDAD, MARY ALICE SECTION: 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 IDENTICAL WITH: CEAS297 PREREQ: NONE

SPRING 2016 INSTRUCTOR: HADDAD, MARY ALICE SECTION: 01

GOVT298 Terrorism and Film

This course uses the prism of cinema to address some of the major debates surrounding terrorism. The first part of the course is devoted to understanding terrorism. It explores the root causes of violence as well as the reasons why individuals and organizations turn to violent tactics. The second part assesses the implications of terrorism for U.S. foreign policy and for the definition of security. Films throughout the course contextualize the theoretical issues and address the question of political violence from alternative perspectives: those of the perpetrators of violence, victims, soldiers, government officials, and police officers. Films will be watched outside of class. Class discussions will address both theoretical issues and the portrayal of terrorism in films.

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

SPRING 2016 INSTRUCTOR: MATESAN, IOANA EMY SECTION: 01

GOVT299 Politics and Security in Asia

Are the countries of East and Southeast Asia headed toward greater cooperation or toward increased conflict? This course assesses political and security conflict and cooperation in the post-Cold War era in China, Japan, South Korea, Taiwan, and Southeast Asia. The first part of the course introduces the theoretical issues at stake and reviews the historical backgrounds of the countries involved. The second part analyzes contemporary political and security issues, including territorial disputes over islands in the South China Sea, tensions between China and Taiwan, Japan's security policy, conflict on the Korean peninsula, arms control, international organizations, and bilateral and multilateral relations. The last part of the course outlines potential future scenarios for security and cooperation within Asia and between the countries of Asia and the rest of the world.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS299 PREREQ: NONE

GOVT301 Modern China and the World Since 1945

IDENTICAL WITH: CEAS301

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 post-revolutionary 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 IDENTICAL WITH: LAST302 PREREQ: NONE

SPRING 2016 INSTRUCTOR: MCGUIRE, JAMES W. SECTION: 01

GOVT303 The Evolution of War

While most societies condemn physical violence between individuals, they condone and encourage collectively organized violence in the form of warfare. War is obscene, yet all modern societies have engaged in warfare. This course will examine war as a social, political, and historical phenomenon. We will look at the way in which wars have led to the consolidation of political power and the acceleration of social change, at the relationship between military service and the concept of citizenship. The course also examines the crucial role played by technology in the interaction between war and society. Films and novels will be examined to test to what extent these literary works accurately reflect, or obscure, the political, social, and technological logic driving the evolution of war. Our examples will include warfare in premodern society, the gunpowder revolution in early modern Europe and Japan, the American Civil War, colonial wars, World War I, World War II, Vietnam, and Iraq.

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

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 IDENTICAL WITH: CEAS304 OR ENV5304 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 2015 INSTRUCTOR: FOYLE, DOUGLAS C. SECTION: 01-02

GOVT314 Public Opinion and Foreign Policy

The relationship between leaders and the public remains a core concern of democratic theorists and political observers. This course examines the nature of public views on foreign policy, the ability of the public to formulate reasoned and interconnected perspectives on the issues of the day, and the public's influence on foreign policy decisions. The main focus is on the United States, although comparative examples are included. The role of the media and international events in shaping public perspectives and public attitudes toward important issues such as internationalism and isolationism, the use of force, and economic issues will be considered. Finally, the public's influence will be examined across a range of specific decisions. This course provides an intensive examination of a very specific area of research. As such, strong interest in learning about public opinion and foreign policy is recommended.

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

GOVT322 Global Environmental Politics

This course examines different perspectives of global environmental politics. Issues covered vary but may include trade-environmental conflicts, environmental justice, climate change, biodiversity, and management of water resources. The

course will consider the actors involved in these issues and the design and use of international institutions for managing international cooperation and conflict on these issues.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: NELSON, MICHAEL B. SECTION: 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 2015 INSTRUCTOR: NELSON, MICHAEL B. SECTION: 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: NONE

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
SPRING 2016 INSTRUCTOR: GALLAROTTI, GIULIO SECTION: 01

GOVT331 International Law

International law plays an increasingly important role in global politics. This course will examine the interaction of law and politics at the international level and how each influences the other. The course will examine the sources of international law; the roles played by international organizations such as the United Nations, the World Trade Organization, and the International Criminal Court; and the roles played by various participants in global governance, including both state and nonstate actors. We will focus on several key issue areas, such as human rights, economic governance, and the use of force, war crimes, and terrorism. Today it is impossible to completely grasp global politics without an understanding of international law. This course is offered to bridge that gap.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: NELSON, MICHAEL B. SECTION: 01

GOVT332 Psychology and International Politics

Trust, personality, reputation, honor, emotions. These concepts are at the heart of international decision making. This course will address research in psychology and political science related to these topics that helps us understand how leaders behave toward other nations and why, for instance, they engage in conflict or acquire nuclear weapons.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: BARNHART TRAGER, JOSLYN SECTION: 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

GOVT334 International Security in a Changing World

Although we no longer fear the central threat of global nuclear war that infused the Cold War, we now face myriad threats that appear to belie easy solutions. This course considers alternative ways to conceive of international security and how differences in these perspectives can affect our response to international threats. The course focuses on the relationship between force and international security; the prospects for peace and conflict in specific regions of the world such as Asia, Latin America, and Africa; and some vexing issues such as terrorism, nuclear proliferation, nationalism and ethnic conflict, economics, environmental issues, and disease.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | FALL 2015 INSTRUCTOR: FOYLE, DOUGLAS C. SECTION: 01

GOVT335 Territory and Conflict

Conflicts over territory are among the most contentious and intractable in international relations. In this course, students will develop an understanding of when, why, and how territory has played a role in the history of international conflict and explore how the role of territory in conflict has changed over time.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: BARNHART TRAGER, JOSLYN SECTION: 01

GOVT337 Virtue and Glory: Classical Political Theory

This course is a survey of premodern political theories, with attention to their major theoretical innovations, historical contexts, and contemporary relevance.

Major themes will include the nature of political community and its relation to the cultivation of virtue, the origins of the ideas of law and justice, the relation between knowledge and power and between politics and salvation. Readings will include Plato, Aristotle, Augustine, Alfarabi, Maimonides, Aquinas, and Machiavelli.

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

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: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: CHAKRAVARTI, SONALI SECTION: 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, choice, and emotion; authority, technology, power, and passion. Am I at liberty to do what I will? Or does social life require “the freedom to bind oneself in the pursuit of one’s ultimate ends to the available means” (Lowith)? Does freedom require reason to understand freedom’s grounds and virtues? We will thus also look at necessity—natural, existential, military, political—to see its effect on freedom.

GRADING: OPT CREDIT: 1 GEN ED 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 will ask how representation connects the individual to governing and to sovereignty, citizenship, identity, and community. And, how do new forms of democratic representation contribute to regime change?

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: SCHWARTZ, NANCY L. SECTION: 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? Should church and state be separate, and if so, how? 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

GOVT346 Foundations of Civic Engagement

IDENTICAL WITH: CSPL201

GOVT350 Citizens and Existentialism

Citizenship affirms shared meanings. Existentialism highlights the absurdity of the world. Can these two attitudes co-exist? Social theory in France built a civic republican politics while also seeking to replace old meanings. Civic republicans affirm liberty, citizen equality, and civic virtue; existentialists rediscover fraternity,

and human decency. Can France’s experience be applied generally? We will explore how, when central meanings begin to break down, individuals create community. Which institutions help and hinder the project of citizenship?

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

GOVT351 Politics and Free Will

Machiavelli, in *The Prince*, thinks that fortune rules about half our actions, but she allows the other half to be governed by us, “that our free will not be altogether extinguished.” To what extent do political leaders act freely, making choices based on their values, and to what extent are they boxed in by the boundaries of a situation? As an opposition leader, is a politician more or less constrained than if s/he becomes the top executive? Does power lead to freedom? Are there necessities of political action, both domestic and international, that limit a political actor? Can a creative or transformational leader redefine and overcome necessity?

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

GOVT355 Political Theory and Transitional Justice

Transitional justice refers to the variety of legal, political, and social processes that occur as a society rebuilds after war and includes war crimes trials, truth commissions, and the creation of memorials. Although the term “transitional justice” is a recent one, the philosophical issues contained within it are at the core of political philosophy. What kind of society is best? What is the relationship between political institutions and human nature? What does justice mean? The purpose of this course is to understand the issues of transitional justice from both practical and philosophical perspectives and will include case studies of World War II, South African apartheid, and the genocide in Rwanda.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: CHAKRAVARTI, SONALI SECTION: 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. Students will become better critical consumers of arguments made in mass media, scholarly journals, and political debates. The course is especially appropriate for juniors who are considering writing a thesis in government.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: GOVT151 OR GOVT155 OR GOVT157 OR GOVT159

GOVT369 Political Psychology

This course explores the political psychology of individual judgment and choice. We will examine the role of cognition and emotions, values, predispositions, and social identities on judgment and choice. From this approach, we address the larger debate regarding the quality of democratic citizenship.

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

GOVT373 Congressional Reform

The modern Congress is often criticized for being too partisan, inefficient, and beholden to special interests. This seminar will examine the development of the modern Congress by focusing on the history of congressional reform. We will also evaluate proposals for reforming the modern Congress to remedy potential shortcomings in the lawmaking and ethics process.

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

GOVT374 Seminar in American Political Economy and Public Policy

This seminar will explore the role of crisis in policy change. After exploring the theoretical debates on political economic and institutional change, we will examine in detail the impact of crisis in the past century. We will focus particular attention on the Great Depression, the stagflation of the 1970s, and the recent financial crisis. In each case, crisis forced a reappraisal of accepted economic and political theories, scrutiny of existing institutions, and efforts (successful and unsuccessful) to introduce new policies and institutions.

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

GOVT375 American Political Development

This is a course about the big questions in American politics. What is it all about? What does it mean to be living under a text written more than two centuries ago? Is the very concept of development an oxymoron for constitutional government? 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 Political Polarization in America

In the 1950s, political scientists feared that weak parties in the United States threatened democratic accountability. Today, many political scientists argue

strong, ideologically extreme parties distort representation. Undoubtedly, things have changed, but why? Several possible culprits exist, including partisan gerrymandering, primary elections, the ideological realignment of the electorate, and changing congressional procedures. We will cover the possible explanations and try to decipher what explanation, or combination of explanations, is most convincing. While we evaluate the arguments for why polarization has increased we will also debate the merits and drawbacks of strong parties at the elite level. Finally, we will examine to what extent polarization among elected officials and activists reflects polarization in the public.

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

GOVT378 Advanced Topics in Media Analysis

Government, corporations, campaigns, nonprofits, other organized interests, and sometimes individuals have a vested interest in knowing and reacting to media messages that affect them. To do so, they need information on what is being said, in what venue, by whom, and with what effect. This seminar will provide hands-on, in-depth experience with academic research involving media, including the type of advertising analysis conducted by the Wesleyan Media Project team. Students will be involved in various aspects of research, including data collection, data coding, literature reviews, data analysis, and visualization and writing/editing.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: GOVT151 or GOVT155 or GOVT157
SPRING 2016 INSTRUCTOR: FRANKLIN FOWLER, ERIKA SECTION: 01

GOVT379 The Politics and Theory of the First Amendment

This course will examine the historical origins, philosophical foundations, and case law of the First Amendment to the United States Constitution.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: GOVT203 or GOVT250

GOVT380 Place and Politics

This course examines the importance of place in shaping American politics at the mass and elite levels. Topics will include, but are not limited to, racial segregation in the American South, white flight, immigration, gentrification, and the impact of increasing levels of diversity on national and local politics. Throughout the course, we will cover key theories in intergroup relations and how they apply to each phenomenon.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: VELEZ, YAMIL RICARDO SECTION: 01

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

GOVT382 The Politics of Inequality

The unequal distribution of income and assets has been arguably the most prominent issue in historical and contemporary politics. In this course, we will explore the politics surrounding economic inequality around the world. We will discuss how inequality influences political participation in democracies and dictatorships, the prospects for democratic transition/consolidation, and economic growth. We will also examine when and how political institutions can mitigate negative aspects of inequality.

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

GOVT384 Democracy in Comparative Perspective

If "democracy" is rule by the people, how is democratic government accomplished in practice? What are the different ways real-world democracies can be organized to secure citizen influence over government officials, and how do these structural differences affect the nature, scope, and stability of popular rule? This course is an advanced seminar centered on these fundamental questions of democratic governance, which we will address in both empirical and normative terms. Note that the focus of the course is on the general problem of organizing and maintaining democracy; it is not an exploration of the contemporary political challenges facing any specific democratic country. That said, we will ground our discussion primarily on the major West European democracies and on the United States, and a solid grasp of at least one of those two political models is expected at the outset.

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

GOVT385 Women and Politics

In this course we will study a variety of topics related to the theme of women and politics: women's political participation, the gender gap, women in political parties, female leadership, and women's issues. Because women's political engagement is affected by their position in society and in the economy, we will

also study topics such as inequality, power, discrimination, and labor force participation. While we will consider these issues in the United States, our approach will be strongly cross-national.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS386 PREREQ: NONE
SPRING 2016 INSTRUCTOR: WILIARTY, SARAH E. SECTION: 01

GOVT386 The Nuclear Age in World Politics

This course examines the role of nuclear weapons in world politics. Why do states acquire nuclear weapons? What are they good for? Do nuclear weapons make weak states more secure by leveling the playing field or less secure by making them targets for annihilation? Are nuclear weapons a force for stability or instability? Are missile defenses defensive or offensive? Are these weapons still relevant, or is it time to rethink their usefulness? Topics include rational and extended deterrence, strategic doctrine, nuclear superiority, the stability-instability paradox, nuclear proliferation, rogue states, nuclear terrorism, missile defense, and Cold War crises.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: BARNHART TRAGER, JOSLYN SECTION: 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

GOVT388 Democracy and Development in Latin America

This seminar examines democracy, economic development, and social welfare policy in Latin America. The topics to be addressed include regime classification, populism and neo-populism, the recent rise of the left, women in politics, the political economy of economic growth and human development, the export of natural resources, the recent decline of income inequality, the history of social welfare policy in the region, and recent social policy innovations including conditional cash transfer programs.

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

GOVT390 Presidential Foreign Policy Decision Making

In the realm of foreign policy, good choices can avoid or win wars, while poor choices can lead to disaster. Although analysts consistently evaluate the quality of U.S. presidential foreign policy decision making, the fundamental aspects of good and poor judgment remain controversial. With a focus on the U.S. presidency since World War II, this course starts with a consideration of the effects of both individual character and decision-making processes in determining the quality of foreign policy choices. The majority of the course focuses on these issues through the intensive discussion of case studies written by the students in the course.

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

GOVT392 Theorizing the City

Recent years have brought a shift to imagining the city, rather than the nation-state, as the primary allegiance for citizens with its own unique set of challenges and responsibilities. What are our political and ethical obligations to the strangers we live near? Should cities be governed more democratically? This course will examine topics such as income inequality, environmental justice, immigration, localism versus cosmopolitanism, and public art.

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

GOVT394 Political Thought and Politics of Israel

Israel was founded as a state of the Jewish people. What political principles and practices are distinctive to it, and what ideas does it share more generally with modern political thought? Are there Israeli ideas of time, space, citizenship, virtue, equality, diversity, liberty, and justice? We will also look at Israel's basic laws, electoral system, political parties, legislative and judicial decisions to see whether and how they form a political community.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: HEST238 PREREQ: NONE

GOVT395 Justice

One of the central questions facing any society is how the benefits and burdens of social life ought to be distributed among its members. Some have argued that the appropriate grounds of distribution are desert: people should have (net) benefits proportional to their desert or merit (which obviously must be defined); others hold that utility or aggregate well-being is the relevant principle: holdings should be distributed in such a way as to make everyone (or the average person) as well off as possible. Yet others propose equality or need. In this seminar we will examine contemporary theories of justice beginning with the work of John Rawls, who revolutionized the discussion of justice by focusing on the basic institutional structure of the society rather than principles applying directly to individuals. We will then consider a range of issues that Rawls' institutional focus may not be able to accommodate, such as race, gender, environmental concerns, and disabilities.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | FALL 2015 INSTRUCTOR: MOON, J. DONALD SECTION: 01

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 2015 INSTRUCTOR: CHAKRAWARTI, SONALI SECTION: 01

GOVT399 Citizens, Judges, Juries: Who Decides in Democracy?

The tensions between rule by the people, rule by elites, and rule of law are at the core of democratic theory. What is the proper balance among the three? Under what circumstances is one group of decision makers better than another? What happens when they come into conflict? This is an upper-level course in political

theory designed for students who have taken **GOVT159 The Moral Basis of Politics** or an equivalent course in philosophy and related disciplines. We will focus on the following topics: the role of voting in liberal democracies, the Athenian jury system, deliberative democracy, referendum and initiatives, civil disobedience, and the role of juries in the U.S. criminal justice system.

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

GOVT401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

GOVT409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

GOVT411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

GOVT465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

GOVT467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

HISTORY

PROFESSORS: Demetrius Eudell; Nathanael Greene; Oliver W. Holmes; William D. Johnston; Ethan Kleinberg, *College of Letters*; Bruce Masters; William Pinch; Ronald Schatz; D. Gary Shaw, *CHAIR*; Magdalena Teter

ASSOCIATE PROFESSORS: Paul Erickson; Erik Grimmer-Solem; Cecilia Miller; Jennifer Tucker

ASSISTANT PROFESSORS: Courtney Fullilove; Jeffers Lennox; Victoria Smolkin-Rothrock; Ying Jia Tan; Laura Ann Twagira

DEPARTMENTAL ADVISING EXPERTS 2015–2016: All members of the history department on duty.

Why history? History is a way of understanding the whole of the human condition as it has unfolded in time. Without history, nothing makes sense, from the meaning of words to the formation of identities, to institutions, states, and societies. History straddles the boundary between the social sciences and humanities. 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.

Majoring in history will help you develop valuable skills transferable beyond the classroom: critical thinking and interpretation and persuasive writing, as well as analytical and research skills for tackling complex questions. History is inherently complex and requires the ability to acquire knowledge from large amounts of information and assess evidence and conflicting interpretations of the past. As a history major you will learn to make sense of complexity and tell a good story.

ADMISSION TO THE MAJOR

How do I join? Find a faculty member whom you would like to have serve as your advisor. Any history faculty member may serve as an advisor by agreement with the student. Then go to your portfolio and declare the History Major. After you do that, fill out a form that can be obtained from the history website at wesleyan.edu/history/For_History_Majors/form_main.html

MAJOR REQUIREMENTS

What next? Take history courses! The breadth of topics covered by the History Department allows students to create geographic, thematic, or chronological unity in their own unique course of study. A history major will develop two concentrations by choosing four courses from each of two thematic modules. (The full list of modules is provided below.)

To be a history major, you need **eleven credits**; at least **eight must be history credits** in two modules. There are no prerequisites to declare a history major.

There is only **one required course** for all history majors: **HIST362 Issues in Contemporary Historiography**. (It is offered only in the fall, and should be taken in your junior year.)

What counts?

- At least eight of the eleven courses must be history courses, and at least two of those should be history seminars.
- You may also count one first-year seminar, and one senior research tutorial towards the major.
- Two courses taken outside of Wesleyan, for example during the semester abroad, may be included among the history courses.
- Up to three courses in other departments, programs, or colleges may be counted towards the total of eleven required courses with the approval of the student's advisor.

Is there a senior research project? See honors section below.

What are the modules? Modules are fields of concentration that provide a thematic, geographic, or chronological unity for the courses you take for the history major. Any one course may belong to several modules, but for the major it may be counted only toward one module; any nonhistory course counted toward the eleven courses required for the major must be within a module. **HIST362 cannot** be included in any module, but the two additional seminars required for the major must be.

Students consult with their advisors to identify the modules and the courses needed to complete the major. With advisor approval, students may occasionally create their own coherent module.

The modules reveal the richness and depth of the history curriculum. The department offers modules in the following subjects:

- Religion
- Race
- East Asia
- War and Violence
- Empires and Encounters
- Jewish History, Society, and Culture
- North America
- Africa
- Migration
- The City
- History and Theory/Historiography
- Contemporary History (1945–Present)
- African American History
- Visual and Material Culture
- Latin America
- Nation and Ethnicity
- Thought and Ideas
- Gender and Sexuality
- Europe
- Revolution and Social Movements
- Science, Technology, and Medicine
- Before Modernity: The Pre-Industrial Era
- Geographies: Space and Mapping
- South Asia
- Environment and Food
- Economy and Society
- Middle East
- Britain and the British Empire
- Early Modern Globe (1500–1800)

You may also go to history modules page.

[\[wesleyan.edu/history/For_History_Majors/modules.html\]](http://wesleyan.edu/history/For_History_Majors/modules.html)

ADMISSION TO THE MINOR

Why history? History is a way of understanding the whole of the human condition as it has unfolded in time. Without history, nothing makes sense, from the meaning of words to the formation of identities, to institutions, states, and societies. History straddles the boundary between the social sciences and humanities. 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.

Minorng in history will help you develop valuable skills transferable beyond the classroom: critical thinking and interpretation and persuasive writing, as well as analytical and research skills for tackling complex questions. History is inherently complex and requires the ability to acquire knowledge from large amounts of information and assess evidence and conflicting interpretations of the past. As a history minor you will learn to make sense of complexity and tell a good story.

MINOR REQUIREMENTS

What next? Take History courses! The breadth of topics covered by the History Department allows students to create geographic, thematic, or chronological unity in their own unique course of study.

Declare the History minor through your portfolio.

What counts? To minor in history you need **six history credits from Wesleyan**, four in one of the modules (the full list of modules is provided below).

- Six History courses, only one of which may be a first-year seminar (a course numbered 100–149).
- Four of the six courses should be in one of the modules.
- Two seminars: at least one of the two seminars must be numbered 300–399.
- One pre-Industrial course.

What does not count? Tutorials, education in the field, student forums, and AP or IB credit cannot count toward the minor.

What are the modules? To help you forge coherence as a minor in history, modules are fields of concentration that provide a thematic, geographic, or chronological unity for the courses (flip over for the list of modules). Note that a course may belong to several modules.

- Religion
- Race
- East Asia
- War and Violence
- Empires and Encounters
- Jewish History, Society, and Culture
- North America
- Africa
- Migration
- The City
- History and Theory/Historiography
- Contemporary History (1945–Present)
- African-American History
- Visual and Material Culture
- Latin America
- Nation and Ethnicity
- Thought and Ideas
- Gender and Sexuality
- Europe
- Revolution and Social Movements
- Science, Technology, and Medicine
- Before Modernity: The Pre-Industrial Era
- Geographies: Space and Mapping
- South Asia
- Environment and Food
- Economy and Society
- Middle East
- Britain and the British Empire
- Early Modern Globe (1500–1800)

• More information may also be found on the history department's website:

wesleyan.edu/history

• For news and events check history's Facebook page: facebook.com/WESHHistory

HONORS

Is there a senior research project? All history majors try out their skills in a senior research project. It can be a senior thesis or a senior essay written in a tutorial or in a 300-level seminar. The senior research project gives all history majors an opportunity to explore a topic they are passionate about.

LANGUAGE REQUIREMENT

Is there a foreign language requirement? There is no foreign language requirement for history majors, but the department strongly advises all history majors to learn at least one foreign language.

TRANSFER CREDIT

Transfer credit must be pre-approval by the appropriate department before the course is taken. All pre-approved credits will be posted to the student's transcript for graduation credit. However, history majors wishing to count transfer credit toward the history major must consult with their history advisor in advance and upon their return to Wesleyan provide their advisor with syllabi and other materials, such as exams and papers, from the course(s) that they wish to apply toward the history major. Once approved by the advisor it may count for major credit.

COURSES

HIST101 History and the Humanities

This 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: CRJU CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: HOLMES, OLIVER W. SECTION: 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: CRJU CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016 INSTRUCTOR: HOLMES, OLIVER W. SECTION: 01

HIST103 Empire and Southeast Asia

In this interdisciplinary seminar for first-year students, we will develop a comparative, world-history approach to studying the concepts, practices, and experiences of empire in Southeast Asia from early times to the present. After learning about the premodern, Indic empire of Angkor and thinking about how it differed from Rome, we will investigate Portuguese, Spanish, Dutch, British, French, Japanese, Chinese, Russian, and American imperial formations and think about how they influenced colonialism, modernization, nationalism, and state formation in the region. We will examine modes of resistance to empire and study visual, literary, musical, theatrical, and cinematic representations of how it felt to exercise, live under, or rebel against imperial rule. In the last part of the course, we will assess the manifestations and persistence of empire in the contemporary world as well as the ways in which Southeast Asians have been trying to deimperialize their societies in today's global, supposedly postimperial age.

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

HIST111 Understanding the Arab Spring

Beginning in January 2011, ordinary people across the Arab world began to demonstrate for change and the end of political regimes that had governed them for half a century. That revolution is still unfolding in different countries with differing trajectories. The outcomes of its various manifestations are far from certain. This course explores the historical background to these developments through the use of selected Arabic novels and feature films to understand the social and political dilemmas that young Arabs faced and that gave rise to their political activism.

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

HIST116 Environmental History: Telling Stories in Place

This course introduces students to environmental history, the study of the changing relationships between humans and nature through time. We will consider how the natural world has shaped human history; how humans have transformed the environments they have moved through, made use of, and inhabited; and how ideas about nature have shaped people's interactions with the world around them and with one another. Focusing on both historiography and methods, we will read classic and recent work in the field and learn to conduct historical research. We will also pay attention to narrative and the writing of history, through reading, in-class workshops, peer editing, and trying our hand at different kinds of historical storytelling. The central assignment will be a short research paper in which students will practice environmental history through the study of a particular place.

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

HIST117 Chinese Cities

More than half of China's population now resides in cities. Within the next few years, China plans to accelerate the rate of urbanization by building sprawling cities and relocating more people into urban areas.

This course explores the history of Chinese cities from the imperial to modern age. Cities were centers of commerce, intellectual activity, and in the words of historian and political scientist David Strand "storehouses of political technique, strategy, and sentiment open to anyone with the understanding and the will to inventory to exploit them." We will study how cities supported massive populations with limited resources, inspired new forms of social organization, and transformed the political and social order of China.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS269 PREREQ: NONE
SPRING 2016 INSTRUCTOR: TAN, YING JIA SECTION: 01

HIST118 Baroque Rome

IDENTICAL WITH: COL104

HIST120 Empire, Nationhood, and the Quest for German Unity, 1815–1990

Was Germany destined to launch two world wars in the 20th century? Were the roots of Germany's deviance from the path of liberal democracy deep or shallow, culturally determined or shaped more by circumstance? This course analyzes these and other questions in the fascinating and turbulent history of modern Germany. We will begin our study by examining the political, social, and economic upheavals ushered in by the Napoleonic conquests, highlighting the territorial, religious, and class divisions pulling at the fabric of German society in the context of revolution, rapid industrialization, and urbanization. We will then analyze the processes that resulted in Bismarck's unification of Germany in 1871 and how Germany's nationalism, growing industrial power, and deep internal divisions contributed to a policy of aggressive imperialism that would challenge both the European and international status quo. The course carefully 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: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE

HIST121 The Italian Renaissance

IDENTICAL WITH: COL106

HIST122 Encountering the Atlantic World, 1450–1850

The early modern Atlantic world was an interconnected place. Some of its citizens, such as Samuel Champlain, made dozens of crossings. For others, including many settlers and many more slaves, the voyage was one way. Yet in a prenational era, it was the Atlantic that linked residents in Europe, Africa, and the Americas. This seminar will explore the nature of the Atlantic world from its beginnings in the 15th century to the dawn of a more “global” age around 1850. Exploration, cultural interaction, trade, concepts of sex and gender, slavery, war, and revolutions were Atlantic phenomena. Ideas, like currents, circulated from one shore to the next. Critical reading of academic articles and primary sources will enable us to explore the Atlantic Ocean as a highway (for administrators), a goldmine (for pirates), a death sentence (for slaves), and much more.

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

HIST126 The Spanish Inquisition

IDENTICAL WITH: COL116

HIST129 Philosophy and the Movies: The Past on Film

IDENTICAL WITH: FILM360

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 IDENTICAL WITH: ENV135 OR AMST135 PREREQ: NONE FALL 2015 INSTRUCTOR: FULLILOVE, COURTNEY SECTION: 01

HIST138 The Environment and Society in Africa

Resources from the African environment loom large in the histories of colonialism on the continent and contemporary international political relationships from cash crops to diamonds, uranium, and oil. This course will introduce students to the complex historical relationships between humans and the environment in Africa from the precolonial era to the postcolonial period. The continent is marked by incredible ecological and social diversity, and there is no one narrative or interpretation of environmental history in Africa. We will emphasize human responses to changing landscapes and the social management of resources. Some of the topics discussed will include precolonial perceptions of the environment; agriculture, food, and the global economy; disease and ecological transformation; the impacts of colonialism; and conservation, development, and social justice. We will end the course with a discussion of contemporary environmental issues in Africa.

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

HIST141 Theories and Models

This class will focus on how theories and models are designed and regarded across the university curriculum—in the humanities, the social sciences, and the sciences. This topic is particularly pertinent to intellectual history, a subject that regularly uses texts from across the modern university curriculum as its primary readings. Given the range of intellectual history, both in terms of chronology and subject matter, intellectual history could be argued to be the subject best positioned to consider the process of making theory.

Questions to be addressed include the following: What are some of the unexpected results of the increased use of mathematics and computers even in the humanities and social sciences, not just in the sciences, and how has this changed the relationship of theory and models for each of these disciplines? To what extent does the debate about the refutability, the falsifiability—or truth status—of models indicate an ongoing need for theory? The specific modern academic subjects to be examined will be philosophy, economics, and physics. Thomas Kuhn’s *The Structure of Scientific Revolutions* (1962) will serve as a starting point for this study; however, most of the readings during the semester will be much more recent.

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

HIST144 What Is History?

All human societies articulate a narrative of their past that provides their/our origin as a people. These, at the same time, can often be contested. Nonetheless, before a particular moment in time, most would not have referred to such understandings as history. In this course, we shall examine the phenomenon that since the writings of the Greeks, Western societies have come to identify as history. We shall engage some of the significant interventions, from antiquity to the 19th-century United States, in the ongoing discussion of “what is history?”

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

HIST148 Thinking with Demons

As the perennial bad boy of Judeo-Christian tradition, the devil has exerted an enduring fascination on Western culture for two millennia and counting. He and his kind remain so compelling in part because they tap into both our most profound anxieties and our deepest desires. This course will explore the myriad ways humans across the centuries have found demons useful to “think with,” employing them to everything from explaining the existence of evil to justifying violence against others. It will also introduce you to the conventions of college-level writing and to the perspectives of different academic disciplines that the many aspects of the demonic provide an ideal opportunity to explore. The first half of

the course will focus on the devil and demons in ancient and medieval culture, emphasizing their critical impact on the formation of medieval Christianity. The second half will address the role of the demonic in European culture after 1500, including the great witch trials and the fears of the diabolic that emerged as part of colonial encounter, before considering the way ideas of the devil continue to function in contemporary society.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: RELI210 OR MDST148 PREREQ: NONE

HIST153 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 SPRING 2016 INSTRUCTOR: HOLMES, OLIVER W. SECTION: 01

HIST158 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

HIST159 War and National (Re)Formation

This course examines both conceptual and methodological issues related to the practice of history as a discipline. For this seminar, four of the major military conflicts defining the United States after its founding will be the thematic focus: the 1776 war against the British empire, the War of 1812, the Mexican American War (1846–1868), and the U.S. Civil War (1861–1865). Primary sources, including manuscript and archival sources, government documents, as well as journalistic and visual sources will be utilized to carry out this investigation. The course seeks to examine the role of national formation and reformation in the United States, a country born out of a war and one whose subsequent wars had tremendous global consequences.

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

HIST160 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 SPRING 2016 INSTRUCTOR: GREENE, NATHANAEI SECTION: 01

HIST161 Sarnoff to Seinfeld: American Jews and the Television Age

This seminar examines the involvement of Jews in American mass entertainment, especially television, during the 20th century. At a time when Jews were active in both the business and creative ends of the new media that came to dominate fields as seemingly diverse as popular culture and political discourse, Jewish leading characters were largely absent from prime time network television. Are there relationships among Jewish involvement in mass entertainment, the simultaneous absence of Jewish characters onscreen, and the role of television in American culture?

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CJST218 PREREQ: NONE FALL 2015 INSTRUCTOR: GREENBLATT, RACHEL LAURA SECTION: 01

HIST164 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

HIST168 The Natives’ New World: The Indigenous Experience in Early North America

This class will investigate the story of Natives discovering Europeans. It is a difficult story to tell, because few indigenous inhabitants left written records describing

what it was like when ships arrived on the shores and the men and women disembarked, established settlements, and began the process of expanding across the continent. Some encounters were peaceful, while others were violent. Every encounter, however, can be understood by studying Native societies and their worldviews. Far from static and unchanging groups, indigenous nations were constantly adapting to their physical and spiritual world. This class will use primary and secondary sources to explore North America from the Native perspective, including the rise and fall of great societies before the arrival of Europeans, strategies of contact and exchange after 1500, and the quest to maintain authority and independence during the 18th and 19th centuries.

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

HIST171 War Comes to Middletown, 1910–1920

This seminar will explore the history of the Middletown area, which in many respects has been a microcosm of New England—even of the United States. The primary focus will be the era of the First World War. How did the people, businesses, schools, labor unions, political parties, churches, fraternal societies, and other organizations in this area participate in the war? How were they affected by the war? What was the long-term impact? Students in the seminar will learn more about this significant area and also will learn how to do original research.

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

HIST176 Science in the Making: Thinking Historically About Science

This course introduces students to a range of perspectives—drawn from history, sociology, anthropology, geography, media studies, and literary studies, among others—on how to write about the history of science. Throughout, the emphasis is on understanding the relationship between the histories of science we can tell and the materials that our histories draw upon, from publications and archival documents to oral histories, material culture, and film. In addition to reading academic literature, students will gain practical experience working with historical sources and conducting original research. They will also familiarize themselves with new digital tools for presenting historical materials by developing a course website that showcases their research projects.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SIS276 PREREQ: NONE

HIST177 Life Science, Art, and Culture, Medieval to Present

This seminar introduces students to the study of visual images and image production in the history of the life sciences and medicine. We will look at and discuss scientific and medical illustrations made from the Middle Ages to the present day, including topics such as the artistic activities of Leonardo da Vinci; the drawings made by English Renaissance naturalists; the impact of an expanding print culture on scientific illustration; early modern European anatomical drawings; images of gender; the role of gardens, libraries, and museums as international centers for specimen collection and artistic production; art and European travel; mapping and imperialism; anatomical atlases; ethnographic film; photography and the American West; modern medical imaging (especially PET and CAT scans); and scientific imaging in the age of computer technologies. This seminar is especially keyed to students interested in in-depth exploration of the intersections of art and science.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SIS277 PREREQ: NONE

HIST179 Gender and History (FG55 Gateway)

What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. The African scholar Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships between sex and gender needed to be studied in a global context. More than two decades after Amadiume's influential book *Male Daughters, Female Husbands: Gender and Sex in an African Society* (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category. This seminar will introduce first- and second-year students to the history of gender, sex, and the body from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender, and sexuality majors, though all students interested in using gender as category of historical analysis for their scholarly work in other fields are welcome.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FG55269 OR COL323 PREREQ: NONE
FALL 2015 INSTRUCTOR: TWAGIRA, LAURA ANN SECTION: 01

HIST181 Gandhi

Mohandas K. Gandhi's life has been the subject of enormous historical, philosophical, and artistic reflection. "The Mahatma" continues to be a touchstone for religious activists, political theorists, and social reformers. 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 build an argument.

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

HIST182 Imaginary Empires: The French, English, and Native Northeast, 1604–1784

Northeastern North America during the 17th and 18th centuries was a place where European powers imagined their empires, local settlers worked to create a sense of permanence, and Indigenous nations fought to retain their power while negotiating new relationships. This course will combine scholarly books and primary sources to examine the Northeast as an entangled space of interaction, competition, and cooperation. We will read about early contact between Natives and newcomers, imperial rivalries between England and France, and the daily interactions that shaped life in the Northeast. This era was full of strategic alliances, economic struggles, brutal violence and peace treaties, sexual violence, captivities, witch trials, coerced labor and revolts, and revolutionary ideas. The goal of the course will be to explore the imperial and the local to gain a sense of how the Northeast was both imagined by administrators and lived in by French Acadians, English settlers, and Native peoples.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST221 PREREQ: NONE

HIST185 Global Histories of Southeast Asia

Southeast Asia is a region of remarkable social, cultural, and religious diversity, the product of a long, rich, and varied history of local interactions with civilizations of East Asia, South Asia, the Middle East, and Europe over the past half millennium and longer. Historians have made good use of these historical realities in turning Southeast Asian history into a fertile field for thinking creatively about the spatial dimensions of historical patterns and processes.

While intended to increase students' knowledge of the history of Asia from the early modern period to the present, this course also attempts to treat Southeast Asia as a vantage point from which to explore various themes of global interaction and exchange. By taking on both tasks, it attempts to explore the global dimensions of local changes, to situate global patterns within local contexts, and to think about how experiences of social space and scale—of the "local" and "global"—have changed over the past few centuries. This course will focus on reading exemplary historiographical contributions to these questions. Themes covered will include empire, trade, travel and migration, science, technology, religion, cultural intellectual exchange, nationalism, and global and regional geopolitics.

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

HIST201 Medieval Europe

This introductory lecture course is a history of European politics, culture, and institutions from the end of the Roman Imperial era through 1520. Within a chronological framework we shall focus on the creation of kingdoms and government; the growth and crises of papal-dominated Christianity—its crusades and its philosophy—the rise and role of the knight, lady, and aristocratic culture; masculinity and gender relations; the crises of the later Middle Ages, including the Black Death, heresy, mysticism, and war. These all contributed to the beginnings of the Renaissance and the Reformation, events that ended the medieval period. We shall also at least glance at the borderlands of Europe, the edges of Islamic and Orthodox worlds.

The course will also provide students with basic introductory exposure to the ideas and methods of the digital humanities through course illustrations and discussions. This will probably include exercises in visualizing the past, exposure to Geographic Information Systems analysis, text-mining, and network analysis.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: MDST204 PREREQ: NONE
SPRING 2016 INSTRUCTOR: SHAW, GARY SECTION: 01

HIST202 Early Modern Europe

This introductory course surveys the history of Europe from approximately 1500 to 1800, paying special attention to intellectual, religious, and political developments during this timeframe. Topics will include the Protestant and Catholic reformations; the French wars of religion; the scientific revolution; the Enlightenment; and the French Revolution, among others. As with any survey, depth will often be sacrificed for breadth; but we will counteract this necessary feature by considering key and carefully selected texts in greater detail.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | FALL 2015 INSTRUCTOR: GARCIA, SAMUEL J SECTION: 01

HIST203 Modern Europe

This course surveys the history of Europe since 1815 and is intended primarily as an introduction to decisive events and interpretation of central themes. 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 the First World War, and communism and fascism; and concluding with study of the Second World War, the reassertion of Europe, the collapse of the Soviet system, and contemporary issues.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: GREENE, NATHANIEL SECTION: 01

HIST204 Greek History

IDENTICAL WITH: CCIV231

HIST205 Roman History

IDENTICAL WITH: CCIV232

HIST207 Japan Since 1868: Society and Culture in Modern Japanese History

This course examines the history of Japan from roughly 1800 to the present. With a broad-ranging observation covering politics, economy, society, culture, and foreign relations, we will look at a variety of historical events that the Japanese people experienced. Our goal is not only to understand “what happened when,” but also to be concerned with how people at different historical stages saw the world around them. Major historical events, trends, ideas, and people will constitute the vital part of the course; however, we will also inquire into everyday life of ordinary people, whose names do not remain in historical records. We will use a wide range of materials including written sources available in the English language, films, literature, and comics.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS265 PREREQ: NONE

HIST208 Rome Through the Ages

This course surveys the history of Europe’s most resonant urban symbol, the city of Rome, from antiquity to the baroque era (1600s). It focuses both on Rome’s own urban, political, and cultural history and on the city’s changing context as a symbol over 2000 years. This is a lecture and discussion course that emphasizes reading and viewing primary sources, both literary texts and visual images.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: COL208 or MDST208 PREREQ: NONE

HIST210 American Jewish History, 1492–2001

The two central questions in this course are these: How did American Jews begin, and continue, to develop a distinct identity from Jews elsewhere? And in turn, how has America been influenced by their presence?

While we begin with Christopher Columbus and discuss colonial episodes (for instance, George Washington’s significant letter to the Touro Synagogue), our primary focus will be the 19th and, particularly, the 20th centuries. Among issues to be explored are the successive waves of Jewish immigration, business and labor, political expression, the arts and popular culture, intergroup relations, and the impact on American Jews of European and Middle Eastern developments. In addition to primary sources and historical scholarship, the class will look at fiction, poetry, music, and film.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST223 PREREQ: NONE
SPRING 2016 INSTRUCTOR: SCHATZ, RONALD W. SECTION: 01

HIST211 Digital History

This course offers an introduction to the emerging field of digital history, part of the broader digital humanities (DH), the application of computing techniques and new media to humanities disciplines. DH has important implications for teaching, research, and the presentation of cultural artifacts to the scholarly and general public. Digital humanists employ a wide-ranging set of techniques, from text- and data-mining to network analysis, topic modeling, GIS, and visualizations. DH also offers opportunities for cross-disciplinary collaborations among humanists, computer scientists, media specialists, and others. As a result, this course seeks to bring together students with a variety of skills and backgrounds (history, writing, programming, web and graphic design, sound and video, etc.) who share an interest in historical communication and making things.

Through readings, conversations, and hands-on work with DH tools and historical resources, we will examine questions pertinent to historical scholarship and consider how they may be reconfigured by new media and new applications of computing power. How does DH allow us to ask new questions as historians, and what perils do digital techniques pose for the discipline of history? Together, we will cultivate our skills as practitioners of history in the digital age.

A central component of the course will be collaborative DH projects of our own devising. Much of the course will have the character of a digital history research lab as we take real problems and relevant sources to advance historical knowledge as well as our skills. This might involve projects in which we conceive, design, build, publicize, and launch a tool, website, or other contribution to digital history. Students should be prepared to collaborate in and out of class, to teach and learn from each other, and to cope with a dynamic and flexible syllabus and group of tasks. This course is part of Wesleyan’s Digital and Computational Knowledge Initiative.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: COL370 PREREQ: NONE
FALL 2015 INSTRUCTOR: SHAW, GARY SECTION: 01

HIST212 Modern Africa

In this course we will survey the major historical processes in Africa since approximately 1800. Important themes from the course include the abolition of the slave trade and its effects, African state formation, the growing integration of Africa into the industrial world system, European colonialism, African adaptation and resistance, and African nationalism and decolonization. We will also study the impacts of environmental transformation and religious change amid rapid economic and political change. Finally, we will examine the economic and development challenges facing the continent today. During the semester we will also cover some of the issues surrounding African history as a discipline. No single course can cover more than a sliver of the complexity and variety in Africa, but students satisfactorily completing this course will be able to write knowledgeably about Africa’s recent past and will have the foundation necessary to undertake further study about Africa with sensitivity to the complexity of its recent past.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AFAM212 PREREQ: NONE
SPRING 2016 INSTRUCTOR: TWAGIRA, LAURA ANN SECTION: 01

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 200 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 IDENTICAL WITH: COL214 or CHUM214 PREREQ: NONE

HIST215 European Intellectual History to the Renaissance

This class will examine some of the major texts in Western thought from ancient Greece to the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: MDST225 PREREQ: NONE

HIST216 European Intellectual History Since the Renaissance

This class will examine some of the major texts in Western thought since the Renaissance. Emphasis will be placed on close reading and analysis of the texts.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: COL332 PREREQ: NONE

HIST217 Africa to 1800

In this course, we will examine how ancient Africa has been imagined in the past, by African, early observers, and contemporary scholars. We begin with pre-history and the myths and misrepresentations of Africans that have come out of early European imaginings of Africa. Ideas about “pygmies” and “bushmen” have often been used to write about an Africa without a past or to inscribe people on the continent in a static, primordial past. We examine the problems of these representations and the ways that scholars are now unpacking the complicated histories of early African societies. However, this course covers a broad span of time and space on the continent. For this reason, we will only be able to touch upon some of the larger issues for thinking about ancient Africa.

We will move roughly chronologically from human origins to end our journey in the period of early European contact. Changing technologies, means of production, the manipulation of the environment, and trade are all bound up in these histories. As we trace a history of early Africa in the world, we will also pay close attention to gender. As we examine these issues, we will consider several methods for writing early African histories: linguistic, archaeological, ecological, and oral traditions.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: TWAGIRA, LAURA ANN SECTION: 01

HIST218 Imperial Russia, 1682–1917

This course will survey central issues in Russian history from Peter the Great’s reign in the late 17th century to the Revolution of 1917, following Russia’s development, expansion, and transformation. How and why did Russia come to dominate a vast Eurasian space? How did Russia’s rulers exert control over the diverse cultures, languages, religions, and peoples that came under their influence? What role did national identity play in the relationship between the imperial center and its peripheries? In addition to exploring Russia’s imperial legacy, the course will explore the classic problems in the study of Russian imperial history: the nature of autocratic rule and the attempts of Russia’s leaders and thinkers to identify Russia’s special path and overcome “backwardness”; the conflict between Slavophiles and Westerners to find a basis for Russian identity; the experience of revolutionary change in the political, social, and cultural spheres in the 18th through 20th centuries; late and rapid industrialization and urbanization; and the possibilities and limits of reform from within the system.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: REES218 PREREQ: NONE

HIST219 Russian and Soviet History, 1881 to the Present

Reversals of fortune have defined Russian history perhaps more so than for any other nation. Though the Russian Empire began the 19th century as an emerging European superpower that defeated Napoleon, it ended that same century as a backward state plagued by political, economic, and social strife that ultimately brought the Romanov dynasty to a revolutionary collapse. A similar trajectory describes the “short” Soviet 20th century that began with the promise of a qualitatively new political order that sought to transform social relations and human nature and concluded with a spectacular implosion that some heralded as the end of history itself.

This course will follow the story of how the Soviet Union emerged from the ruins of the Russian imperial order to become the world’s first socialist society, the most serious challenge to imperialism, liberalism, and capitalism, and, arguably, modernity’s greatest political experiment. We will cover the following topics: the emergence and fate of Russian national identity; the origins and dynamics of Russia’s revolutions; the political, economic, and cultural challenges of the Soviet project; the role of the party and ideology in politics and everyday life; the nationalities question and the challenges of governing a socialist empire; Soviet victory in the Great Patriotic War and the rebirth of the nation (and nationalism); the emergence of the Soviet Union as a Cold War superpower; the country’s historic attempts to reform (and the frequent failure of these attempts); and the dynamics of the system’s collapse.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: REES219 PREREQ: NONE
FALL 2015 INSTRUCTOR: SMOLKIN-ROTHROCK, VICTORIA SECTION: 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 145 years, emphasizing political forms, ideologies and movements, social change, the economy, and cultural developments. Particular consideration will be given to revolutionary ideas and activities, working-class organizations, conservative thought and action, the city of Paris, rural life, the experiences of three wars against Germany, imperialism and decolonization, and styles of leadership. Times of emergency and crisis will also command attention, specifically the Paris Commune of 1871; the Dreyfus Affair of the 1890s; the Great War of 1914–1918; the Popular Front of the 1930s; the military defeat of 1940; the drama of collaboration or resistance, 1940–1944; and the early years of the Fifth Republic, 1958–1969.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FRST212 PREREQ: NONE

HIST221 History of Ecology

The word “ecology” has come to have many meanings and connotations: a scientific field dealing with the relation of organisms and the environment, a way of thinking about the world emphasizing holism and interconnection, a handmaiden of the environmental movement, to name a few. This course covers the history of ecology as a scientific discipline from the 18th-century natural history tradition to the development of population, ecosystem, and evolutionary ecology in the 20th century, situating the science in its cultural, political, and social contexts. Along the way, it traces the connections between ecology and economic development, political theory, ideas about society, the management of natural resources, the preservation of wilderness, and environmental politics. How have scientists, citizens, and activists made use of ecological ideas, and to what ends? How have they understood and envisioned the human place in nature? How have the landscapes and places in which ecologists have done their work shaped their ideas? Other major themes include the relationship between theories of nature and theories of society, ecology and empire, the relationship between place and knowledge about nature, the development of ecology as a professional discipline, the role of ecologists as environmental experts, the relationship between the state and the development of ecological knowledge, and the relationships among ecology, conservation, agriculture, and environmentalism.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP221 or ENV5211 PREREQ: NONE

HIST222 Disease and Epidemics in Historical Perspective

Disease and epidemics have been powerful agents of historical change as well as determinants of human development before the advent of historical records. In this lecture course we will examine how diseases have changed human societies over time, with special attention given to the place of disease-causing organisms, from viruses to parasites, in the ecological networks they make home. Yet at the same time we will keep in mind the ways in which human society and culture also have important causal roles in human disease. HIV, for example, arose because of human interactions with animals but reached pandemic proportions in part because of cultural, social, and political forces.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP222 PREREQ: NONE
SPRING 2016 INSTRUCTOR: JOHNSTON, WILLIAM D. SECTION: 01

HIST223 History of Traditional China

This course introduces students to the history of China from ancient times to the end of the Ming Dynasty (1368–1644). We examine the historical factors that led to the emergence of agrarian societies and the appearance of the written record. Over the semester, we will learn that the answer to the question “Where is China?” evolves over time. This reminds us that China invented and reshaped its cultural identity by moving into new frontiers and creatively incorporating foreign ideas with indigenous practices. Studying the records left behind by these men and women in traditional China, we will see how our historical actors aspired to be a brave warrior, upright official, truthful historian, good husband or wife, or an inspiring teacher.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS223 PREREQ: NONE
FALL 2015 INSTRUCTOR: TAN, YING JIA SECTION: 01

HIST224 Modern China: States, Transnations, Individuals, and Worlds

This course examines China’s turbulent transition to modernity. It covers the Ming-Qing transition, Manchu conquest of central Eurasia, China’s conflict and engagement with the West, birth of China’s first republic, and the People’s Republic of China under Mao Zedong, Deng Xiaoping, and his successors.

The dramatic transformation of China spanning the late 19th century to the present day is the focus of this course. The Chinese people today continue to deal with the legacy of these reforms, wars, and revolutions, as its leaders and people dealt with unprecedented challenges. The three central themes of this course are (1) the reconstitution of (a somewhat) unified China after decades of political upheaval; (2) China’s vulnerabilities in the face of domestic troubles and threats from abroad; (3) the challenges of maintaining a high-growth economy with scarce resources.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS224 PREREQ: NONE
SPRING 2016 INSTRUCTOR: TAN, YING JIA SECTION: 01

HIST225 Modern East Asia: Continuities and Discontinuities in the Global Context

This course will introduce the students to East Asian civilization, as well as to ways through which one can examine and understand the historical roots of current affairs in and related to East Asia. The course will help students to explore

not only the dramatic changes in politics, culture, and society during the past centuries, but also their impact on people’s lives in contemporary East Asia. We will learn how to use various sources, such as official documents, biographical literature, films, newspapers and magazines, to study three major themes: (1) changes and continuity in modern East Asia (with a focus on historical, social, and cultural aspects); (2) interactions between East Asian countries; (3) East Asia in the world (with a focus on the encounters between East Asia and the West).

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS274 PREREQ: NONE

HIST226 Gender and Authority in African Societies

Gender and authority are central to everyday life and politics in Africa. In this course, we will study the history of political and domestic authority on the continent with special consideration for the ways in which gender and power intersect. These histories are diverse both in time and place. For this reason, this course will not present a single narrative of women, men, or gender in African history. Some of the major themes include political and economic power; spiritual authority; domestic politics, gender, and the division of labor; the impact of colonial rule and postcolonial politics. We will examine how women and men have grappled with these intricate social and political relations from the precolonial period into the postcolonial era.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS227 PREREQ: NONE

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

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

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 IDENTICAL WITH: REL1253 or MDST251 PREREQ: NONE

HIST232 Iberian Expansion and the “Discovery” of Africa in Travel Narratives and Art, 1420–1640

IDENTICAL WITH: AFAM310

HIST234 The Modern Middle East

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, the Sunni-Shia divide within Islam. Finally, the course will address the causes of the Arab Spring and discuss possible outcomes of the ongoing turmoil that reform movements unleashed.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: MASTERS, BRUCE A. SECTION: 01

HIST236 Religion and National Culture in the United States

IDENTICAL WITH: AMST236

HIST237 Early North America to 1763

From the arrival of the earliest fishing ships off the coast of Newfoundland to the fall of New France at the close of the Seven Years’ War, North America was the site of entangled encounters. Overlapping imperial claims and the construction of new societies took place on a continent long inhabited by powerful indigenous groups. This course will examine North America as a contested and negotiated territory in which imperial plans were subjected to local contexts and contingencies. Using primary and secondary sources, we will examine major events (explorations, encounters, and wars), the rise and fall of imperial powers (French,

British, Dutch, and Spanish), and the daily realities that shaped experiences in North America (trade, religion, sex, forced migrations, and disease).

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST284 PREREQ: NONE

HIST238 Liberty and Loyalism: Reconfiguring North America in the Age of Revolution, 1774–1848

At the end of the Seven Years' War, Britain found itself in possession of a huge swath of North America peopled by French Catholics, numerous Native nations, and British American subjects. In the years that followed, British North America was torn apart by revolution (which created the United States) and rebuilt by loyalists (who challenged the government at every turn).

This course will examine the revolution that fractured North America, the entangled development of the New Republic and the loyal British colonies, and the experiences of British subjects, American citizens, French inhabitants, and Native peoples, all of whom worked to shape their environment as best they could. From political leaders to slaves, wealthy merchants to poor farmers, British monarchs to Native sachems, this course will explore North America as it was understood by those who lived during a period of intense social and political upheaval.

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

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 IDENTICAL WITH: AMST239 PREREQ: NONE
SPRING 2016 INSTRUCTOR: FULLILOVE, COURTNEY SECTION: 01

HIST240 20th-Century United States History

This course will explore the history of the United States from 1901 until recent times. It will encompass many aspects of modern American history including the economy, social relations, art, popular culture, intellectual life, politics, and war. The unifying theme will be the emergence of modern liberalism during the Progressive Era and its dominance in American politics and thought by the mid-20th century. Throughout that era, however, there was an active minority hostile to liberalism that began to organize in the 1950s and proved quite successful in the later 20th and early 21st centuries.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST230 PREREQ: NONE
FALL 2015 INSTRUCTOR: SCHATZ, RONALD W. SECTION: 01

HIST241 African American History, 1444–1877

IDENTICAL WITH: AFAM203

HIST242 Introduction to Modern African American History

IDENTICAL WITH: AFAM204

HIST243 History of Taiwan: From Origins to the Present

Taiwan's island location and ethnic identities have determined its destiny. The island is part of an archipelago formation that runs from the Philippines through Japan. The Taiwan Strait separates the island from China by 90 miles. The Strait is churned by two colliding currents, by shallow seabeds of less than 50 meters, and by monsoons that pushed and sucked boats into a watery grave. This combination of distance and a threatening strait have buffered Taiwan from being completely absorbed by premodern colonial empires. Its natural resources have made Taiwan a major entrepot in international trade.

Taiwan has harbored immigrants and nourished multiple settlements of refugees, traders, merchants, and pirates. Since the end of World War II, Taiwan's population has grown from 8 million to 23 million. Economically, it is one of the so-called “Tigers of Asia,” with exports exceeding \$308 billion per year. And it is renowned for making a smooth transition from its authoritarian and martial law past to its current thriving democracy within 50 years of its modern existence. The Taiwanese diaspora is an important part of this narrative to Taiwan's history of trade, settlement, colonial rule, and current struggles regarding identity and issues of sovereignty.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS243 PREREQ: NONE

HIST245 Survey of Latin American History

IDENTICAL WITH: LAST245

HIST247 Jewish History: From Biblical Israel to Diaspora Jews

Can we trace an “authentic” Jewish identity through history, as distinct from many “cultures” of Jews in the multitude of times and places in which they have lived? This course provides an overview of major trends in Jewish civilization from biblical times through the early modern era (to approximately the 17th century), with this and related questions in mind, by engaging in close readings of traditional Jewish sources on the one hand and seeking contextual understandings of Jews and Judaism within various non-Jewish settings, including polytheistic, Christian, Zoroastrian, and Muslim host cultures, on the other.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: RELI161 OR MDST247 PREREQ: NONE
FALL 2015 INSTRUCTOR: GREENBLATT, RACHEL LAURA SECTION: 01

HIST248 Jewish History: From Spanish Expulsion to Jon Stewart

This course explores Jewish history on the eve of modernity and during the modern era. 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 explore these dichotomous stereotypes and introduce students to the complexity of the Jewish experience, their active involvement in the political and cultural processes that were taking place in the “non-Jewish” environment both before and during the modern times. 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 will explore the transformations from a traditional society, defined by religious identities, into a modern society of complex religious, ethnic, political identities. We will 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 nationalism, Zionism, the Holocaust, questions of women and gender, migrations, religious fundamentalism, and American, Israeli, and diaspora Jewish cultures, etc.

This course is a gateway course to Jewish and Israel studies; it also counts toward several modules for a history major: religion and history; Jewish history, society, and culture; nation and ethnicity; Europe; migration, and others if approved by the major's advisor.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: RELI262 PREREQ: NONE

HIST249 Roman Urban Life

IDENTICAL WITH: CCIV328

HIST250 Romans and Christians: The World of Late Antiquity

IDENTICAL WITH: CCIV275

HIST251 Empires in World History

Empires have dominated the political landscape across the globe for much of human history. But how did they come into being? More important, what strategies were used to maintain them? This course examines the history of five empires—Roman, Mongol, Ottoman, Aztec, and British—to see whether patterns emerge that might explain why a particular imperial project was successful and why it ultimately failed. In reviewing the history of each empire, we will discuss its ideology, military technology, economy, gender roles, and treatment of subject peoples to create a comparative framework in which to place empires in a global context.

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

HIST252 Industrializations: Commodities in World History

This course defines “industrialization” broadly to encompass 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 IDENTICAL WITH: ENV252 PREREQ: NONE
FALL 2015 INSTRUCTOR: FULLILOVE, COURTNEY SECTION: 01

HIST253 Food Histories in East Asia

The course broadly conceives East Asia as a geographical unit of inquiry and explores food and foodways in context to not only what people eat but also how people conceive food beyond a material object to fulfill their corporeal appetite. Scholars in different disciplines have employed food and foodways as a useful category of analysis and explored a variety of social and cultural dimensions in which people live and have lived. With a wide variety of readings in history, literature, and anthropology, the course will ask you to consider, for example, what roles food smells play for the construction of ethnic stereotypes, how the possession of particular food stuffs were conceived in relation to power, and what it means to go to restaurants where customers would pay for more than what they physically need such as services, decorations of plates, and atmosphere.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS275 PREREQ: NONE

HIST254 Science in Western Culture

This course offers an introduction to the history of the sciences between the late 17th and early 20th centuries, with the aim of understanding the varied ways of knowing that have come to be called “science” and how they have attained such an important status in shaping modern Western culture. To do so, we will both investigate key intellectual developments—such as Newtonianism, theories of energy and matter, and the rise of evolutionary thought—and consider these ideas in the cultural contexts in which they developed to better understand how people have “done science” in different times and places.

Throughout, we will pay attention to the relationships between science and other knowledge systems, between scientists and nonscientists, and between science and state power by exploring the changing nature of scientific authority, the cultural status of the scientist, and the connections among science, commerce, technology, and empire.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP254 PREREQ: NONE

HIST255 Imperial Spain, c.1450–1800

Formed from a collection of warring kingdoms in the 15th century, Spain would become the first truly global superpower in the 16th century, with dominions stretching from Europe to the newly “discovered” Americas and even to Asia. By the second half of the 17th century, however, Spain had also become the first “sick man of Europe,” an empire in dramatic decline. This course will examine this

spectacular rise and fall of the Spanish Empire. Topics will include the *Reconquista*, the conquest and colonization of the Americas, and Spain's many alliances and rivalries in Europe and around the Mediterranean.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: COL250 PREREQ: NONE
SPRING 2016 INSTRUCTOR: GARCIA, SAMUEL J SECTION: 01

HIST256 Existentialism in Film and Literature

This lecture course examines the intellectual history of existentialism through specific works of literature, film, and philosophy. By reading works of philosophy and literature by figures such as Kierkegaard, Nietzsche, Kafka, and Dostoevsky, as well as viewing films such as *The Third Man*, *Breathless*, and *Fight Club*, we will provide an introduction into the key attributes and questions that characterize existential philosophy as well as the historical circumstances that inform its distinct incarnations.

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

HIST258 Maharajas, Yogis, and Courtesans: India Before Europe

Premodern India is often conceived as the epitome of the mystic East, a timeless land of fabulously rich maharajas, massive war elephants, sinister yogis, and powerful courtesans. Well, it turns out that premodern India did have all these things, and much more besides. But India was never timeless. This course examines the major patterns and transformations that defined South Asian society in the four centuries preceding the rise of formal British imperialism in 1858, focusing in particular on such themes as war and military service; asceticism and devotionism; the jungle and human-animal relations; statecraft and kingship; trade, pilgrimage, and travel; cross-cultural encounter; physical culture and sexuality; poetry and performance traditions; information networks, spying, and court intrigue.

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

HIST260 Japan Before 1868: Society and Culture in Premodern Japanese History

This course examines the history of Japan roughly from the prehistoric age to 1868. With a broad-ranging observation covering politics, economy, society, culture, and foreign relations, students will take a look at a variety of historical events that the Japanese people experienced. Not only is to understand "what happened when" the goal of the course, but students will be exposed to how people at different historical stages saw the world around them. Major historical events, trends, ideas, and people will constitute the vital part of the course; however, students will also inquire into everyday life of ordinary people, whose names do not remain in historical records.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS260 PREREQ: NONE
SPRING 2016 INSTRUCTOR: JOHNSTON, WILLIAM D. SECTION: 01

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 IDENTICAL WITH: REL1257 OR AMST261 PREREQ: NONE

HIST262 Seeing a Bigger Picture: Integrating Environmental History and Visual Studies

This interdisciplinary course approaches the history of environmental policy and opinion making through a frame that takes seriously the rise in power accorded to visual imagery and visual practices (including photography, digital image production, film and new media) in modern society. The course introduces students to key landmarks in the visual history of environmentalism spanning a time period from colonial America to the recent past, focusing both on images of nature and on the nature of images.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SIS255 OR ENV255 OR ARHA273 PREREQ: NONE
FALL 2015 INSTRUCTOR: TUCKER, JENNIFER SECTION: 01

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: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | FALL 2015 INSTRUCTOR: GRIMMER-SOLEM, ERIK SECTION: 01-02

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 IDENTICAL WITH: REL1333 PREREQ: NONE

HIST266 American Labor History from 1776 to Recent Times

"By the sweat of thy brow shalt thou eat bread," the Lord enjoined in Genesis. But who did the hard work in the United States? How did they live? How were they organized? To what ends? Why has their power declined in recent times? These questions are explored in this course, which will reach back to the 18th century but highlight the 20th century.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS265 OR AMST265 PREREQ: NONE

HIST267 Out of the Shtetl: Jews in Eastern Europe

This survey 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 IDENTICAL WITH: REES267 PREREQ: NONE

HIST268 The Origins of Global Capitalism: Economic History, 1400–1800

This course explores how the modern market economy came into being in Europe and why this system expanded outward to bring the rest of the world into its orbit by 1800. Among other things, it seeks to provide answers for why China's economy—perhaps the most sophisticated in the world before 1500—fell into relative stagnation and why Europe was the first region to develop mechanized industry and break out of a poverty trap that had restricted prosperity for millennia. The course begins by exploring late medieval European agriculture, market systems, institutions, and technology to reveal how the paths of economic development taken in Europe began to diverge fundamentally from those taken by societies in Africa, Asia, and the Americas. It will explore the role of the spice trade in the expansion of European influence abroad, the significance of new food and cash crops in the development of plantation systems and long-haul trade, the impact of organized coercion in the development of monopolies and monopoly companies, and the role of proto-industrial methods of production and colonial economies in the birth of the Industrial Revolution. The course aims to be accessible, broad, and comparative, drawing insights from many fields to consider the environmental, geographical, cultural, institutional, and political factors shaping the economic changes that have created modern capitalism.

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

HIST269 Notes From A Small Island: Modern British History, 1700–Present

What can the history of Britain tell us about the history of modernity? Why is British history in fact a global history (or, how did two small islands come to rule one fifth of the world)? After the end of empire, is Britain a nation in decline or a nation that is continually reinventing itself?

This course offers a survey of the political, social, economic, and cultural history of Britain since the beginning of the 18th century and traces the movement into modernity. We will explore these questions by examining not only the key events of modern British history, but how the representation of those events in different media reveal a conflicted narrative of the evolution of "Britain" in the Anglo- and Anglophone world. In this chronological course, we will consider intellectual and cultural contexts, as well as bringing in different approaches and perspectives, such as the history of medicine, colonial and gendered histories, and identity politics. Topics we will cover include the Acts of Union, the Jacobite Rising, the Napoleonic Wars, imperial expansion, the Slavery Abolition Act, the Industrial Revolution, the development of mass literacy, the Edwardian era, the First World War, the Second World War and the Blitz, the end of empire, the sexual revolution and the swinging 60s, and contemporary multicultural Britain. Primary sources will include speeches, newspaper articles, literature, letters, visual culture (paintings, films, photographs), music, monuments, and maps.

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

HIST273 Time Is Money: Capitalism and Temporality

IDENTICAL WITH: CHUM322

HIST276 Constructing Hinduism and Islam

IDENTICAL WITH: RELI310

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

HIST282 Medicine and Health in Antiquity

IDENTICAL WITH: CCIV225

HIST285 Modern India

This course examines Indian history from the vantage point of present-day concerns. Weekly themes to be investigated include nationalism, democracy, gender, caste, village and forest, religion, popular culture, urbanization, sovereignty, demographics, economic development, and the armed forces.

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

HIST287 Modern Southeast Asia

Southeast Asia is one of the most populous, culturally diverse, and problematic "regions" of the world. It embraces the nation-states of Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar (Burma), the Philippines, Singapore, Thailand, Timor Leste, and Vietnam. Southeast Asia has been the destination of imperialists, tourists, and migrants; a battlefield during the Cold War; and a front line in the war against terror. It has always been home to dynamic groups of people who seek to build strong, independent, and culturally distinctive societies in the modern world. This course is an introduction to the history of Southeast Asia in the 19th and 20th centuries. We will examine political, social, cultural, and economic transformations, with particular attention to the effects of modernization, decolonization, and globalization. Topics of special interest will include the nature and legacies of imperialism in the region, the formation of nations and states, religious belief and political action, the role of Chinese settlers, gender and identity, the nature of the "region" as such and its relations to the rest of the world. We will study the modern history of Southeast Asia through scholarly writings, literature, and films.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ANTH271 OR CEAS284 PREREQ: NONE

HIST289 What's Right and What's Left? Literature, Philosophy, Art, and Politics in Inter-War Europe

IDENTICAL WITH: COL210

HIST290 Roman Law

IDENTICAL WITH: CCIV221

HIST293 The U.S. Civil War, 1861–1865

This course examines a watershed in U.S. history that has often been identified as the turning point in economic development as well as in the formation of American identity: the Civil War. Using mostly primary sources, the course explores this moment of crisis and of social transformation from multiple perspectives: political, military, economic, racial, gender, literary, and visual (including photographs, genre painting, and early films).

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: EUDELL, DEMETRIUS L. SECTION: 01**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.

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

HIST296 Colonial Latin America

This lecture course begins with the history of three major indigenous societies—the Maya, the Aztecs, the Incas—and continues through the formation of the Spanish and Portuguese empires. Topics include the initial contact in and conquest of the Caribbean, Meso-America, and the Andes; the imposition of imperial rule and the survival of precontact cultures; the transformation of production; the impact of and resistance to slavery; the structure of colonial communities; the role of gender, religion, ethnicity, and race in the creation of colonial identities; and the independence movements and the end of formal colonial rule. The required readings introduce

students to major theoretical approaches to the history of the region; primary documents, maps, drawings, and other texts will be discussed in class.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: LAST296 PREREQ: NONE

HIST300 Medieval Gender and Sexuality

When most people think of the Middle Ages, they may envision an era of pious sexual repression and strict gender norms. Over the past few decades, however, scholars of medieval history have begun to uncover both the colorful variation and unexpected complexity of medieval sex and gender, revealing a world at once deeply familiar and profoundly strange. By exploring everything from the idea of Jesus as a nursing mother to transvestite heroines like Joan of Arc, and from private rumors of sodomy to publicly licensed prostitution, they have begun to reconstruct the powerful systems of gender and sexuality that governed the lives of both ordinary and famous people. This research seminar will examine some of their findings, while considering the broader utility of gender and sexuality as categories of historical and social analysis.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS300 OR MDST300 PREREQ: NONE

HIST302 Reproductive Politics and the Family in Africa

This course will introduce students to broad discourses and issues related to reproduction and the family in modern Africa. We will study maternal health and technologies of reproduction, but for us reproduction will be an object of historical inquiry. One of the driving questions for this course will be how reproduction has been given meaning socially. How have African societies understood abortion, infanticide, or other medical means of controlling fertility and childbirth? What has been the relationship between the family and the state? We will also examine ideas about sexuality and love, changing notions of parenthood, and what constitutes an ideal family. Finally, we will interrogate how these ideas influenced political practices and ideologies and, in turn, changed conceptions of motherhood, fatherhood, and the family.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS303 PREREQ: NONE

HIST303 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 socioeconomic 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 IDENTICAL WITH: AFAM329 OR AMST355 PREREQ: NONE

HIST305 Spanish Identity in the Early Modern World

IDENTICAL WITH: COL285

HIST307 The Economy of Nature and Nations

On many of the key environmental problems of the 21st century, from climate change to biodiversity conservation, the perspectives of ecology and economics often seem poles apart. Ecology is typically associated with a skeptical stance toward economic growth and human intervention in the environment, while economics focuses on understanding (and often, celebrating) human activities of production, consumption, and growth. At the same time, ecology and economics share a common etymology: both words spring from the Greek *oikos*, or household. They also share much common history. This course thus explores the parallel histories of economics and ecology from the 18th century to the present, focusing on changing conceptions of the *oikos* over this period, from cameralism's vision of the household as a princely estate or kingdom, continuing through the emergence of ideas about national or imperial economic development, and culminating in the dominant 20th-century recasting of economics as being centrally concerned with problems of resource allocation. Simultaneously, it explores connections between changes in economics and the emergence of ecological science over this period, from Enlightenment natural history and early musings on the "economy of nature," to the design of markets for carbon credits today.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP307 OR ENV3307 PREREQ: NONE
SPRING 2016 INSTRUCTOR: ERICKSON, PAUL HILDING SECTION: 01**HIST308 The Jewish Experience in China: From Kaifeng in the Song Dynasty to Shanghai During the Holocaust**

A historical and analytical overview of the Jewish presence in China from the Silk Road trade through the Holocaust, as well as the rebirth of Jewish identity among the Chinese Jews in Kaifeng today. Students will be encouraged to do comparative readings on Jewish survival and assimilation in different cultural contexts ranging from India to Europe.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS308 PREREQ: NONE

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 IDENTICAL WITH: AFAM309 OR AMST309 PREREQ: NONE

HIST310 Moving Through the Revolutionary Age: British Colonies and Early America, 1774–1815

IDENTICAL WITH: CHUM276

HIST311 Ethnicity, Religion, and Class in the Middle East and the Balkans

The dissolution of empires, Ottoman and Soviet, produced dramatic changes in the economic and social structure of the Middle East and the Balkans, leading to the emergence of new, competing social identities. This course will examine issues of nationalism versus religious identities; class struggle versus anti-Western struggle; and the changing role of the minorities, both religious and ethnic, in the larger society in the 19th- and 20th-century Middle East and Balkans.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: RELI311 PREREQ: HIST234 OR HIST228

HIST312 Farming in America

From the Whiskey Rebellion to the Farm Bill, populism to contemporary food politics, farming and rural life have figured prominently in U.S. cultural, political, and economic discourse. However, despite the centrality accorded the yeoman farmer in the national narrative, agrarian ideals and rural realities have often been at odds. This course explores the historical role of rural landscapes, people, and livelihoods in the life of the American nation and the debates that have been waged on their behalf. Reading a mix of primary and secondary sources, we will consider how Americans' past and present have answered such questions as, Is rural life inherently virtuous? Is there a moral obligation to save the family farm? Can we have democracy without landowning farmers? What is the relationship between agriculture and the rest of the economy? Are agriculture and industry oppositional or complementary? We will also examine how Americans have used farm policy and rural reform to advance an array of political, social, economic, and environmental agendas.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP312 PREREQ: NONE

HIST313 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 IDENTICAL WITH: RELI396 OR CIST313 PREREQ: NONE
SPRING 2016 INSTRUCTOR: GREENBLATT, RACHEL LAURA SECTION: 01

HIST314 Monstrous Organism

Through histories, novels, poems, film, and art, this course will investigate aspects of New York's social, cultural, political, and economic history during the most formative periods (arguably) of modern America: The Gilded Age and the Progressive Era. It will also familiarize students with various historiographies of New York and the United States, including those focusing on class, immigration, gender, and race. Students will learn how these historical interpretations inform, influence, and contradict each other, expanding the breadth of historical understanding in the process.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST224 PREREQ: NONE

HIST317 The Great Game

The "great power" rivalry for supremacy in Central Asia, fought mainly in Afghanistan and the surrounding regions (including what is now Pakistan) over two centuries and more: This seminar will examine the mixed history of European imperial projects in Central Asia during the long 19th century. We will also consider the social and religious implications for Afghanistan and adjacent regions; the geo-strategic background to the conflict, including Timurid dominance in Southern Asia; the "Great Game" dimensions of the Cold War, the War on Drugs, and the War on Terror; and the "Great Game" in literature, art, film, and popular culture.

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

FALL 2015 INSTRUCTOR: GRIMMER-SOLEM, ERIK SECTION: 01

HIST320 Power and Resistance in Latin America

IDENTICAL WITH: LAST300

HIST323 Religion and History

The course will examine some ways that scholars have understood the role of religion in history. Readings will reflect a wide variety of theoretical, theological, and disciplinary perspectives.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: RELI298 PREREQ: NONE

HIST328 The Immigrant City in the United States, 1880–1924

IDENTICAL WITH: AMST328

HIST329 Race Discourse in the Americas

This course investigates the belief system of race from its emergence in the early modern era to its contemporary relevance in various social and political issues. To examine the formation of the modern world, the course begins with the 15th-century expansion of Western Judaeo-Christian Europe into Africa and the Americas. Then, it will examine the significance of race in several meaningful contexts, including the expropriation of Indigenous in the Americas, the enslavement of Africans, 18th-century Enlightenment thinking, and the 19th-century shift to a "scientific" explanatory model. As well, the phenomenon of race in the U.S. Civil Rights Movement and its rearticulation in relation to discourses of diversity and multiculturalism after the 1960s will be analyzed. Rather than employing the liberal humanist emphasis on "race relations" or a materialist analysis that views it as an epiphenomenon of an ostensibly more fundamental class dynamic, the course adopts a perspective of race as an organizing principle that institutes our present hegemonically-Western global order. To this end, the class will illustrate that race is but a secular variant of how human societies have organized and reproduced their cultural models.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AFAM303 PREREQ: NONE

HIST330 American Utopias in the 19th Century

IDENTICAL WITH: AMST330

HIST332 Stalinism

This seminar examines the Stalin period in Soviet history, from the late 1920s to 1953. As one of the most brutal dictators of the 20th century, Stalin has been at the center of historians' attempts to make sense of the Soviet Union, socialism, and totalitarianism. This course will not only examine the biography and personality of Stalin as the ruler and shaper of the Soviet Union, but also explore the political, social, cultural, economic, and intellectual life of Soviet socialism, in order to gain a deeper understanding of the ways that people in the Soviet Union lived, worked, died, survived, fought in wars, and participated in the construction of a new civilization and way of life. The readings of this seminar will combine historians' conflicting interpretations of Stalin and Stalinism with fiction, diaries, memoirs, music, and films from the period.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: REES332 PREREQ: NONE

HIST334 Social History of Islam in Africa

The history of Islam in Africa spans 14 centuries, and Islam continues to play a central role in shaping contemporary African societies. In this course, we will examine the long social history of Islam on the continent. Islamic expression in Africa is diverse. We will explore the dynamic ways in which Islam has influenced local cultures and politics as well as the various ways in which individual Africans and African communities have made Islam their own. Topics of discussion include early trade and state formation; Islamic education, literacy, and conversion; the role of women in Muslim societies; Islamic cultural productions; Muslim responses to colonialism; and the contemporary development of political Islam. We will end the course by reflecting on the responses of Africans to contemporary changes in the wider Muslim world.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: TWAGIRA, LAURA ANN SECTION: 01

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 infrastructure 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 IDENTICAL WITH: SISP336 OR AMST347 PREREQ: NONE

HIST337 Mystical Traditions in Islam

Muslim scholars today 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.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: RELI355 PREREQ: NONE
SPRING 2016 INSTRUCTOR: MASTERS, BRUCE A. SECTION: 01

HIST338 History and Theory

This seminar will explore the contemporary theory and philosophy of history, giving special attention to the publications of *History and Theory*, the academic journal owned and edited by Wesleyan University faculty for the last 50 years. Among the subjects the themes that will be discussed are the nature of historical truth; history as a science, with laws, and as an art; historical representation and its limits; gender history; agency and causation; history of the emotions; and history's moral imperatives. Key figures discussed will include R. G. Collingwood, Michel Foucault, Hayden White, Frank Ankersmit, Barbara Rosenwein, Joan Scott, Ian Hacking, Reinhart Koselleck, and Quentin Skinner.

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

HIST340 The History of Rationality: From Moral Philosophy to Artificial Intelligence

What does it mean to be rational? The question traditionally has been the province of philosophy, of treatises on logic, ethics, and scientific methodology; yet rationality is also pervasive in modern social and behavioral sciences. Economic theory typically assumes that humans are in some sense rational choosers, and cognitive scientists frequently explore just how rational (or more commonly, irrational) our decision making actually is. Moreover, the central problems of rationality—what guides human thought and action, and what should guide it?—are the subject of anything from legal codes and books of etiquette or manuals for auctioneers. This course takes an expansive view of rationality and its history, tracing how the concept has changed over time and critically examining its significance in the sciences and broader culture today. From early modern conceptions of logic as “the art of thinking” to Cold War attempts to build machines that might reason more reliably than frail humans, this exploration of reasoning and rationality explores several themes: the relationship between reason and other facets of the mind, especially emotion; rationality and gender; the relationship between choosing rationally and choosing ethically; and the fraught history of attempts to formulate universally valid principles of rationality.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP340 PREREQ: NONE

HIST341 Daily Life in a Japanese City: Culture of Everyday Life in Tokyawa Japan

In the first half of the 18th century, the population of the Japanese capital, Edo, reached one million, including a number of single male laborers who migrated to the city for temporary employment and samurai officials who were assigned positions in the Edo offices of their home domains. As a result, Edo became a capital of tastes, flavors, conflicts, and pleasures from all over Japan. What did early modern Japanese wear and eat? How did they spend their free time? Where did they go for occasional excursions? What did they find in “others” to confirm their social status and themselves as “Japanese”? We will examine various aspects of daily life in early modern Japan, especially Edo. In doing so, we will inquire into the meanings of day-to-day cultural expressions in Japanese consciousness in terms of religion, gender, social status, political power, and so on.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS266 PREREQ: NONE

HIST342 The Rise of the Conservative Movement in the United States Since 1945

“So inevitable, yet so unexpected,” Alexis de Tocqueville declared, referring to the French Revolution of 1789. The same is true of the conservative movement that developed in the United States during the second half of the 20th century. What is the nature of modern American conservatism? How and why did it emerge? What are its social bases? How has conservatism evolved in America since the 1930s? What sort of varieties and conflicts exist within the movement? How did mid- and late-20th-century American conservatives compare to earlier sorts of conservatism in America in the early Republic, the antebellum South, modern American liberalism, and political conservative parties in Europe and Britain? What is the historical significance of the movement?

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: SCHATZ, RONALD W. SECTION: 01

HIST344 Advanced Seminar in Latin American History

IDENTICAL WITH: LAST301

HIST346 Knowledge, Race, and Justice: A Transhistorical Perspective

IDENTICAL WITH: CHUM342

HIST347 The Social Question and the Rise of the Welfare State in Germany

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 to the mid-20th century. 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 1930 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: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE

HIST349 Comparing Revolutions: The United States and Early Canada, 1774–1815

IDENTICAL WITH: CHUM318

HIST350 Modern Social Thought

The “question of modernity” sparked cultural and intellectual narratives throughout the 19th and 20th centuries. Since Hegel's *Lectures on the Philosophy of History*, succeeding generations of philosophers, artists, writers, literary critics, cultural and intellectual historians have demonstrated the social and historical significance of knowledge within their respective theories of the individual and society. Upon examining these intellectual discourses concerning modernity and postmodernity, the course will emphasize the systematic discussion of theories that made efforts to explain the historical process, as well as the interrelationship of individuals, theorists, and literary figures of the period. Major thinkers will include Hegel, Marx, Nietzsche, Freud, Dostoevsky, Flaubert, Zola, Proust, Weber, Foucault and Habermas.

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

HIST353 The Communist Experience in the 20th Century

Twenty years have passed since the collapse of communism, its empire, and its utopian vision of the kingdom of heaven on Earth. Indeed, the communist collapse was heralded as not just the end of the Cold War but the end of history itself. Yet how do we understand the nature of the communist way of life, the causes of its decline, and the meaning of its demise? This course will trace the development of communism's answer to capitalist modernity from the 1917 Revolution through the Soviet collapse. It will seek to shed light on the birth, life, and death of communist modernity through history, literature, and art, by exploring the world socialism created as an ideological model and a way of life. The emphasis of the course will be on the lived experience of communism, primarily within the Soviet Union, but also beyond it (in Eastern Europe and Asia). In the global conflict between capitalism and communism, how did people understand the competing demands of ideology and reality, individual and society, private and public, production and consumption, labor and leisure? How did the state manage the contradictions that arose when lofty ideologies encountered everyday life, and how did citizens make sense of these ideological transformations? What killed communism: bombs and diplomacy, or refrigerators and Finnish shoes?

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: REES353 PREREQ: NONE
SPRING 2016 INSTRUCTOR: SMOLKIN-ROTHROCK, VICTORIA SECTION: 01

HIST356 Interest and Pleasure: Toward a Theory of Political Audiences

IDENTICAL WITH: CHUM356

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.

This course should be taken in junior year.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: PINCH, WILLIAM R. SECTION: 01
INSTRUCTOR: TUCKER, JENNIFER SECTION: 02
INSTRUCTOR: JOHNSTON, WILLIAM D. SECTION: 03

HIST367 Life of Modern Fact

Facts aren't born; they are made. The challenge is to understand how people have come to think of facts as existing in the world independent of human intervention. This seminar 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. We also examine how broader structures such as social networks and the law help produce facts as people share, defend, and use them. Finally, this course encourages skepticism and

creativity in the use of primary sources and the formulation of original research, questioning the givens of human knowledge.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP367 PREREQ: NONE
SPRING 2016 INSTRUCTOR: FULLILOVE, COURTNEY SECTION: 01

HIST369 Issues in the Environmental History of Japan

Many people continue to voice the idea that the Japanese have a special relationship with nature while thinking, for example, of Japanese gardens and the deification of natural objects such as trees and rocks. The triple disaster of earthquake, tsunami, and nuclear meltdown that occurred in 2011 has challenged that perspective. Yet few are aware of the tremendous human impact on the environment of the Japanese archipelago and its surrounding regions in both premodern and modern times. In this course we will place Japanese environmental history into a wider context while examining how economic, social, and cultural forces have had an impact on the natural environment. Topics include premodern deforestation and water management, the toxic effluvia of mining, mercury poisoning, nuclear contamination, and changes in disease patterns.

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

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

HIST372 North of America: Creating Canada in the 19th Century

The American Revolution created two new nations: the United States and, later, Canada. Colonies in North America that remained loyal to the empire underwent a revolution of their own as Loyalists, French Canadians, Native Nations, and thousands of immigrants from Europe settled in established provinces, expanded west and created new colonies, and eventually created a country.

This seminar will introduce students to what happened North of America after the Revolution, specifically in the places that later became Canada. From politics to social life, rebellions against the government to conflicts with Native nations, labor unrest to the challenges facing women and ethnic minorities, and, of course, the constant pressures coming from the growing Republic to the south. We will focus on moments of major historical significance as well as the daily existence of regular subjects and citizens with the ultimate goal of understanding how Canada developed as an alternative to the United States.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST372 PREREQ: NONE

HIST374 Food Security: History of an Idea

The Food and Agricultural Organization of the United Nations has held that "food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life." This course is a history of food insecurity as a material condition and a geopolitical concept for explaining uneven access to provisions. Although we begin with the emergence of "food security" as a concept during World War II, we will spend the majority of the course studying other ways of organizing access to the means of subsistence. Topics discussed will include why human beings share food, the invention of agriculture, transportation infrastructure, international trade, food aid, agricultural research and development, poverty, conflict, and famine.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP374 PREREQ: NONE

HIST375 The End of the Cold War, 1981–1991

In the late 1970s and early 1980s, the relative stability that prevailed between the United States and Soviet Union since the end of the Cuban missile crisis (and more fundamentally, since the East and West German governments were formed in 1949) broke down. By mid-1982, well-informed figures in both Washington and Moscow feared nuclear war. Hostility between the two governments only intensified over the succeeding months. Yet by mid-1988, the Cold War ended and a new mode of cooperation between the Soviet and U.S. leaders emerged. How and why did this profound transformation occur? This seminar will concentrate on this question. It will call into question both the liberal and the conservative explanations for these developments that have reigned in the United States over the past two decades.

Students will read secondary works, memoirs of negotiators, and primary documents from both sides. In the concluding weeks, each student will do a research essay.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: REES375 PREREQ: NONE

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 IDENTICAL WITH: FRST297 PREREQ: NONE
FALL 2015 INSTRUCTOR: HOLMES, OLIVER W. SECTION: 01

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.

This interdisciplinary, experiential, and experimental course combines studio learning (movement studies and interdisciplinary, creative exploration) and seminars (presentations and discussions). No previous dance or movement study is required and the course is not particularly geared toward dancers or performers. However, your willingness to experiment on and share movement is important. We encourage you to think about movement as a method of accessing human experiences and making distance malleable, a way to explore your own sensations, thoughts, and reactions in learning history. Weekly journal entry is required and each student will create his/her own final project to deepen the syllabus.

GRADING: A-F CREDIT: 1.50 GEN ED AREA: SBS IDENTICAL WITH: SISP381 OR CEAS384 OR DANC381 PREREQ: NONE
FALL 2015 INSTRUCTOR: JOHNSTON, WILLIAM D. SECTION: 01
INSTRUCTOR: OTAKE, EIKO SECTION: 01

HIST383 French Existentialism and Marxism

This course is a study of French thinkers of the 20th century who challenged and reevaluated the principles upon which Western society was based, with an emphasis on the problems and theories concerning the standards of moral action, the nature of political knowledge, ethical relativity, free will, and determination.

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

HIST386 History of Science and Technology in Modern China

Science, technology, and medicine played an integral role in the China's transition to modernity and inspired dramatic economic, social, and political transformations. As scholars of modern China developed a keen interest in transnational histories and comparative methodologies, they have paid closer attention to the histories of science, technology, and medicine. This course introduces students to this emerging field of study. It examines broad philosophical questions that motivate the research in history of science, technology, and medicine. We will learn to explore science, technology, and medicine in China on "its own terms" by understanding how the unique political and social challenges of modern China shaped Chinese science.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP285 OR CEAS222 PREREQ: NONE
FALL 2015 INSTRUCTOR: TAN, YING JIA SECTION: 01

HIST392 The Acceleration of Europe: Mobility and Communication, 1000–1700

IDENTICAL WITH: CHUM267

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 early modern European prospecting for medicinal plants, the development of an international drug trade, and the formation of national pharmaceutical markets in the United States in the 19th century. Participants will explore the production, circulation, and restriction of medical knowledge through local practice, public and private institutions, trade and commerce, and regulation. In addition to knowledge of the social history of drugs and medicines in the United States, students are expected to develop competencies in historical research using primary and secondary sources. The final weeks of the course are devoted to applying historical knowledge to contemporary debates in global public health, including international pharmaceutical research, drug development, and epidemic disease.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST393 OR SISP393 PREREQ: NONE

HIST395 "If there is no God, then everything is permitted?" Moral Life in a Secular World

IDENTICAL WITH: CHUM344

HIST396 Mapping Metropolis: The Urban Novel as Artifact

IDENTICAL WITH: AMST386

HIST401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

HIST409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

HIST411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

HIST465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

HIST467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

LATIN AMERICAN STUDIES PROGRAM

PROFESSOR: James McGuire, *Government*

ASSOCIATE PROFESSOR: Robert Conn, *Romance Languages and Literatures, CHAIR*

ASSISTANT PROFESSORS: Melanie Khamis, *Economics*; Maria Ospina, *Romance Languages and Literatures*

DEPARTMENTAL ADVISING EXPERT 2015–2016: Robert Conn

Latin American studies (LAST) is an interdisciplinary program designed to provide an integrated view of Mesoamerica, South America, and the Caribbean. This interdisciplinary approach is complemented by concentration in a specific department. A student who completes the program will receive a degree in Latin American studies with concentration in a particular department. A double major in the department of concentration is an option for Latin American studies majors.

ADMISSION TO THE MAJOR

Admission to the major requires (a) competence in either Spanish or Portuguese; (b) an academic record that shows ability both in Latin American studies and in the intended department of concentration; and (c) a judgment by core LAST faculty that you are likely to be able to maintain a grade point average of B- or better in all courses taken at Wesleyan that are cross-listed with LAST. For additional details, please visit wesleyan.edu/last/formajors/.

MAJOR REQUIREMENTS

Twelve semester courses are required to complete the LAST major, (1) six in LAST and at least six in a department of concentration; or (2) seven in LAST and five in a department concentration. The five or six courses in the concentration need not be cross-listed with LAST. Acceptable departments of concentration are those with an affiliated LAST faculty member, currently anthropology, economics, earth and environmental sciences, government, history, music, religion, sociology, Romance languages and literatures, 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 12 courses required to complete the LAST major, at least eight must be taken at Wesleyan. On petition to the chair, an exception may be made for (1) students who transferred to Wesleyan and who seek LAST major credit for courses taken at their previous institution(s), or (2) students participating in the Twelve College Exchange Program who seek LAST major credit for courses taken at one of the other participating colleges.

- Of the 12 courses required to complete the LAST major, two are mandatory: **LAST226 Spanish American Literature and Civilization** and **LAST245 Survey of Latin American History**. Each of these mandatory courses must be taken at Wesleyan.
- One additional LAST-cross-listed social science course is also mandatory. It, too, must be taken at Wesleyan.

- 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 major certification 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 except **SPAN221** may count toward the LAST major—only Spanish literature courses.
- 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

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: COL225

LAST226 Spanish American Literature and Civilization

IDENTICAL WITH: SPAN270

LAST232 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America

IDENTICAL WITH: SPAN232

LAST234 Resistance and Discourse: The Place of the Indigenous in Modern Latin America

IDENTICAL WITH: SPAN274

LAST241 Asian Latino Encounters: Imagining Asia in Hispanic America

IDENTICAL WITH: SPAN285

Courses taken at other institutions in the United States. No course taken at another institution in United States may count toward the LAST major, whether taken during the summer or during the academic year. On petition to the chair, an exception may be made (1) for students who transferred to Wesleyan and who seek LAST major credit for courses taken at their previous institution(s), or (2) for students participating in the Twelve College Exchange Program who seek LAST major credit for courses taken at one of the other participating colleges.

STUDY ABROAD

1. Latin American studies majors are encouraged to spend a semester or a year on a program in Latin America approved by the University's International Studies Committee. LAST faculty members regard study abroad as a serious part of the major, so students should discuss their plans with their advisors or with the chair as soon as possible. Please note that at least eight of the 12 courses required to complete the LAST major must be taken at Wesleyan. For more information, please visit wesleyan.edu/last/studyabroad.html

2. Credit is regularly granted toward the LAST major through the following programs:

- CIEE in Buenos Aires, Argentina
- CIEE in São Paulo or Salvador da Bahia, Brazil
- Brown in Rio de Janeiro, Brazil
- CV Starr Middlebury School in Latin America, various cities, Chile
- University of Kansas in San José, Costa Rica
- CIEE in Santo Domingo, Dominican Republic
- Duke in the Andes, Quito, Ecuador
- IFSA Butler at the Universidad Autónoma de Yucatán, Mérida, Mexico
- Augsburg College Center for Global Education, Mexico and Guatemala

CAPSTONE EXPERIENCE

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, please visit wesleyan.edu/last/formajors/researchrequirements.html.

HONORS

Departmental honors are awarded to majors who complete a senior thesis of exceptional quality and who have a distinguished record of course work in the program. For additional details concerning the honors program, please visit wesleyan.edu/last/formajors/theses.html

LANGUAGE REQUIREMENT

Admission to the major requires competence in either Spanish or Portuguese.

PRIZES

LAST awards the Levy-Spira Prize for excellence in Latin American studies.

ADDITIONAL INFORMATION

Majors Committee. The Latin American Studies Majors Committee, chosen by the student majors, works with the program's faculty to plan a variety of events. The committee is primarily responsible for organizing the informal brown-bag lunch series, where majors and professors meet to discuss student and faculty research projects, to explore possible changes in the curriculum and study-abroad options, and to plan additional program activities. The committee also facilitates student participation in faculty searches involving the Latin American Studies Program or the Center for the Americas.

LAST245 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, 20th-century political movements, and contemporary events. The required readings introduce students to major theoretical approaches to the history of the region; primary documents, maps, video clips, and drawings will be discussed in class.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: HIST245 PREREQ: NONE FALL 2015 INSTRUCTOR: DIMAS, CARLOS SALVADOR SECTION: 01

LAST246 The State of the State in Latin America

Beginning in the early 1800s, governments imbued with liberal ideals worked to form the state as the central institution to oversee all sectors of society. While each area of Latin America took a different path in the formation of the state, what was

similar was the understanding that a strong centralized state with extensive powers was crucial to the creation of a modern and unified nation. In the early years of the formative period of the state, elites worked to “civilize” the citizens through the creation of legal systems, industry, and the inclusion of European immigrants to break away from a colonial past. What developed was a closed society, closely monitored by the state. By the 20th century, the oligarchic order came under attack from the new populist leaders arising throughout Latin America. Under populist leaders, the state worked closely with labor unions, intellectuals, and peasants to build a new, modern society that could provide social justice. The development of the Cold War significantly altered Latin American politics and ushered in a new period of conservative order. Many populist governments slowly failed and Latin America plunged into disorder and civil war. Mounting pressure from the United States and elites pressed Latin American military authoritarian states to quickly order and curb the spread of socialism and communism. The state responded with violence, terror, fear, and coercion to eliminate threats. Throughout Latin America, thousands died, were displaced, or disappeared.

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

LAST247 Caribbean Writers in the U.S. Diaspora

IDENTICAL WITH: AMST247

LAST250 Performing “Africa” in Brazil

This course explores the construction, performance, and consumption of blackness in Brazil through embodied cultural practices. African descendants in Brazil went from being considered an obstacle to the country’s progress to being celebrated as “the essence” of a unique, welcoming, exotic culture. This course examines the construction of Brazilian identity through the Afro-diasporic traditions of samba, *capoeira*, and *condomblé* in the early 20th century. Focusing on the state of Bahia, the “Afro-Brazilian capital,” this course will also cover late 20th-century Afro-centric practices such as *bloco afro* and their relationship to the global tourism industry. We will consider debates of origins, tradition, and authenticity surrounding Afro-diasporic practices in Brazil.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AFAM250 OR DANC252 PREREQ: NONE

LAST254 Tales of Resistance: Modernity and the Latin American Short Story

IDENTICAL WITH: SPAN284

LAST256 Nomadic Islanders: Contemporary Caribbean Diasporas and Identities

IDENTICAL WITH: COL305

LAST258 Simón Bolívar: The Politics of Monument Building

IDENTICAL WITH: SPAN286

LAST264 African Presences II: Music in the Americas

IDENTICAL WITH: MUSC266

LAST265 Nation and Narration in Latin America

IDENTICAL WITH: SPAN272

LAST266 Latin American Theater and Performance

IDENTICAL WITH: SPAN279

LAST268 Anthropology of Black Religions in the Americas

IDENTICAL WITH: RELI268

LAST271 Political Economy of Developing Countries

IDENTICAL WITH: GOVT271

LAST273 The Idea of Latin America

IDENTICAL WITH: SPAN273

LAST274 Art and Society in the Ancient American World

IDENTICAL WITH: ARHA275

LAST276 Body, Voice, Text: Theater and the Transmission of Experience

IDENTICAL WITH: SPAN276

LAST278 Dangerous Plots: Fictions of the Latin American Jungle

IDENTICAL WITH: SPAN278

LAST280 Screening Youth in Contemporary Latin American Cinema

IDENTICAL WITH: SPAN280

LAST281 *Islas sonantes*: Music and Sound Technologies in Hispanic Caribbean Literature

IDENTICAL WITH: SPAN281

LAST283 Literature and Culture of Peru

IDENTICAL WITH: SPAN283

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

LAST291 The Public Intellectual in Mexico

IDENTICAL WITH: SPAN290

LAST292 Sociology of Economic Change: Latin American Responses to Global Capitalism

IDENTICAL WITH: SOC292

LAST296 Colonial Latin America

IDENTICAL WITH: HIST296

LAST297 The Caribbean Epic

IDENTICAL WITH: CHUM325

LAST300 Power and Resistance in Latin America

This interdisciplinary seminar focuses on political structures and resistance movements and incorporates the discourses of literature and history. Beginning with the Mexican Revolution, the course will examine other moments in contemporary Latin American history that have been characterized by overt and covert struggles over power: the Cuban Revolution, the bureaucratic-authoritarian regime in Argentina, and the civil war era in Peru. In each unit, students will read a historical monograph, an essay or testimony, and a novel.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: HIST320 PREREQ: NONE

LAST301 Advanced Seminar in Latin American History

This upper-level seminar is designed to give students with previous course work in Latin American studies or study abroad experience in Latin America the opportunity to pursue their interests at an advanced level by writing a research paper that can satisfy the senior capstone requirement in either history or Latin American studies. Drawing on the original conceptualization of the colonial heritage of Latin America and moving through transformations in the field, we will analyze recent scholarship in such topics as environmental history, gender, medicine, popular culture, race, and redemocratization and historical memory.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: HIST344 PREREQ: NONE

LAST302 Latin American Politics

IDENTICAL WITH: GOVT302

LAST306 Liberation Theology and Pentecostalism in the Americas and Africa

IDENTICAL WITH: RELI279

LAST307 Disease, Health, and Power in Latin America, 1850–1990

When we think of historical change, we often look to people, wars, and discovery as key “moments” in history. Yet, we often overlook “biological” agents of change. Disease, next to man, has been one of the greatest changers in human history. Smallpox, for example, a disease that is now vaccinated, decimated Mesoamerican societies after the arrival of the Spanish to the Americas. In the late 1800s, developments in contagion theory spurred the development of the modern state and the professional medical field. Phrases such as “hygiene,” “germs,” and “cleanliness” became common phrases that were given class, gender, and socioeconomic connections. The state equated healthy citizens as proper modern citizens and as examples of national development. Disease was equated with rural, economic, racial, and social backwardness that required transformation from the state. Often detrimental to long-term health, DDT spraying and the poisoning of the environment became common place. With the rise of globalization, diseases and health became global problems that united some nations and purposely excluded others. With this, the goals of “assisting” and “healing” became proxies for periods of neocolonialism and questionable medical testing among unsuspecting populations. This course will examine some of the most recent scholarship and provide students with an understanding of where the field of medical history in Latin America is heading.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP306 PREREQ: NONE

LAST311 Mayan Mythology and Make-Believe in U.S. Art and Visual Culture

IDENTICAL WITH: AMST311

LAST321 Art and the Imagined Self in Spain and the Americas, 1450–1800

IDENTICAL WITH: ARHA321

LAST343 Forgetting, Denying, and Archiving: A Hemispheric Perspective on Memory and Violence

IDENTICAL WITH: AMST343

LAST388 Democracy and Development in Latin America

IDENTICAL WITH: GOVT388

LAST401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

LAST409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

LAST411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

LAST465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

LAST467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

LESS COMMONLY TAUGHT LANGUAGES

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 or 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 in preparation for study abroad and in support of academic interests.

Through SILP, students can petition to continue the study of a language offered through the Less Commonly Taught Language Program. If relevant to their academic endeavors, students can petition to study a language not in the curriculum. The application process is competitive, and priority is given to SILPs that are continuations of languages already offered at Wesleyan.

COURSES

LANG190 American Sign Language I

This course introduces students to the fundamentals of American Sign Language (ASL), the principal system of manual communication among American deaf people. 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 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: BASILE, JOSEPH M. SECTION: 01

LANG191 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 GEN ED AREA: HA PREREQ: LANG190

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

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

LANG401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

LANG411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

LANG465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

LANG467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

MATHEMATICS AND COMPUTER SCIENCE

PROFESSORS OF MATHEMATICS: Wai Kiu Chan, *CHAIR*; Karen Collins; Adam Fieldsteel; Mark Hovey; Philip H. Scowcroft

ASSOCIATE PROFESSORS OF MATHEMATICS: Constance Leidy; David J. Pollack

ASSISTANT PROFESSORS OF MATHEMATICS: Ilesanmi Adeboye; David Constantine; Cameron Hill; Han Li; Felipe Ramirez; Christopher Rasmussen

PROFESSORS OF COMPUTER SCIENCE: Daniel Krizanc, *VICE CHAIR*; James Lipton

ASSOCIATE PROFESSORS OF COMPUTER SCIENCE: Janet Burge; Norman Danner

ASSISTANT PROFESSOR OF COMPUTER SCIENCE: Daniel Licata

DEPARTMENTAL ADVISING EXPERT 2015–2016: David Pollack; Cameron Hill; Wai Kiu Chan

UNDERGRADUATE PROGRAM

The Department of Mathematics and Computer Science offers a major in mathematics and a major in computer science. We also 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.

HONORS

An undergraduate may achieve the BA with honors in mathematics or honors in computer science via one of several routes:

- The honors thesis, written under the supervision of a faculty member under conditions monitored by the University Committee on Honors.
- **(Mathematics only)** A strong performance in a suitable sequence of courses, normally including some graduate courses, selected in consultation with a member

MAJOR DESCRIPTION—MATHEMATICS

ADMISSION TO THE MAJOR

Every student is welcome to major in Mathematics. Students are advised to finish calculus up to MATH222 and linear algebra (either MATH221 or 223) before making the decision.

MAJOR REQUIREMENTS

- A year of differential and integral calculus (typically MATH121 and MATH122)
- MATH221 **Vectors and Matrices** or MATH223 **Linear Algebra**
- MATH222 **Multivariable Calculus**
- An elementary knowledge of algorithms and computer programming. (Successful completion of either COMP112 or COMP211 satisfies this requirement.)
- MATH261 **Abstract Algebra: Groups, Rings, and Fields** and MATH225 **Fundamentals of Analysis: An Introduction to Real Analysis**
- A coherent selection of four additional electives, chosen in consultation with an advisor from the department. Any MATH course at the 200+ level can be used as an elective for the major.

Notes:

- Students who have completed a year of calculus in high school may place out of one or both of MATH121 and MATH122.

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.

RELATED PROGRAMS OR CERTIFICATES

BA/MA Program: Interested students should inquire about the combined BA/MA program. Advanced undergraduates may enroll in graduate (500-level) courses.

ADDITIONAL INFORMATION

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.

- An AP score of 4 or 5 on the AB calculus exam indicates the student should begin in MATH122.
- An AP score of 4 or 5 on the BC calculus exam indicates the student should consider beginning in any of MATH221, MATH222, or MATH223.
- Students may not earn credit for both MATH221 and MATH223.
- Students must complete either MATH228 or MATH261 by the end of their junior year.
- With advance approval from the departmental advisory committee, mild adjustments are allowed. For example, a Wesleyan course with substantial mathematical content but that is not listed in MATH may be used toward the four-electives requirement. Please note, however, that both MATH225 and MATH261 must be taken at Wesleyan to complete the major, and substitutions for these courses will not be approved.

LANGUAGE REQUIREMENT

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.

MAJOR DESCRIPTION—COMPUTER SCIENCE

ADMISSION TO THE MAJOR

To declare the computer science major, a student must have

- earned a C or higher in **COMP211**;
- either earned a C or higher in **COMP212** or be enrolled in **COMP212** and be earning a grade of C or higher based on completed work; and
- either earned a C or higher in **MATH228** or **MATH261** or be enrolled in **MATH228** or **MATH261** and be earning a grade of C or higher based on completed work.

NOTE: The **MATH228** or **MATH261** requirement applies to students declaring the COMP major after June 30, 2016.

MAJOR REQUIREMENTS

To complete the Computer Science major, a student must complete the following courses:

- **COMP211, 212**
- **COMP231** or **COMP331**
- **COMP301, 312, 321**
- **two additional electives**
- **MATH228** or **MATH261**
- **MATH221** or **MATH223**

Notes:

- **COMP231** was offered academic year 2014–15 and earlier; **COMP331** will be offered academic year 2015–16 and later.
- Any **COMP** course at the 300+ level except **COMP409-410 Senior Thesis Tutorials** can be used as an elective for the major.
- At most, one individual or group tutorial may be used as an elective unless prior approval is given.
- Only 1.0-credit courses taken A-F may be used to satisfy major requirements.

GRADUATE PROGRAM

DOCTOR OF PHILOSOPHY IN MATHEMATICS

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, ergodic theory, fundamental groups, Galois 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.

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.

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.

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

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.

RELATED PROGRAMS OR CERTIFICATES

Informatics and Modeling Certificate. The department is an active participant in the Informatics and Modeling Certificate [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** [wesleyan.edu/imcp/csm.html]
- **Integrative Genomic Sciences** [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.

BA/MA PROGRAM

This program provides an attractive option for mathematics 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. For more information, see wesleyan.edu/grad/degree-programs/ba-ma.html.

replace course work in one of these areas with course work in computer science, with the permission of the departmental Graduate Education Committee. One of the 16 courses must be in the area of logic or discrete mathematics, as construed by the departmental Graduate Education Committee.

LANGUAGE REQUIREMENT

Students must pass reading examinations in either French, German, or Russian. It is strongly recommended that PhD candidates have or acquire a knowledge sufficient for reading the mathematical literature in all three of these languages. Knowledge of one of these three languages is required.

PROGRESS AND QUALIFYING EXAMS

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, the student 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.

TEACHING

After passing the preliminary examinations, most PhD candidates teach one course per year, typically of 20 students, supervised by senior faculty.

THESIS | DISSERTATION | DEFENSE

- **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.
- **Selection of dissertation advisor.** A graduate student should select a dissertation advisor by the end of the student's second year of graduate work.
- **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.

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 | DISSERTATION | DEFENSE

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.

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

COURSES**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 2015 | SPRING 2016

COMP113 Bioinformatics Programming

IDENTICAL WITH: BIOL265

COMP131 Can Machines Think? (Logic and Computation)

This course will address the question of machine reasoning and its scope through the perspective of computation and logic. We will start by studying the elements of mathematical logic and will learn how to code in the ML programming language so we can approach the issues of automated deduction from both a technical and philosophical perspective. The course will also include extensive readings on consciousness and on the capabilities and limits of computation. Students will be required to write several detailed essays on the issues discussed in class and in the readings.

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE

COMP132 Computing, Privacy, and Security

This course will discuss both technical and ethical issues related to computing. On the technical side, the material will cover topics such as networking and cryptography. The technical material will be learned in the service of discussing social and ethical issues such as privacy, security, and intellectual property. Neither list is exhaustive, and each list is likely to be modified according to the interests of the instructor, interests of the students, and current events.

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

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

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 is intended for computer science majors and others who want an in-depth understanding of programming and computer science. Topics to be covered in COMP211-212 include an introduction to the fundamental ideas of programming in imperative and functional languages; correctness and cost specifications; and proof techniques for verifying specifications.

Specifics such as choice of programming language, which topics are covered in which semesters, etc., will vary according to the tastes of the faculty offering the two courses.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE
FALL 2015 INSTRUCTOR: BURGE, JANET ELIZABETH SECTION: 01-02
SPRING 2016 INSTRUCTOR: DANNER, NORMAN SECTION: 01-02

COMP212 Computer Science II

This is the second course in a two-course sequence (COMP211-212) that is the gateway to the computer science major. It is intended for computer science majors and others who want an in-depth understanding of programming and computer science. Topics to be covered in COMP211-212 include an introduction to the fundamental ideas of programming in imperative and functional languages; correctness and cost specifications; and proof techniques for verifying specifications.

Specifics such as choice of programming language, which topics are covered in which semesters, etc., will vary according to the tastes of the faculty offering the two courses.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: COMP211
FALL 2015 | SPRING 2016 INSTRUCTOR: LICATA, DAN SECTION: 01

COMP260 Special Topics in Computer Science

In this class, computer science students will team up with students in other disciplines to work on a research problem that requires significant computation-intensive data analysis. All students will learn the fundamental techniques of such analysis. The specific techniques to be learned will be determined by the research problems; some that we might cover are clustering, component analysis, Bayesian analysis, and time-series analysis. The computer science students will be responsible for developing a well-written software platform that can be used for the project-specific analysis. The students from other disciplines will

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.

INFORMATION

For additional information, please visit wesleyan.edu/mathcs/graduate/.

fully develop their research proposal and produce an appropriate research paper describing the project and its results.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: QAC260 PREREQ: NONE

COMP261 Topics in Applicable Analysis

IDENTICAL WITH: MATH277

COMP301 Automata Theory and Formal Languages

This course is an introduction to formalisms studied in computer science and mathematical models of computing machines. The language formalisms discussed will include regular, context-free, recursive, and recursively enumerable languages. The machine models discussed include finite-state automata, push-down automata, and Turing machines.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: COMP500 PREREQ: COMP211 & COMP212 & MATH228
FALL 2015 INSTRUCTOR: LIPTON, JAMES SECTION: 01

COMP312 Algorithms and Complexity

The course will cover the design and analysis of efficient algorithms. Basic topics will include greedy algorithms, divide-and-conquer algorithms, dynamic programming, and graph algorithms. Some advanced topics in algorithms may be selected from other areas of computer science.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: COMP510 PREREQ: COMP212 & MATH228
SPRING 2016 INSTRUCTOR: KRIZANC, DANIEL SECTION: 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 IDENTICAL WITH: COMP521 PREREQ: COMP212 & MATH228
FALL 2015 INSTRUCTOR: LIPTON, JAMES SECTION: 01

COMP327 Evolutionary and Ecological Bioinformatics

IDENTICAL WITH: BIOL327

COMP331 Computer Structure and Organization

The purpose of the course is to introduce and discuss the structure and operation of digital computers. Topics will include the logic of circuits, microarchitectures, microprogramming, conventional machine architectures, and an introduction to software/hardware interface issues. Assembly language programming will be used to demonstrate some of the basic concepts.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: COMP531 PREREQ: COMP212
FALL 2015 INSTRUCTOR: KRIZANC, DANIEL SECTION: 01

COMP342 Software Engineering

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 GEN ED AREA: NSM PREREQ: COMP211 & COMP212
SPRING 2016 INSTRUCTOR: BURGE, JANET ELIZABETH SECTION: 01

COMP352 Topics in Artificial Intelligence

The content of this course will be artificial intelligence and machine learning. The course will cover search strategies and planning and will build up to basic machine learning principles and techniques. Includes some programming.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: COMP552 PREREQ: MATH228 & COMP212

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 PREREQ: COMP212

COMP360 Special Topics in Computer Science

Topics vary by offering; recent topics have included information theory, advanced algorithms, and logic programming.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: COMP212
SPRING 2016 INSTRUCTOR: LICATA, DAN SECTION: 01

COMP401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

COMP409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

COMP411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

COMP423/424 Advanced Research Seminar, Undergraduate

GRADING: OPT SECTION: 01

COMP465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

COMP467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

COMP500 Automata Theory and Formal Languages

IDENTICAL WITH: COMP301

COMP501/502 Individual Tutorial, Graduate

GRADING: OPT SECTION: 01

COMP503/504 Selected Topics, Graduate Science

GRADING: OPT SECTION: 01

COMP510 Algorithms and Complexity

IDENTICAL WITH: COMP312

COMP511/512 Group Tutorial, Graduate

GRADING: OPT SECTION: 01

COMP521 Design of Programming Languages

IDENTICAL WITH: COMP321

COMP527 Evolutionary and Ecological Bioinformatics

IDENTICAL WITH: BIOL327

COMP531 Computer Structure and Organization

IDENTICAL WITH: COMP331

COMP549/550 Advanced Research Seminar, Graduate

GRADING: OPT SECTION: 01

COMP552 Topics in Artificial Intelligence

IDENTICAL WITH: COMP352

COMP561/562 Graduate Field Research

GRADING: OPT SECTION: 01

COMP571/572 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

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 GEN ED AREA: NSM PREREQ: NONE

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

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

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 2015

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 2016

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 2015 INSTRUCTOR: POLLACK, DAVID SECTION: 01

INSTRUCTOR: HILDUM, ALYSON LIN SECTION: 02

INSTRUCTOR: GUINGONA, VINCENT SECTION: 03

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 2015 INSTRUCTOR: MACELI, PETER LAWSON SECTION: 01

INSTRUCTOR: MARKS, JUSTIN DICKINSON SECTION: 02

SPRING 2016 INSTRUCTOR: HILDUM, ALYSON LIN SECTION: 02

INSTRUCTOR: MACELI, PETER LAWSON SECTION: 03

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 2015 INSTRUCTOR: MACELI, PETER LAWSON SECTION: 01

INSTRUCTOR: MARKS, JUSTIN DICKINSON SECTION: 02

SPRING 2016 INSTRUCTOR: HILDUM, ALYSON LIN SECTION: 01

INSTRUCTOR: MARKS, JUSTIN DICKINSON SECTION: 02

MATH163 An Invitation to Mathematics

This course aims to introduce students to some of the great ideas of mathematics. We will investigate a variety of topics in number theory, set theory, probability, game theory, topology, and geometry. One major goal is to give students a chance to "think like a mathematician." Thus, students will be encouraged to explore and to discover mathematical patterns and ideas for themselves. We will also gain an understanding of what constitutes a mathematical proof, and why mathematicians are so insistent about them.

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: .25 GEN ED AREA: NSM PREREQ: NONE

MATH221 Vectors and Matrices

This is a course in the algebra of matrices and Euclidean spaces that emphasize 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 2015 INSTRUCTOR: GUINGONA, VINCENT SECTION: 01

INSTRUCTOR: SCOWCROFT, PHILIP H. SECTION: 02

SPRING 2016 INSTRUCTOR: RAMIREZ, FELIPE ALBERTO SECTION: 01

INSTRUCTOR: MARKS, JUSTIN DICKINSON SECTION: 02

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 2015 INSTRUCTOR: LI, HAN SECTION: 01

INSTRUCTOR: HILDUM, ALYSON LIN SECTION: 02

SPRING 2016 INSTRUCTOR: HILL, CAMERON DONNAY SECTION: 01

INSTRUCTOR: MACELI, PETER LAWSON SECTION: 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 2016 INSTRUCTOR: LI, HAN SECTION: 01

INSTRUCTOR: GUINGONA, VINCENT SECTION: 02

MATH225 Fundamentals of Analysis: An Introduction to Real Analysis

In this rigorous treatment of calculus, topics will include, but are not limited to, real numbers, limits, sequences and series, continuity and uniform continuity, differentiation, the Riemann integral, sequences and series of functions, pointwise and uniform convergence of functions, and interchange of limiting processes. MATH228 or comparable experience in writing mathematical proofs is strongly recommended for success in this course.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: [MATH222 & MATH221] OR [MATH222 & MATH223]
 FALL 2015 INSTRUCTOR: FIELDSTEEL, ADAM SECTION: 01
 INSTRUCTOR: RAMIREZ, FELIPE ALBERTO SECTION: 02

MATH226 Complex Analysis

We will present the basic properties of complex analytic functions. We begin with the complex numbers themselves and elementary functions and their mapping properties, then discuss Cauchy's integral theorem and Cauchy's integral formula and applications. Then we discuss Taylor and Laurent series, zeros and poles and residue theorems, the argument principle, and Rouche'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: [MATH222 & MATH221] OR [MATH222 & MATH223]
 FALL 2015 INSTRUCTOR: CHAN, WAI KIU SECTION: 01

MATH228 Discrete Mathematics

This course is an introduction to discrete mathematical processes. Topics will include proof techniques (such as proof by induction, proof by contradiction, etc.), logic, set theory, counting, number theory and algebra, among others.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE
 FALL 2015 INSTRUCTOR: RASMUSSEN, CHRISTOPHER SECTION: 01
 INSTRUCTOR: LI, HAN SECTION: 02
 SPRING 2016 INSTRUCTOR: FIELDSTEEL, ADAM SECTION: 01
 INSTRUCTOR: HILL, CAMERON DONNAY SECTION: 02

MATH229 Differential Equations

This course is an introduction to the theory of ordinary differential equations. Many aspects of mathematics and computer science are important in this discipline, and a broad view will be presented, in agreement with modern theory and practice. The only prerequisite for the course is multivariable calculus; all other necessary tools will be developed as the course proceeds.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: MATH222
 SPRING 2016 INSTRUCTOR: ADEBOYE, ILESANMI SECTION: 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.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: [MATH117 & MATH118] OR [MATH121 & MATH122]
 FALL 2015 INSTRUCTOR: RAMIREZ, FELIPE ALBERTO SECTION: 01

MATH232 Mathematical Statistics

This course covers the basic notions of estimation, hypothesis testing, regression, analysis of variance, experimental design, and other topics in statistics from a rigorous mathematical perspective. This material will be supplemented by various case studies.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: MATH231

MATH241 Set Theory

Ordinal and cardinal numbers, cardinal arithmetic, theorems of Cantor and Schroeder-Bernstein, introduction to Zermelo-Fraenkel set theory, Axiom of Choice, and some infinitary combinatorics.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE
 FALL 2015 INSTRUCTOR: HILL, CAMERON DONNAY SECTION: 01

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: MATH241 OR MATH261 OR MATH228

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 topology's power by seeing important applications to other areas of mathematics.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE
 SPRING 2016 INSTRUCTOR: LEIDY, CONSTANCE SECTION: 01

MATH245 Algebraic Topology

This course will use linear algebra to learn about interesting general properties of shapes. The major goal will be the classification of closed, bounded surfaces such as the sphere, the torus, the Klein bottle, and the projective plane. We will introduce the point-set topology and the new linear algebra that we need, but MATH221 or 223 is essential for this course.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: [MATH221 & MATH222] OR [MATH223 & MATH222]

MATH261 Abstract Algebra: Groups, Rings, and Fields

An introduction to abstract algebra, a core area of mathematics. The study of the basic properties of structures, with emphasis on fundamental results about

groups and rings. MATH228, or comparable experience in writing proofs and in abstract reasoning, is strongly recommended.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: MATH221 OR MATH223
 FALL 2015 INSTRUCTOR: COLLINS, KAREN L. SECTION: 01
 SPRING 2016 INSTRUCTOR: POLLACK, DAVID SECTION: 01

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: MATH261
 SPRING 2016 INSTRUCTOR: GUINGONA, VINCENT SECTION: 01

MATH272 Number Theory and Cryptography

This is a course in the elements of the theory of numbers. Topics covered include divisibility, congruences, quadratic reciprocity, Diophantine equations, and a brief introduction to algebraic numbers.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE
 SPRING 2016 INSTRUCTOR: RASMUSSEN, CHRISTOPHER SECTION: 01

MATH273 Combinatorics

This course will present a broad, comprehensive survey of combinatorics. Topics may include partitions, the topic of inclusion-exclusion, generating functions, recurrence relations, partially ordered sets, trees, graphs, and min-max theorems.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: MATH228

MATH277 Topics in Applicable Analysis

This course is aimed at students with no previous experience or with modest experience in programming. The course will be structured in two parts that will run parallel. One part will be dedicated to learning the basics of programming, such as data types, statements and syntax, data containers, control structures, functions, object-oriented programming, and file input/output. Teaching will be based on the Python language, which is a free and widely adopted high-level language with applications in scientific computing, finance industry, and the Web. In parallel to this formal computer science introduction, the course will introduce students to the basics of scientific computing, teaching aspects such as data interpolation, data fitting, solution of linear systems, meaning of eigenvectors and eigenvalues in computing, filtering and convolution, least squares problems, and a brief introduction to ordinary differential equations and partial differential equations.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: COMP261
 PREREQ: [MATH222 & MATH221] OR [MATH222 & MATH223]

MATH283 Differential Geometry

This course is an introduction to the classical differential geometry of curves and surfaces in Euclidean 3-space. Topics from global differential geometry and extensions to higher dimensions will be considered as time and the background of the students permit.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: [MATH222 & MATH221] OR [MATH222 & MATH223]
 SPRING 2016 INSTRUCTOR: CONSTANTINE, DAVID A. SECTION: 01

MATH401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

MATH409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

MATH411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

MATH423/424 Advanced Research Seminar, Undergraduate

GRADING: OPT SECTION: 01

MATH465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

MATH467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

MATH500 Graduate Pedagogy

IDENTICAL WITH: BIOL500

MATH501/502 Individual Tutorial, Graduate

GRADING: OPT SECTION: 01

MATH503/504 Selected Topics, Graduate Science

GRADING: OPT SECTION: 01

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 understand what it means to be first-order definable and should have the equivalent of a year's study of abstract algebra. To study various applications, it will be necessary to assume certain results from the areas of application, i.e., without proving them *ab initio*.

GRADING: A-F CREDIT: 1 PREREQ: NONE

MATH511/512 Group Tutorial, Graduate

GRADING: OPT SECTION: 01

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 2015 INSTRUCTOR: HILL, CAMERON DONNAY SECTION: 01

MATH514 Analysis I

MATH513 and MATH514 constitute the first-year graduate course in real and complex analysis. One semester will be devoted to real analysis, covering such topics as Lebesgue measure and integration on the line, abstract measure spaces and integrals, product measures, decomposition and differentiation of measures, and elementary functional analysis. One semester will be devoted to complex analysis, covering such topics as analytic functions, power series, Mobius transformations, Cauchy's integral theorem and formula in its general form, classification of singularities, residues, argument principle, maximum modulus principle, Schwarz's lemma, and the Riemann mapping theorem.

GRADING: A-F CREDIT: 1 PREREQ: NONE | SPRING 2016 INSTRUCTOR: CONSTANTINE, DAVID A. SECTION: 01

MATH515 Analysis II

This is a topics course in analysis and varies from year to year. It may be repeated for credit.

The topic for MATH515 in Fall 2015 will be dynamical systems and Diophantine approximation. Diophantine approximation is a branch of number theory in which we quantify how closely we can approximate irrational numbers by rational numbers. It is a classical field, and many old and new results can be understood through basic real analysis. On the other hand, some of the most exciting recent developments in Diophantine approximation follow from its connections to dynamics on homogeneous spaces. In this course, we will explore Diophantine approximation from both points of view—the classical and the dynamical.

GRADING: A-F CREDIT: 1 PREREQ: NONE | FALL 2015 INSTRUCTOR: RAMIREZ, FELIPE ALBERTO SECTION: 01

MATH516 Analysis II

This is a topics course in analysis and varies from year to year. It may be repeated for credit.

GRADING: A-F CREDIT: 1 PREREQ: MATH513 | SPRING 2016 INSTRUCTOR: LI, HAN SECTION: 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 2015 INSTRUCTOR: COLLINS, KAREN L. SECTION: 01

MATH524 Topology I

A continuation of MATH523, this course will be an introduction to algebraic topology, concentrating on the fundamental group and homology.

GRADING: A-F CREDIT: 1 PREREQ: NONE | SPRING 2016 INSTRUCTOR: ADEBOYE, ILESANMI SECTION: 01

MATH525 Topology II: Topics in Topology

This is a topics course in topology that varies from year to year. This course may be repeated for credit. Recent topics have included knot theory, homotopy theory, Lie groups, and topological graph theory.

GRADING: A-F CREDIT: 1 PREREQ: NONE

MATH526 Topology II

This is a topics course in topology that varies from year to year. It may be repeated for credit.

GRADING: A-F CREDIT: 1 PREREQ: NONE | SPRING 2016 INSTRUCTOR: LEIDY, CONSTANCE SECTION: 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 2015 INSTRUCTOR: POLLACK, DAVID SECTION: 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 2016 INSTRUCTOR: CHAN, WAI KIU SECTION: 01

MATH549/550 Advanced Research Seminar, Graduate

GRADING: OPT SECTION: 01

MATH561/562 Graduate Field Research

GRADING: OPT SECTION: 01

MATH545 Algebra II: Topics in Algebra

This is a topics course in algebra that varies from year to year. This course may be repeated for credit.

GRADING: A-F CREDIT: 1 PREREQ: NONE | FALL 2015 INSTRUCTOR: SCOWCROFT, PHILIP H. SECTION: 01

MATH546 Algebra II

This is a topics course in algebra that varies from year to year. It may be repeated for credit.

GRADING: A-F CREDIT: 1 PREREQ: NONE | SPRING 2016 INSTRUCTOR: RASMUSSEN, CHRISTOPHER SECTION: 01

MATH549/550 Advanced Research Seminar, Graduate

GRADING: OPT SECTION: 01

MATH561/562 Graduate Field Research

GRADING: OPT SECTION: 01

MATH572 Special Topics in Mathematics

Supervised reading course on advanced topics in number theory. This course may be repeated for credit.

GRADING: A-F CREDIT: 1 PREREQ: NONE

MTH5686 Knot Theory

Take a piece of string, jumble it up, then seal the ends together. The result is a knot. Notice that you can't untie the knot because you've permanently sealed the ends together. We call two knots equivalent if you can move one jumbled piece of string to look exactly like the other without cutting it open. (Using more technical language, knots are embeddings of the circle into 3-space, considered up to ambient isotopy.) Given two knots, can you determine if they are equivalent? If you suspect that they are not equivalent, can you prove it?

Mathematicians have been studying knots ever since the late 1800s when Lord Kelvin incorrectly theorized that all of matter was made up of knotted ether, where different elements corresponded to different knots. Although his theory of matter was incorrect, the study of knots has turned out to be a very rich field of mathematics, specifically a subfield of low-dimensional topology. While knots are the subject of current research by top mathematicians, there are knot theory topics that can be understood and investigated by students as young as middle school.

This course will study knot theory without assuming anything beyond high school mathematics.

GRADING: A-F CREDIT: 3.00 PREREQ: NONE | SPRING 2016 INSTRUCTOR: LEIDY, CONSTANCE SECTION: 01

MEDIEVAL STUDIES PROGRAM

PROFESSORS: Clark Maines, *Art and Art History*; Jeff Rider, *Romance Languages and Literatures*; Michael J. Roberts, *Classical Studies*; D. Gary Shaw, *History*; Magda Teter, *History*

ASSOCIATE PROFESSORS: Jane Alden, *Music*; Michael Armstrong-Roche, *Romance Languages and Literatures*; Ruth Nisse, *English*, *CHAIR*

ASSISTANT PROFESSOR: Jesse Torgerson, *College of Letters*

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Clark Maines; Ruth Nisse; 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 first-hand, 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.

The skills typically acquired by medieval studies students—knowledge of European history, ability to analyze “foreign” texts, experience handling arti-

facts and manuscripts, and familiarity with Latin—provide good preparation for advanced degrees, whether in the humanities, law, or other professional schools.

ADMISSION TO THE MAJOR

There are no requirements for admission to the medieval studies major. For information about the program, please visit our website: wesleyan.edu/medistud/

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.

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.

MINOR REQUIREMENTS

The medieval studies minor provides students with a basic knowledge of the European Middle Ages in the valuable context of an interdisciplinary framework.

Students minoring in medieval studies complete six courses cross-listed with MDST or approved by the chair of the Medieval Studies Program. No more than three of these courses may be taken in any one department and at least two must be taken in arts and humanities and two in social sciences. At least four of these courses must be taken at Wesleyan; one or two may be taken while studying abroad or during the summer.

Minors are strongly encouraged to take at least two years of a modern foreign language. Minors who anticipate going on to graduate work in the medieval or

early modern period are strongly encouraged to take at least two years of Latin as well.

STUDY ABROAD

Students majoring 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.

CAPSTONE EXPERIENCE

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.

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.

LANGUAGE REQUIREMENT

All medieval studies majors are expected to have, at the latest by the beginning of their senior year, reading knowledge of at least one modern European foreign language. Latin is also strongly recommended. Ways of satisfying the language requirement can be determined by the advising committee of each student.

COURSES

MDST125 Love, Sex, and Marriage in Renaissance Europe

IDENTICAL WITH: FIST123

MDST128 Re-imagining East and West: Constantinople Between Rome and Istanbul

IDENTICAL WITH: COL128

MDST148 Thinking with Demons

IDENTICAL WITH: HIST148

MDST151 European Architecture to 1750

IDENTICAL WITH: ARHA151

MDST203 The Bible and Its Worlds: The Hebrew Bible—Old Testament in the Ancient and Modern Imagination

IDENTICAL WITH: RELI201

MDST204 Medieval Europe

IDENTICAL WITH: HIST201

MDST207 Chaucer and His World

IDENTICAL WITH: ENGL207

MDST208 Rome Through the Ages

IDENTICAL WITH: HIST208

MDST209 The Art and Archaeology of Anglo-Saxon England, 400–1100

IDENTICAL WITH: ARHA215

MDST210 Medieval Art and Architecture, ca. 300 to 1500

IDENTICAL WITH: ARHA210

MDST212 Wesleyan University Collegium Musicum

IDENTICAL WITH: MUSC438

MDST213 Van Eyck to Velazquez: A New Look at Old Masters

IDENTICAL WITH: ARHA209

MDST214 Introduction to the New Testament

IDENTICAL WITH: RELI212

MDST215 Politics and Piety in Early Christianities

IDENTICAL WITH: RELI215

MDST216 The Art of Pilgrimage in Medieval Europe, 1100–1500

IDENTICAL WITH: ARHA214

MDST221 Medieval and Renaissance Music

IDENTICAL WITH: MUSC241

MDST222 Early Renaissance Art and Architecture in Italy

IDENTICAL WITH: ARHA211

MDST225 European Intellectual History to the Renaissance

IDENTICAL WITH: HIST215

MDST226 The Cosmos of Dante's Comedy

IDENTICAL WITH: FIST226

MDST228 Heroes, Lovers, and Swindlers: Medieval and Renaissance Spanish Literature and History

IDENTICAL WITH: SPAN230

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: FREN334

MDST237 Art of Love: Expressions of Eros in Early Modern Italy

IDENTICAL WITH: ITAL234

MDST238 Mystics and Militants: Medieval Women Writers

IDENTICAL WITH: ENGL232

MDST239 The Gothic Cathedral

IDENTICAL WITH: ARHA216

MDST242 Medieval Drama: Read It and Be in It

IDENTICAL WITH: ENGL224

MDST247 Jewish History: From Biblical Israel to Diaspora Jews

IDENTICAL WITH: HIST247

MDST248 Boccaccio: The Black Death and the Birth of Erotica

IDENTICAL WITH: FIST247

MDST251 Islamic Civilization: The Classical Age

IDENTICAL WITH: HIST231

MDST254 Cervantes

IDENTICAL WITH: SPAN236

MDST261 Medieval Latin

IDENTICAL WITH: LAT261

MDST275 Romans and Christians: The World of Late Antiquity

IDENTICAL WITH: CCIV275

MDST280 Islamic Art and Architecture

IDENTICAL WITH: ARHA280

MDST295 Introduction to Medieval Literature

IDENTICAL WITH: ENGL293

MDST300 Medieval Gender and Sexuality

IDENTICAL WITH: HIST300

MDST304 Medieval Archaeology

IDENTICAL WITH: ARHA218

MDST305 God After the Death of God: Postmodern Echoes of Premodern Thought

IDENTICAL WITH: RELI304

MDST308 Medievals on the Move: Pilgrimage, Jihad, Crusade, and Apocalypse

IDENTICAL WITH: COL308

MDST340 Death and Afterlife in the Middle Ages

IDENTICAL WITH: ENGL340

MDST351 Jews and Christians in Medieval England: Debate, Dialogue, and Destruction

IDENTICAL WITH: ENGL351

MDST353 Medieval Ethnicities and Ethnographies

IDENTICAL WITH: ENGL353

MDST373 Beyond the Grail: Medieval Romances

IDENTICAL WITH: ENGL373

MDST401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

MDST409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

MDST411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

MDST465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

MDST467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

MOLECULAR BIOLOGY AND BIOCHEMISTRY

PROFESSORS: Manju Hingorani; Scott Holmes, *CHAIR*; Ishita Mukerji; Donald Oliver

ASSOCIATE PROFESSORS: Robert P. Lane; Michael McAlear

ASSISTANT PROFESSORS: Amy MacQueen; Rich Olson

UNDERGRADUATE PROGRAM

DEPARTMENTAL ADVISING EXPERTS 2015–2016: All departmental faculty

Molecular biology and biochemistry is the science of biological molecules. This field encompasses diverse educational and research disciplines ranging from molecular genetics to molecular biophysics, all focused on understanding biological mechanisms underlying health and disease.

COURSES FOR NON-MAJORS

Nonlife-science majors are encouraged to consider **MB&B105 Genetics: From Mendel to the Human Genome Project**, **MB&B111 Introduction to Environmental Toxicology**, **MB&B119 Biology and Chemistry in the Modern World: A Survey of Drugs and Disease**, or **MB&B181, MB&B182 Principles of Biology I and II**; introductory biology courses as part of their program to meet NSM requirements. See WesMaps for current course offerings.

ADMISSION TO THE MAJOR

Students are encouraged to begin course work toward the MB&B major in the first year so that they can take maximum advantage of upper-level MB&B courses, research, and study-abroad opportunities in later years. However, the major can certainly be completed successfully if initiated during sophomore year.

A prospective MB&B major can begin with the core introductory biology series (**MB&B/BIOL181** and **MB&B/BIOL182**; associated laboratory **MB&B/BIOL191** and **MB&B/BIOL192**) and/or the core general chemistry series (**CHEM141/143** and **CHEM142/144**; associated laboratory, **CHEM152**). **MB&B181** is offered in small sections rather than a single, large lecture class. These small sections allow for problem-based learning at a more individualized pace as students master the first semester of university-level biology. **MB&B193** is an optional fall course for students of **MB&B181** who seek a challenging reading and discussion experience in addition to the lectures; **MB&B194** is the corresponding optional spring course for students of **MB&B182**.

MAJOR REQUIREMENTS

The molecular biology and biochemistry major requires the following course work:

- Two introductory biology courses, **MB&B181** and **MB&B182**, and their labs, **MB&B191** and **MB&B192**.
- Two general chemistry courses, **CHEM141/143** and **CHEM142/144**, and the lab, **CHEM152**.
- A gateway molecular biology course, **MB&B208**.
- Two organic chemistry courses, **CHEM251** and **CHEM252**.
- One advanced laboratory course, **MB&B394** or **MB&B395**.
- One mathematics course (calculus or statistics recommended).
- One physical chemistry course, **MB&B381**.
- One biochemistry course, **MB&B383**.
- Two elective courses, at least one of which must be a 300-level MB&B course.

Students are encouraged to take a seminar course, **MB&B209 Research Frontiers in Molecular Biology and Biochemistry** in the Spring of the first or sophomore year.

Two consecutive semesters of research for credit (in the same laboratory) (**MB&B421**, **MB&B422** or **MB&B401**, **MB&B402**) with an MB&B faculty member (or a pre-approved faculty member in another department conducting research in molecular biology/biochemistry/biophysics) can be substituted for the 200-level elective. Honors thesis (**MB&B409** and **MB&B410**) does not count as an elective.

MB&B381 may be replaced by two semesters of introductory or general physics (**PHYS111/113** and **PHYS112/116**) or physical chemistry (**CHEM337** and **CHEM338**). In this case **MB&B381** may count as the required 300-level elective.

Approved courses outside of MB&B that can be taken as electives include **BIOL218** and **BIOL323** (students must choose **MB&B395** for advanced laboratory if they take **BIOL323** as an elective). For other potential elective courses, including study-abroad courses, students must consult with their faculty advisor and the MB&B chair in a timely manner.

Majors interested in a concentration in molecular biology should take the **MB&B294** laboratory, which is offered every Spring semester and generally taken in the junior or senior year. Students interested in the molecular biophysics certificate should take **MB&B395**, which is offered every other year in fall semester.

MB&B majors are also encouraged to attend the MB&B/biology seminars (Thursdays at noon), the chemistry colloquium (Fridays at 3:30 p.m.), and/or the biological chemistry seminars (Mondays at 4 p.m.), wherein distinguished scientists from other institutions are invited to present their research to our community.

Note: Many MB&B majors take 200- and 300-level courses over the curriculum requirement to better prepare for graduate or medical school.

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.

HONORS

To be considered for departmental honors, a student must

- Be an MB&B major and be recommended to the department by a faculty member. The student is expected to have a B average (grade-point average 85) in courses credited to the major.
- Submit a thesis based on laboratory research or library research, performed under the supervision of an MB&B faculty member.

ADVANCED PLACEMENT

Prospective MB&B majors who have achieved a score of 4 or 5 in AP Biology may consider replacing one of the introductory biology courses (**MB&B181** or **MB&B182**) with an upper-level course. Students must consult with an MB&B faculty member if they wish to try to place out of an introductory course. Permission to place out of **MB&B181** is based on a short interview with one of the MB&B faculty instructors and a short placement test.

Prospective MB&B majors who have achieved a score of 4 or 5 in AP Chemistry must meet the chemistry department requirements for advanced placement credit.

PRIZES

- **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.
- **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.
- **Scott Biomedical Prize.** Awarded to a member or members of the molecular biology and biochemistry senior class who have demonstrated excellence and interest in commencing a career in academic or applied medicine.
- **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.

RELATED PROGRAMS OR CERTIFICATES

Certificate program in molecular biophysics. An interdisciplinary program with faculty in the MB&B, chemistry, physics, and biology departments. To receive a certificate in molecular biophysics, a student should major in either the chemistry or MB&B department. Interested students must take **MB&B395**, **MB&B383**, **MB&B381** or **CHEM337** and **CHEM338**, two upper-level elective courses in molecular biophysics, and two semesters of Molecular Biophysics Journal Club (**MB&B307** and **MB&B308**). Students are strongly encouraged to conduct independent research in the laboratory of a molecular biophysics program faculty member. Students interested in the molecular biophysics certificate should contact Professor I. Mukerji.

Certificate program in integrative genomic sciences (IGS). An integrative program of course work and research in the areas of bioinformatics, genomics, computational biology, and bioethics, IGS involves faculty and students in the life sciences, physical sciences, information sciences, and philosophy. Please see the website for current information on courses. Students interested in the IGS certificate should contact Professor R. Lane.

BA/MA PROGRAM

This 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. For more information, please visit wesleyan.edu/grad/degree-programs/ba-ma.html.

ADDITIONAL INFORMATION

Undergraduate research is an important part of the program for many MB&B majors. Wesleyan's small but excellent graduate program makes it possible for majors to work at the cutting edge of discovery in molecular biology and biochemistry. MB&B majors not interested in laboratory work are encouraged to gain exposure to current research through journal clubs and seminars.

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.

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

CONCENTRATIONS

The departments of Chemistry and Molecular Biology and Biochemistry offer an interdepartmental certificate in molecular biophysics supported by a training grant from the National Institutes of Health. This program is designed to prepare students for research and careers that combine interests in the physical and life sciences. Interested students are encouraged to consult David Beveridge or

COURSES

MB&B102 Science Information Literacy

Information literacy is the set of skills needed to find, retrieve, analyze, and use information. This course will focus on teaching these skills as especially applied to scientific information. Students will learn to determine the nature and extent of information needed, to acquire needed information effectively and efficiently, to evaluate information and its sources critically, and to use information effectively to accomplish a specific purpose. Students will also examine the economic, ethical, legal, and social issues surrounding the use of information and how information literacy is important to lifelong learning and keeping current to new developments in his/her field. Topics will include the structure of scientific information and scientific publishing, the research process, types of information retrieval systems, search strategies and syntax, use of bibliographic management software (e.g., EndNote), criteria for critical evaluation, open-access publication, plagiarism, and copyright.

GRADING: OPT CREDIT: 5
IDENTICAL WITH: CHEM102 OR BIOL102 OR PHYS103 OR NS&B102 OR PSYC102 OR E&ES102 OR ASTR102 PREREQ: NONE

MB&B105 Genetics: From Mendel to the Human Genome Project

This course, intended for nonscience majors, will provide an introduction to the science of genetics. A review of classic experiments will serve as a foundation for a more focused study of selected current topics, such as gene therapy, genetically modified plants and animals, the genetics of viruses and cancer, and the implications of knowing the sequence of the human genome. For each topic we will strive to understand the basic science of the field, consider the potential applications of recent findings, and discuss ethical issues raised by genetic technology.

GRADING: A-F CREDIT: 1 GEN ED 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

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 IDENTICAL WITH: CHEM119 PREREQ: NONE

MB&B123 Introduction to Cancer

There is no doubt that cancer is currently one of the biggest global health problems we face. Although we have made great strides in understanding the underlying mechanisms of the disease and of treatments, millions of people worldwide are still diagnosed with and will succumb to the disease every year. To understand

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.

PROGRESS AND QUALIFYING EXAMS

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

Areas of research include control of DNA replication; mechanism of protein secretion; global regulations 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 and new frontiers in genome research; elucidation of membrane protein function by x-ray crystallography.

Irina Russu in the Chemistry Department or Manju Hingorani or Ishita Mukerji in the MB&B department.

ADDITIONAL INFORMATION

For additional information, please visit the department website wesleyan.edu/mbb/grad_studies.

why cancer is still a huge threat, with all the progress that has been made, the basic science of this multifaceted disease will be examined, including the genetic basis of cancer; the role of carcinogens, genetics, and infectious diseases play in the development of cancer; the role of the immune system in controlling cancer and how it can be harnessed in new, novel treatments; the basic biochemistry behind chemotherapy; and the basic biology behind preventative strategies.

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

MB&B181 Principles of Biology I: Cell Biology and Molecular Basis of Heredity

This course presents an exploration of the contemporary view of the cell and an introduction to the molecules and mechanisms of genetics and gene function. The course will have two major themes. First, we will focus on the central dogma of molecular biology, describing the process of information transfer from genetic code in DNA through protein synthesis and function. Topics include DNA replication and repair, chromosome dynamics, RNA transcription, protein translation, gene regulation, and genomics. Second, we will focus on cell theory and the underlying molecular mechanisms of cellular activity, including cell signaling, energetics, cell motility, and cell cycling. Lectures (Mondays, Wednesdays) will stress the experimental basis of conclusions presented and highlight important details and major themes. The course will also emphasize problem-solving approaches in cell and molecular biology (Fridays).

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: BIOL181 PREREQ: NONE

FALL 2015 INSTRUCTOR: MCALEER, MICHAEL A. SECTION: 01-02

INSTRUCTOR: WEIR, MICHAEL P. SECTION: 03-04

INSTRUCTOR: JOHNSON, RUTH INEKE SECTION: 05-06

INSTRUCTOR: MUROLO, MICHELLE AARON SECTION: 07-08

INSTRUCTOR: OLIVER, DONALD B. SECTION: 09-10

INSTRUCTOR: DORIS, ROSEMARIE SECTION: 11-12

INSTRUCTOR: COOLON, JOSEPH DAVID SECTION: 13

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 IDENTICAL WITH: BIOL191 PREREQ: NONE

FALL 2015 INSTRUCTOR: MUROLO, MICHELLE AARON SECTION: 01-05

MB&B192 Principles of Biology II—Laboratory

IDENTICAL WITH: BIOL192

MB&B193 Principles of Cell and Molecular Biology: Advanced Topics

This .25-credit course is open to students currently enrolled in any section of MB&B/BIOL181 Principles of Biology I. The course is intended to supplement the introductory biology series at a more advanced level to provide a more challenging and enriching experience for students with strong backgrounds in biology (e.g., high school AP Biology with scores of 4 or 5). Students will read recently published journal articles at the frontiers of modern cell and molecular biology. This course introduces students to current technologies and methods being used in the field to advance our understanding of human biology and disease.

GRADING: CR/U CREDIT: .25 GEN ED AREA: NSM IDENTICAL WITH: BIOL193 PREREQ: NONE

MB&B194 Principles of Biology II: Advanced Topics

IDENTICAL WITH: BIOL194

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) & [BIOL182 OR MB&B182])
FALL 2015 INSTRUCTOR: MACQUEEN, AMY SECTION: 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: CRJU CREDIT: 5 GEN ED AREA: NSM PREREQ: ((MB&B181 OR BIOL181) & [BIOL182 OR MB&B182])
SPRING 2016 INSTRUCTOR: HOLMES, SCOTT G. SECTION: 01

MB&B210 Genomics: Modern Genetics, Bioinformatics, and the Human Genome Project

IDENTICAL WITH: BIOL210

MB&B212 Principles and Mechanisms of Cell Biology

IDENTICAL WITH: BIOL212

MB&B228 Introductory Medical Biochemistry

This introductory course will focus on the essential concepts of biochemistry important to students interested in the health professions, including the chemical and biological foundations of cellular metabolism and related disease states. Major topics will include the structure and function of biological molecules in the human body (proteins, carbohydrates, fats, nucleic acids, vitamins), enzyme catalysis, cellular signaling, as well as digestion, absorption, and processing of nutrients for energy and growth.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: BIOL228 PREREQ: [MB&B181 OR BIOL181] & CHEM251

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 GEN ED AREA: NSM IDENTICAL WITH: BIOL231 PREREQ: [MB&B181 OR BIOL181] OR MB&B208

MB&B232 Immunology

In this introduction to immunology, particular emphasis will be given to understanding both the innate immune response and its agents as well as the acquired immune response mediated by B and T cells. 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 GEN ED AREA: NSM IDENTICAL WITH: BIOL232
PREREQ: ((MB&B181 OR BIOL181) & [BIOL182 OR MB&B182]) OR MB&B208
SPRING 2016 INSTRUCTOR: OLIVER, DONALD B. SECTION: 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 IDENTICAL WITH: BIOL237 PREREQ: NONE

MB&B265 Bioinformatics Programming

IDENTICAL WITH: BIOL265

MB&B285 Seminar in Molecular Biology

IDENTICAL WITH: MB&B585

MB&B286 Seminar in Molecular Biology

IDENTICAL WITH: MB&B586

MB&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 IDENTICAL WITH: NS&B303 OR MB&B523
PREREQ: (CHEM251 & CHEM252 & MB&B208)

MB&B305 Enzymology of DNA Damage and Repair

Students in this course will learn about the sources and consequences of DNA damage and the biochemical mechanisms responsible for DNA repair. Course content will

include lectures, student presentations, and discussion of current research on DNA damage, repair and mutagenesis, with strong emphasis on protein structure-function and enzyme kinetics, as well as diseases associated with defective DNA repair.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: MB&B505 PREREQ: NONE

MB&B306 Epigenetics

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&B309 Molecular and Cellular Biophysics

IDENTICAL WITH: CHEM309

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 shear 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 IDENTICAL WITH: MB&B515 PREREQ: MB&B208

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&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&B363 "You Can Learn a Lot by Just Looking": Microscopy and Its Central Role in Cell and Molecular Biology

IDENTICAL WITH: MB&B563

MB&B365 Protein Design and Engineering

You may think of science primarily as the discovery and investigation of what exists in nature. This course focuses on the creative application of biochemical knowledge in designing and creating novel macromolecules. While this has enormous economic importance in the development of new drugs and pharmaceuticals, it is also a fundamental way of gaining knowledge about the natural world. We will investigate both aspects, focusing primarily on protein design and engineering. This course will also investigate engineering of novel functions at the organism level. You will be asked to evaluate the scientific literature and to develop hypotheses and designs of your own.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: MB&B208

MB&B375 The Cell-Division Cycle and Cancer

IDENTICAL WITH: MB&B575

MB&B381 Physical Chemistry for the Life Sciences

The course is concerned with the basic physicochemical principles and model systems essential to understanding, explaining, and predicting the behavior of biological systems in terms of molecular forces. PCLS integrates fundamental concepts in thermodynamics, kinetics, and molecular spectroscopy with the structures, functions, and molecular mechanisms of biological processes. The objectives of the course are to (a) familiarize life science students at the advanced undergraduate and beginning graduate level with basic physicochemical laws, theories, and concepts important to the life sciences, (b) provide a working knowledge of mathematical methods useful in the life science research, (c) develop a critical perspective on explanation of biological processes and understanding biological systems, and (d) survey the main applications of physical chemistry in the life sciences with an emphasis on spectroscopy and microscopy. Theory, methodology, and biophysical concepts are distributed throughout the course and are presented in the context of case studies including respiration, light harvesting and photosynthesis, ATP hydrolysis, NAD/NADH redox, energy transfer, FRET spectroscopy, with an emphasis on single molecule as well as ensemble experiments and their interpretation.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: CHEM381 OR MB&B581
PREREQ: (CHEM141 & CHEM142 & MATH117 & CHEM251) OR (CHEM143 & CHEM144 & MATH121 & CHEM251)
SPRING 2016 INSTRUCTOR: MUKERJI, ISHITA SECTION: 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&B394 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 GEN ED AREA: NSM PREREQ: MB&B208

SPRING 2016 INSTRUCTOR: MACQUEEN, AMY SECTION: 01

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 GEN ED AREA: NSM IDENTICAL WITH: CHEM395 OR PHYS395

PREREQ: (MB&B208 & CHEM141 & CHEM142) OR (MB&B208 & CHEM143 & CHEM144)

FALL 2015 INSTRUCTOR: OLSON, RICH SECTION: 01

MB&B401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

MB&B409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

MB&B411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

MB&B423/424 Advanced Research Seminar, Undergraduate

GRADING: OPT SECTION: 01

MB&B465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

MB&B467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

MB&B500 Graduate Pedagogy

IDENTICAL WITH: BIOL500

MB&B501/502 Individual Tutorial, Graduate

GRADING: OPT SECTION: 01

MB&B503/504 Selected Topics, Graduate Science

GRADING: OPT SECTION: 01

MB&B505 Enzymology of DNA Damage and Repair

IDENTICAL WITH: MB&B305

MB&B506 Epigenetics

Basic genetics states that individuals with different DNA sequences express different traits. However, a large number of permanent and heritable changes to cells and organisms occur in the absence of changes to DNA sequence. Such epigenetic mechanisms explain a variety of disparate observations, including the ability of a zygote to develop into dozens of distinct cell types in multicellular organisms using one common DNA blueprint, the observation that grandchildren of individuals subject to famine have higher rates of metabolic defects, and the ability of neurons to mediate formation of long-term memories. In this course we will use a variety of examples from cell biology and genetics to examine the template-dependent processes governing the perpetuation of discrete phenotypes. Topics will include the molecular biology of prions (infectious proteins) and environment-induced alterations in gene expression that may be transmitted to offspring.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: MB&B306 PREREQ: NONE

FALL 2015 INSTRUCTOR: HOLMES, SCOTT G. SECTION: 01

MB&B507 Molecular Biophysics Journal Club I

IDENTICAL WITH: CHEM307

MB&B508 Molecular Biophysics Journal Club II

IDENTICAL WITH: CHEM308

MB&B509 Molecular and Cellular Biophysics

IDENTICAL WITH: CHEM309

MB&B510 Mechanisms of Protein Trafficking Within Eukaryotes

This course surveys the mechanisms of protein trafficking and sorting within eukaryotic cells with an emphasis on the major protein exocytosis pathway.

GRADING: OPT CREDIT: .5 IDENTICAL WITH: MB&B310 PREREQ: MB&B208 OR [BIOL212 OR MB&B212]

GRADING: OPT SECTION: 01

MB&B511/512 Group Tutorial, Graduate

GRADING: OPT SECTION: 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 IDENTICAL WITH: MB&B313 PREREQ: NONE

MB&B515 The Regulation of Ribosome Biosynthesis

IDENTICAL WITH: MB&B315

MB&B519 Structural Mechanisms of Protein-Nucleic Acid Interactions

IDENTICAL WITH: CHEM519

MB&B520 Topics in Nucleic Acid Structure

This course focuses on the principles of nucleic acid structure. The scope of this course is to go beyond the common DNA structures such as B-DNA and A-DNA helical structures. The course will concentrate on other DNA structural motifs like branched DNA, supercoiled DNA, triplex DNA, and quadruplex DNA. Physical characterization of these structures as well as the functional implication of these structures (in terms of DNA replication, transcription, telomeres, etc.) will be discussed extensively. Discussion will also center on the forces that stabilize these structures, such as H-bonding and stacking interactions. The course will also cover other important DNA structural motifs such as curved or bent DNA as found in A-tracts and the relevance of these structures in promoter recognition and gene expression. Important RNA structures, such as ribozymes and pseudoknots, will be discussed. We will also discuss the significance of DNA structural motifs in eukaryotic genomes and the application of bioinformatic tools to search for these motifs.

GRADING: OPT CREDIT: .5 PREREQ: NONE

MB&B522 Mechanisms of Protein Trafficking Within Prokaryotes

This course surveys the mechanisms of membrane protein topogenesis and protein secretion within *E. coli*, the quintessential prokaryote, where sophisticated genetic and biochemical analysis has been possible. The course surveys the primary literature with student presentations and a written final examination.

GRADING: OPT CREDIT: .5 IDENTICAL WITH: MB&B322 PREREQ: MB&B208 OR [BIOL212 OR MB&B212]

MB&B523 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function

IDENTICAL WITH: MB&B303

MB&B528 Topics in Eukaryotic Genetics: Transcription

This half-semester course will follow two principal themes: We will examine the use of genetic methods in current biological research and apply these methods to address questions about the regulation of gene expression in eukaryotes. Our examination of transcriptional regulation will lead us into the related topics of gene organization, chromosome structure, and signal transduction.

GRADING: A-F CREDIT: .5 IDENTICAL WITH: MB&B328 PREREQ: NONE

MB&B530 Molecular and Cellular Basis of Human Diseases

This course will cover the molecular, genetic, cellular, and biochemical aspects of selected human ailments. Topics will include aging, atherosclerosis, osteoporosis, diabetes, obesity, and Alzheimer's disease.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: MB&B330 PREREQ: MB&B208 OR [CHEM383 OR MB&B383]

MB&B533 Gene Regulation

This course aims to develop a genome perspective on transcriptional gene regulation. The genome sequence, now completed in a number of organisms, is described as a blueprint for development. More than simply a parts list (i.e., genes), this blueprint is an instruction manual as well (i.e., regulatory code). A next critical phase of the genome project is understanding the genetic and epigenetic regulatory codes that operate during development. Through a combination of lectures and discussion of primary literature, this course will explore current topics on promoters and transcription factors, chromatin structure, regulatory RNA, chromosomal regulatory domains, and genetic regulatory networks. An overarching theme is how genomes encode and execute regulatory programs as revealed by a global systems biology approach in modern genomics research.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: MB&B333 OR BIOL533 OR BIOL333 PREREQ: [BIOL182 OR MB&B182]

MB&B535 Protein Folding: From Misfolding to Disease

Amyloidogenesis, the process by which proteins and peptides misfold to form amyloid fibers, is at the root of several different diseases, including Parkinson's disease, Alzheimer's disease, mad cow disease, and type II diabetes to name a few. This course will focus on current research in the field that seeks to understand why a functional, well-folded protein adopts the misfolded amyloid form. In the course of discussing the misfolded nature of these proteins, we will review central elements of protein structure and stability to better understand the protein-folding landscape and the process of misfolding. We will also discuss how the process of misfolding leads to the different diseases and disease pathologies.

GRADING: A-F CREDIT: .5 GEN ED AREA: NSM IDENTICAL WITH: MB&B335 PREREQ: NONE

MB&B549/550 Advanced Research Seminar, Graduate

GRADING: OPT SECTION: 01

MB&B557 Research Seminars in Molecular Biology

This seminar course comprises weekly one-hour formal presentations by MB&B Department graduate students about their research projects. The presentations

include background information and rationale of the project, description of research approaches and methodology, experimental details, results and analysis, including problem-solving activities/plans and future directions. Active discussion among the participants promotes sharing of new ideas and techniques and enhances students' communication skills.

GRADING: CR/U CREDIT: .25 PREREQ: NONE | FALL 2015 INSTRUCTOR: OLIVER, DONALD B. SECTION: 01

MB&B558 Research Seminars in Molecular Biology

This seminar course comprises weekly one-hour formal presentations by MB&B Department graduate students about their research projects. The presentations include background information and rationale of the project, description of research approaches and methodology, experimental details, results and analysis, including problem-solving activities/plans and future directions. Active discussion among the participants promotes sharing of new ideas and techniques and enhances students' communication skills.

GRADING: CR/U CREDIT: .25 PREREQ: NONE | SPRING 2016 INSTRUCTOR: LANE, ROBERT P. SECTION: 01

MB&B561/562 Graduate Field Research

GRADING: OPT SECTION: 01

MB&B563 "You Can Learn a Lot by Just Looking": Microscopy and Its Central Role in Cell and Molecular Biology

This class will examine fundamental and cutting-edge imaging tools that are used to visualize cellular structures and processes. The course objective is to teach both the physical mechanics underlying how a microscope achieves magnification and resolution and how progressively more sophisticated imaging tools have consistently facilitated major advancements in our understanding of cell and molecular biological events.

GRADING: A-F CREDIT: .5 GEN ED AREA: NSM IDENTICAL WITH: MB&B363 PREREQ: MB&B208

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 post-transcriptional control of cell-cycle genes, DNA replication, DNA damage checkpoints, and tumor suppressors.

GRADING: A-F CREDIT: 1 IDENTICAL WITH: MB&B375 PREREQ: NONE

MB&B581 Physical Chemistry for the Life Sciences

IDENTICAL WITH: MB&B381

MB&B585 Seminar in Molecular Biology

This course includes the presentation and discussion of recent findings in the field of molecular and cellular biology.

GRADING: OPT CREDIT: .25 IDENTICAL WITH: MB&B285 PREREQ: NONE
FALL 2015 INSTRUCTOR: MCALEAR, MICHAEL A. SECTION: 01

MB&B586 Seminar in Molecular Biology

This course includes the presentation and discussion of recent findings in the field of molecular and cellular biology.

GRADING: OPT CREDIT: .25 IDENTICAL WITH: MB&B286 PREREQ: NONE
SPRING 2016 INSTRUCTOR: HOLMES, SCOTT G. SECTION: 01

MB&B587 Seminar in Biological Chemistry

IDENTICAL WITH: CHEM587

MB&B588 Seminar in Biological Chemistry

IDENTICAL WITH: CHEM588

MUSIC

PROFESSORS: Neely Bruce; Eric Charry; Mark Slobin

ASSOCIATE PROFESSORS: Jane Alden; Su Zheng

ASSISTANT PROFESSORS: Roger Matthew Grant; Paula Matthusen

UNIVERSITY PROFESSORS: Ronald Kuivila, *CHAIR*; Sumarsam

ADJUNCT PROFESSORS: Abraham Adzenyah; Jay Hoggard

ADJUNCT ASSISTANT PROFESSORS: B. Balasubrahmaniyan; David Nelson; Nadya Potemkina

ARTISTS-IN-RESIDENCE: Ron Ebrecht; I. Harjito

PRIVATE-LESSONS TEACHERS: Pheeroan Aklafl, *Drums*; Garrett Bennett, *Bassoon/Saxophone*; John Bergeron, *Recording Studio Production*; Carver Blanchard, *Guitar/Lute*; Eugene Bozzi, *Percussion/Drums*; Nancy Brown, *Classical Trumpet*; Susan Burkhardt, *Guitar*; Taylor Ho Bynum, *Jazz Trumpet*; Bill Carbone, *Drums*; Edwin Cedeno, *Conga Drum*; Taino Log Drumming, *Afro-Cuban Percussion*; Cem Duruoz, *Guitar*; Craig Edwards, *Fiddle*; Perry Elliot, *Violin*; Priscilla Gale, *Voice*; Giacomo Gates, *Jazz Vocals*; Robert Hoyle, *French Horn*; Chunseung Lee, *Korean Drumming*; Qi Liu, *Piano*; Tony Lombardozi, *Jazz/Blues Guitar*; Jessica Meyer, *Violin Pedagogy*; Lisa Moore, *Piano*; Brian Parks, *Harpisichord*; Julie Ribchinsky, *Cello*; Wayne Rivera, *Voice*; Erika Schroth, *Piano*; Stan Scott, *Banjo/Mandolin/Guitar/North Indian Vocal*; Megan Sesma, *Harp*; Fred Simmons, *Jazz Piano*; Peter Standaart, *Flute*; Charlie Suriyakham, *Clarinet*; Libby Van Cleve, *Oboe*; Marvin Warshaw, *Viola*; Matthew Welch, *Bagpipes*; Roy Wiseman, *Bass*; Chai-Lun Yueh, *Voice*

UNDERGRADUATE PROGRAM

UNDERGRADUATE DEPARTMENTAL ADVISING EXPERTS 2015–2016: Ronald Kuivila; B. Balasubrahmaniyan

The Music Department offers courses 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.

GENERAL EDUCATION

Music majors are advised to complete their general education expectations (three each of HA, NSM, and SBS courses). Prospective majors who have not taken enough courses outside of the Music Department may be refused entry into the major. Students who fail to fulfill the general education expectations are generally not considered for department prizes and honors.

COURSES FOR NON-MAJORS

With the exception of MUSC300, all classes offered by the Music Department are open to nonmajors.

MAJOR DESCRIPTION

Major programs are put together by the students in consultation with their advisors. The programs reflect the individual interests and needs of the students. The department requires that a program proposal, including all music courses previously taken and those planned for the future, be submitted at the time of application to be a major. A major program should have a healthy balance between classroom courses (history, theory, style) and performance courses (private instrumental and vocal instruction, ensemble). It is a fundamental principle of the Wesleyan music program that the study of music and the experience of music should reinforce and inspire each other. A major program must show evidence of work in at

least one musical tradition outside the area of the student's prime concentration. The understanding that comes with new experiences is an essential part of the music opportunity at Wesleyan.

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.

ADMISSION TO THE MAJOR

Prerequisites to the music major:

- 1 year of music theory (MUSC103 and MUSC201) or passing the equivalent by exam. See Advanced Placement below for AP credit questions.
- 1 course in the history/culture capability
- 1 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.

MAJOR REQUIREMENTS

Music majors take four courses in each of three capabilities: theory/composition, history/culture, and performance. Two additional courses from the 300-level Seminars for Music Majors bring the number of music credits to 14. The required senior project or senior honors thesis brings the total number of music credits to 15 or 16, respectively. Diversity of musical experience is a core value of the Music Department and is expected of all music majors. To move toward this goal, at least two of the 14 music credits must be outside the student's main area of interest.

The Music Department expects its majors to continue to refine and extend their performance skills throughout their undergraduate careers, which may mean accumulating more than 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 or 17 credits outside of music.

CAPSTONE EXPERIENCE

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.

HONORS

The senior project requirement may be satisfied by the completion of an honors project, a project that may encompass a composition, a concert, etc., but the honors project always contains a substantial written component; for this reason it is called the honors thesis. An honors thesis satisfies the departmental requirement for a senior project, even if it is not awarded honors. The honors thesis tutorial is always a two-semester undertaking.

ADVANCED PLACEMENT

The Music Department considers AP theory credit as follows:

- AP Theory Credit—credit on the student's Wesleyan transcript
 - Counts as one of the 4 theory/composition requirements for the music major
 - Student needs to complete 3 additional theory/composition credits for the major
- Passed the AP test with a 4 or 5—does not have the credit on their Wesleyan transcript
 - Student may begin theory coursework at a higher level
 - Student will still be required to take 4 theory/composition courses for the major
- Students with questions regarding AP Theory
 - Should meet with the theory faculty of the Music Department teaching MUSC103 to discuss options.

PRIZES

The Gwen Livingston Pokora Prize, the Lipsky Prize, the Elizabeth Vermeer Tishler Prize, the Samuel C. Silipo Prize, and the Leavell Memorial Prize are merit-based awards that may be awarded annually.

BA/MA PROGRAM

This program provides an attractive option for music 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. For more information, please visit wesleyan.edu/grad/degree-programs/ba-ma.html.

ADDITIONAL INFORMATION

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.

Private-lessons program. Private lessons are available for many instruments and voice in Western art music, African American music, and a variety of other musics from around the world. Lessons are considered one-credit-per-semester courses. An additional fee, \$795 per semester, is charged for these private lessons (financial aid may be available to students eligible for university financial aid). Approved music majors in their junior and senior years are eligible for partial subsidy when taking one (1) private lesson, per semester, for academic credit with a private-lessons teacher.

Departmental colloquium. An ongoing departmental colloquium is intended for the entire music community. It includes presentations by Wesleyan faculty, students, and outside speakers and encourages general discussion of broad issues in the world of music.

The study facilities include a working collection of musical instruments from many different cultures; a music-instrument manufacturing workshop; a 45-piece Javanese *gamelan* orchestra; a large formal concert hall and a small, multipurpose concert hall; an electronic music studio coupled to a professional recording studio; a computer-arts studio capable of producing electronic music, video art, and environmental simulations; a music and record library; an electronic keyboard 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

FYS COURSES

- MUSC123 Escaping Purgatory: Music and Devotion in Medieval Europe
- MUSC125 Music and Downtown New York, 1950–1970

THEORY/COMPOSITION

- MUSC202 Theory and Analysis
- MUSC203 Chromatic Harmony
- MUSC204 20th-Century Compositional Techniques
- MUSC210 Theory of Jazz Improvisation
- 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
- MUSC270 Music of Coltrane, Mingus, and Coleman
- MUSC274 Hymnody in the United States Before the Civil War
- MUSC276 History of Musical Theater
- MUSC285 Modernism and the Total Work of Art
- MUSC290 How Ethnomusicology Works
- MUSC291 The Gendering of Music in Cross-Cultural Perspective
- MUSC295 Global Hip-Hop
- MUSC296 Music and Public Life
- MUSC297 Yiddish Cultural Expression: Music, Theater, Literature, Film

MAJOR SEMINARS

- MUSC300 Seminar for Music Majors
- MUSC308 Composition in the Arts

PERFORMANCE/STUDY GROUPS

- MUSC405 Private Music Lessons (nonmajors)
- MUSC406 Private Music Lessons (majors)
- MUSC413 Korean Drumming Ensemble—Beginning
- MUSC414 Korean Drumming Ensemble—Intermediate
- MUSC416 Beginning *Taiko*—Japanese Drumming
- MUSC418 Advanced *Taiko*—Japanese Drumming
- MUSC428 Chinese Music Ensemble
- MUSC430 South Indian Voice—Beginning
- MUSC431 South Indian Voice—Intermediate
- MUSC432 South Indian Voice—Advanced
- MUSC433 South Indian Music—Percussion
- MUSC436 Wesleyan Concert Choir
- MUSC437 Singing to Your Instruments
- MUSC438 Wesleyan University Collegium Musicum
- MUSC439 Wesleyan University Orchestra
- MUSC440 Instrumental Conducting
- 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 World Guitar Ensemble
- MUSC455 Jazz Ensemble
- MUSC456 Jazz Improvisation Performance
- MUSC457 Jazz Orchestra I
- MUSC458 Jazz Orchestra II
- MUSC459 Materials and Principles of Jazz Improvisation I
- MUSC460 Materials and Principles of Jazz Improvisation II
- MUSC464 Laptop Ensemble

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
- MUSC519 Current Issues in Ethnomusicology
- MUSC520 Explorations in Musicology
- MUSC521 Seminar in Interdisciplinary Studies
- MUSC522 Seminar in Comparative Music Theory
- MUSC530 Colloquium

GRADUATE PROGRAM

DIRECTOR OF GRADUATE STUDIES IN MUSIC: Sumarsam

The World Music Program offers degrees at both the master's and doctoral levels. The MA in music has concentrations in scholarship (ethnomusicology/musicology), experimental music/composition, and performance. The PhD is in ethnomusicology only. Many musics are represented by faculty members through teaching and performing African American, Indonesian, West African, the Caribbean, East Asian, South Indian (Karnatak), Euro-American, and experimental music, and there are many opportunities for individual and ensemble study/performance.

COURSES

- **DEGREE OF MASTER OF ARTS**—A total of 11 credits of course work. Students are required to take **MUSC510 Graduate Proseminar in World Music Studies**, four graduate seminars other than **MUSC510** (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 Music Department Colloquium**.
- **DEGREE OF DOCTOR OF PHILOSOPHY**—Satisfactory completion of courses totaling at least 12 credits. Students are required to take three core seminars (**MUSC519**, **521**, **520/522**), three elective 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 Music Department Colloquium**.

LANGUAGE REQUIREMENT

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.

COURSES

MUSC102 World Music

This course will explore the diversity and range of musical expression around the world by immersing ourselves in a combination of extensive reading, listening to recordings, viewing videos, discussion, in-class performances, and attending related cultural events. The world as a whole will be briefly surveyed and regional traits will be identified. Emphasis will be placed on specific pieces, genres, and countries, discovering cross-cultural commonalities and differences along the way.

Course objectives include providing students with significant contact with a diversity of the world's peoples and their music; acquainting students with major music culture areas of the world; helping students recognize and appreciate the music of diverse peoples and their instruments of music; and introducing students to scholarship and recordings of traditional and modern music from around the world.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: CHARRY, ERIC S. SECTION: 01

MUSC103 Materials and Design

Music consists of sounds and silences. Diverse composers, songwriters, performers, and improvisers use these basic materials in accordance with their particular musical idioms and traditions. Sometimes music is passed down aurally; sometimes it is written down as a set of instructions for performers or as a record of an ephemeral sonic event. This course is an introduction to contemporary Western musical design and notation. Throughout the semester, we'll improve our musicianship through singing, playing, listening, analyzing, reading, and composing. We'll learn common terminology for sounds and their properties of frequency, duration, volume, and timbre. We'll analyze and employ methods of organizing musical materials into songs and compositions. We'll learn the notational system widely used for European art music, discussing its strengths, weaknesses, and relevance to popular and non-Western musics. By the end of the semester, students will be able to recognize written symbols and vocabulary for pitch, rhythm, volume, speed, form, articulation, and expression; perform simple notated pieces vocally or at the keyboard; transcribe, perform, and/or transpose simple pieces of music by ear; and compose simple pieces in the style of Renaissance counterpoint. Students can achieve success in this course without previous musical knowledge.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: GRANT, ROGER MATHEW SECTION: 01

MUSC106 History of European Art Music

This course will offer a history of Western music from the early Middle Ages to the present day. Students will be introduced to musical elements, terminology, major musical style periods, their composers, and representative works. They will relate course content to art, architecture, and literature of the periods, as well as to major economic and historical events. Concentrated listening will be required to increase music perception and enjoyment.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: WATERMAN, ALEXANDER OWEN SECTION: 01

MUSC108 History of Rock and R&B

This course will survey the history of rock and R&B (broadly defined as a conglomeration of loosely connected popular musical genres) from their origins in the 1940s and '50s through the early 1990s. Three parallel goals will be pursued: to become literate in the full range of their constituent traditions; to experience

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.

PROGRESS AND QUALIFYING EXAMS

Qualification for the degree of doctor of philosophy. 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.

THESIS | DISSERTATION | DEFENSE

- **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.

- **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.

INFORMATION

For additional information, please visit the department website wesleyan.edu/music/graduate.

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 2016 INSTRUCTOR: CHARRY, ERIC S. SECTION: 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 2015 INSTRUCTOR: MATTHUSEN, PAULA SECTION: 01

MUSC110 Introduction to South Indian Music

This course will introduce students to one of the world's great musical traditions, one that has been part of Wesleyan's renowned World Music program for more than 40 years. Students will learn beginning performance techniques in melody (*raga*) and rhythm (*tala*), the cornerstones of South Indian music. Through a listening component, they will also learn to identify important ragas (melodic modes). Lectures will cover a wide range of topics, including *karnatak* (classical) music, temple and folk traditions, music in South Indian film, and pop music. Readings and lectures will also provide the historical and cultural context for this rich and diverse musical world and will prepare students for the fullest possible enjoyment of the annual Navaratri Festival in October.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: NELSON, DAVID PAUL SECTION: 01
INSTRUCTOR: BALASUBRAHIMANYAN, B. SECTION: 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 IDENTICAL WITH: THEA348 PREREQ: NONE

MUSC116 Visual Sounds: Graphic Notation in Theory and Practice

There are many different kinds of graphic scores, some providing very minimal performance instruction and therefore requiring considerable interpretative strategies, others replete with detailed instructions, differing from conventional scores more in layout than in concept. This course will be a forum to study and perform graphic scores by Mark Applebaum, Anthony Braxton, Earle Brown, John Cage, Cornelius Cardew, Anestis Logothetis, Roman Haubenstock-Ramati, Alvin Lucier, Robert Moran, and new generations of emerging composers. We will study selected readings and writings to put them in a broader scholarly context and discuss strategies for performing these pieces, which will be put into action in weekly performance workshops. There will be a public performance at the end of the semester. The approach will be interdisciplinary, drawing upon semiotic analysis, gestalt psychology, visual art, and phenomenology.

One of the reason composers started to experiment with graphic scores in the 1950s and '60s was to develop a kind of musical notation that could be read, and therefore performed, even by those who did not identify as musically literate. This course is, accordingly, open to all students; no prior knowledge or instrumental expertise is required. We will work primarily with voices and body percussion.

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

MUSC121 Writing About Music

A first-year, writing-intensive seminar that systematically surveys all the ways we write about the experience, the structure, the process, and the life of music, a human expressive system notoriously hard to write about. Weekly reading and writing assignments lead to a final project.

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

MUSC124 Sacred Sounds: Music in Religious Context

Music forms an essential component of many religious practices throughout the world. From a tool for social solidarity to a trigger for intensely personal expression and even violence, the ability of music to shape religious life is tangible and often profound. This course employs the literature of ethnomusicology as a starting point for understanding the role of music in contemporary religious life and how associated artistic practices are implicated in dynamic processes of individual and social transformation. Music scholars employ a variety of interpretive lenses to articulate the meaning of such processes and a number of these will be central to our class discourse, including hybridity, transnationalism, gender, and identity formation. Students will critically assess these and other theoretical models through an exploration of largely ethnographic research dealing with a variety of broad religious categories: Christian, Muslim, Jewish, animist etc. Points of interreligious interaction will be of particular interest as a means to understand the central position music often plays in drawing groups with competing or conflicting socio-political views into sustained contact with one another.

GRADING: CR/UC CREDIT: 1 GEN ED AREA: HA PREREQ: NONE

FALL 2015 INSTRUCTOR: WIEBE, DUSTIN DENNIS ODELL SECTION: 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. Student research, interpretation, and writing will be stressed throughout the semester.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: CHARRY, ERIC S. SECTION: 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 poets 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 Popular Music in Contemporary China

As in the rest of the world, popular music dominates contemporary China's music industry and consumption. Yet China's popular music market also presents unique issues of state-sponsored popular culture intersecting with the bottom-up popular taste and desire, the repressive collective "we" intersecting with the resilient individual "I" in artistic expressions, and the imagined "ancient China" intersecting with the modern sound and technology. This course offers an opportunity for students to explore music, aesthetic, political, and cultural meanings contained in popular music through in-depth research projects on a number of important pop musicians and bands in Reform China from the 1980s to the present. Writing at the university level will be emphasized through the written assignments.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS259 PREREQ: NONE

FALL 2015 INSTRUCTOR: ZHENG, SU SECTION: 01

MUSC129 The Art of Listening

Over the 20th century, the advent of electronic sound recording and transmission triggered rapid changes in all forms of auditory culture. We will examine

this evolution through the different approaches to listening that emerge with the concepts of soundscape, sound object, sound art, and sound design. We will give particular attention to the artists and composers who explicitly shaped these concepts through their work. This includes figures such as writer William S. Burroughs, composer John Cage, singer Bing Crosby, pianist Glenn Gould, theatre director Elizabeth LeCompte, filmmaker Walter Murch, artist Max Neuhaus, composer Pauline Oliveros, guitarist Les Paul, composer R. Murray Schafer, and theorist Pierre Schaeffer. In addition to readings, listenings, and viewings, class members will perform works by composers such as Maryanne Amacher, John Cage, Alvin Lucier, and David Tudor and create sound works of their own. The class should be of interest to anyone who anticipates working with sound in their creative endeavors, whether as a musician, artist, dancer, or filmmaker.

GRADING: A-F CREDIT: 1 GEN ED 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 2016 INSTRUCTOR: WATERMAN, ALEXANDER OWEN SECTION: 01

MUSC202 Theory and Analysis

This course focuses primarily on two aspects of Western tonal music: harmony and form. Harmony is the study of chords: their individual qualities and configurations, their relative importance and function within a given musical context, and ways of moving between them. We will review the treatment of diatonic harmonies and then expand our palettes through sonorities that borrow from or lead to new key areas. Forms, treated in the latter part of the course, are common patterns of repetition and contrast used to structure diverse musical works from pop tunes to symphonies. Working from detail to whole, we'll learn how composers and songwriters construct motives, melodies, songs, and large-scale pieces. In addition to these topics on pitch relations and structure, this course contains a short unit on rhythm and meter. While we'll focus predominantly on European art music repertoire, we'll also examine how harmony, rhythm, and form function in Irish traditional, West African, salsa, and American and British popular music. Assignments and activities will include reading texts by composers and scholars, analyzing scores and recordings, composing, listening, singing, and keyboard playing.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: MUSC201

FALL 2015 INSTRUCTOR: WATERMAN, ALEXANDER OWEN SECTION: 01

MUSC203 Chromatic Harmony

This course is an investigation of the tonal system as it functions in extreme situations: selected highly chromatic passages in Mozart, Beethoven, and Schubert; the more adventurous compositions of Chopin and Liszt; Wagnerian opera-drama; and late-19th-century works in which the tonal system approaches collapse (Hugo Wolf, early Schoenberg). Recently developed models from the music-theoretical literature will be introduced. Chromatic harmony will be considered from both technical and expressive points of view.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: MUSC202

MUSC204 20th-Century Compositional Techniques

Students will write short pieces in various 20th-century styles, using atonal, poly-tonal, modal, serial, minimal, repetitive, and chance techniques.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: MUSC202

MUSC207 Orchestration

Students will write for the various groups of the orchestra (strings, winds, brass, percussion) and for the entire ensemble.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: MUSC201

FALL 2015 INSTRUCTOR: BRUCE, NEELY SECTION: 01

MUSC208 Post-Tonal Music Theory

At the dawn of the 20th century, European composers began to experiment with a radically new and completely decentered tonal language. Leaving the practice of tonality behind them, these composers used unorthodox numerical relationships to create formal links and motivic connections between the sounds of their compositions. Post-tonal theory represents the body of scholarship that attempts systematically to examine the formal procedures and properties associated with this modernist music; it also represents one attempt to understand the relationships between musical pitches that hold outside the framework of tonality. This course will serve as a general introduction to post-tonal music theory and will also serve as an introduction to the music of the Second Viennese School: Arnold Schoenberg, Alban Berg, and Anton Webern. Beyond the music of these composers, we will also contemplate applications of post-tonal theory to more recent music.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: MUSC202

SPRING 2016 INSTRUCTOR: GRANT, ROGER MATHEW SECTION: 01

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 IDENTICAL WITH: AFAM386 PREREQ: MUSC103

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 2016 INSTRUCTOR: NELSON, DAVID PAUL SECTION: 01

MUSC220 Composing, Performing, and Listening to Experimental Music

This is a first course in experimental music composition with a focus on live electronic and electroacoustic music. Using tools such as Logic Pro, Spear, and SuperCollider 3, the course introduces those aspects of acoustics, psychoacoustics, and audio engineering relevant to composing music and creating interactive electronic instruments and sound environments. The course also addresses landmark pieces in electronic and experimental music by composers such as Robert Ashley, David Behrman, Luciano Berio, John Cage, Alvin Lucier, Max Neuhaus, Pauline Oliveros, John Oswald, Henri Pousseur, Carl Stone, and Iannis Xenakis, together with new work currently under development. Course work consists of weekly creative assignments taking the form of both short, original compositions and realizations of works by others and two larger compositional projects. Class sessions are extended to allow time for audition and discussion of those assignments.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: KUVILA, RONALD J. SECTION: 01

MUSC222 Sound Art, Music, and Interactive Media

The focus of this course is on creative projects in digital media conceived in relation to historical considerations of these same techniques. Recording, amplification, and radio transmission have exerted a profound effect on musical practices of all forms since the beginning of the 20th century. In the period immediately after World War II, composers and artists began to focus on changing the relation of composers, performers, and listeners to sound in response to those techniques. We will consider those artistic strategies and the role they have played in shaping musical genres such as *musique concrete*, serial and spectral composition, interactive computer music systems, circuit bending, as well as entirely new genres such as sound, video, and performance art. Student projects will be focused on the creation of music, installations, and performances that respond to those ideas and issues. Our primary tool for those projects will be MAX/MSP/Jitter, a software environment designed to enable the composition of real-time interactive sound, video, and network connections.

The fundamental goal of this course is to develop the combination of technical skills and historical awareness needed to creatively engage the ever-expanding accumulation of data and social media that is currently enabling a new period of change in artistic practice.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: KUVILA, RONALD J. SECTION: 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 2016 INSTRUCTOR: MATTHUSEN, PAULA SECTION: 01

MUSC230 Music Theater Workshop

IDENTICAL WITH: THEA279

MUSC231 Performing Arts Videography

This course provides an introduction to shooting and editing video and sound with a particular focus on the documentation of dance, music, and theater performance. Additional consideration will be given to the integration of videographic elements into such performances. Students will work in teams to document on-campus performances occurring concurrently. Related issues in ethnographic and documentary film will be explored through viewing and discussion of works such as Wim Wenders' *Pina*, Elliot Caplan's *Cage/Cunningham*, John Cohen's *The High Lonesome Sound*, and Peter Greenaway's *Four American Composers*.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | SPRING 2016

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 IDENTICAL WITH: MDST221 PREREQ: NONE

MUSC242 Baroque and Classical Music

At the end of the 18th century, an aesthetic revolution with music at its center gave birth to what we now call modernity. The music that led up to and helped to create that transformation—the music of 17th- and 18th-century Europe—is some of the most widely celebrated and revered in our contemporary moment. But this music's place of privilege in the canon of Western musical artworks has, however, given us a false sense of familiarity with it. When we begin to look closer at this music that otherwise might seem familiar, an entire world of affective shocks, social commentaries, elaborate dances, finely crafted images, inside jokes, and carefully planned dramas reveals itself to us. Understanding the logic with which this music operated can help us to better understand the transformations in aesthetic thought it helped to effect and, therefore, to better understand our world's current configuration of aesthetics, politics, and feeling. This course will provide students with the tools necessary to decipher 17th- and 18th-century music and aesthetics and will invite students to speculate on the relevance of these bodies of creativity and thought to the present day. Repertoire considered will include the music of Monteverdi, Lully, Handel, Bach, Haydn, Mozart, and Beethoven.

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

MUSC243 Music of the 19th Century

War and revolution drew the map of Europe in the 19th century, and by its end, nations were solidified according to still-recognizable boundaries. However, it was more the Industrial Revolution and a rising middle class that reshaped music making. Concert halls and opera houses were built to accommodate large paying audiences; the instruments themselves were modified and their production streamlined for manufacturing processes, especially the requisite living-room piano. Composers set free from royal or church patronage thrived or failed by their popularity, and distinct national styles arose. Performance and discourse about music were brought into the public arena by cheaper printing methods that also first allowed a broader appreciation of music from earlier eras. We will approach this art in the context of the revolutions that shaped its development and learn it as those who first heard it did: by as much live listening as can be arranged and by discussion.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: WATERMAN, ALEXANDER OWEN SECTION: 01

MUSC244 Music of the 20th Century

In the 20th century, European and American art music (classical music in common parlance) became increasingly fragmented. Composition splintered into diverse idioms and methods: the minimalism of Steve Reich, impressionism of Claude Debussy, and indeterminacy of John Cage, to name only a few. Often, the proponents of one school vehemently rejected the techniques of the others. Perhaps as a result of such schisms, the audience for classical music—particularly contemporary composition—diminished in size, to the point that critics were hailing the “post-classical era” by the 1990s. The concert hall ceased to be a showcase for contemporary compositions and became a kind of museum devoted to preserving (and occasionally reinventing) canonic works of the past. Commercial popular musics such as jazz and rock eclipsed classical music in audience appeal and relevance. While some composers attracted listeners through their interface with folk and popular musics or with film (e.g., Aaron Copland, Leonard Bernstein), others preferred to cultivate small, but devoted audiences of initiates for their challenging works (e.g., Milton Babbitt, Arnold Schoenberg). Meanwhile, the advent of mass-produced sound recordings enabled music from distant times and places to be preserved, transported, and heard on demand, with profound consequences for the creation, performance, and consumption of music. In this course, we will explore the many trends that have marked classical musicking in the 20th century. Through extensive listening assignments and primary source readings, we'll meet many of the century's influential composers, performers, critics, record producers, pedagogues, patrons, and listeners. In discussions and writing, we'll explore what the past century's legacy means for us as musicians and listeners today. While previous experience with music is useful, it is not a requirement for success in this course.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: WATERMAN, ALEXANDER OWEN SECTION: 01

MUSC250 Film and Folk Music of India

What is film music culture in India? What is folk music in India today? How do these genres interact and influence one another? Most research on the music of India has focused on the classical systems. However, for many people, the most important musical expressions found in their personal and social lives are film and folk musics. Even though film music is considered to be entertainment, it reflects almost all aspects of Indian music and culture. Students will be introduced to the culture and heritage of India. Film and folk music will be analyzed with reference to ancient and modern musical treatises. Topics covered will include the diverse cultures within India and its global diaspora. Students will be encouraged to sing or play the pop and folk songs of India.

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

MUSC251 The Study of Film Music

The course extends Wesleyan's film studies offerings by focusing on music, an often neglected yet crucial component of movies. After starting with the Hollywood approach (from the early sound period on), we look at film music globally, including places like India and China, introducing ethnomusicological perspectives.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 SPRING 2016 INSTRUCTOR: SLOBIN, MARK SECTION: 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 IDENTICAL WITH: CEAS268 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: ZHENG, SU SECTION: 01

MUSC265 African Presences I: Music in Africa

This course will explore the diversity and full range of musical expression throughout the African continent by immersing ourselves in a combination of extensive reading, listening to recordings, viewing videos, discussion, and in-class performances. The continent as a whole will be briefly surveyed, regional traits will be explored, and specific pieces, genres, and countries will be discussed in-depth.

GRADING: A-F CREDIT: 1 GEN ED 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 IDENTICAL WITH: AFAM251 OR AMST214 OR LAST264 PREREQ: NONE

MUSC267 Musical Mobility in America: Diasporas, Migrations, Borderlands

IDENTICAL WITH: CHUM332

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 IDENTICAL WITH: AFAM249 PREREQ: NONE
 FALL 2015 INSTRUCTOR: HOGGARD, JAY CLINTON SECTION: 01

MUSC270 Music of Coltrane, Mingus, and Coleman

The goal of this course is to introduce students of music to three restructural masters whose creativity and decisions have shaped creative music evolution since the Second World War. Instruction for this course will seek to provide a historical, scientific, and synthesis perspective that gives insight into the work of each musician.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM385 PREREQ: NONE

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 IDENTICAL WITH: AMST229 PREREQ: NONE

MUSC275 Music and Downtown New York

This course will explore the history, interconnections, and simultaneous flourishing of four distinct music communities that inhabited and shaped downtown New York: Euro-American experimentalists; an African American jazz-based avant-garde; blues and folk revivalists; and Lower East Side rock groups. The primary focus will be on the 1950s and 60s, although we will also cover subsequent developments. Much of the course will be devoted to understanding their points of convergence and divergence, especially in conversation with broader currents of the time (e.g., the Civil Rights Movement and related notions of freedom, shifting youth subcultures, and avant-garde aesthetics). We will read about and listen to recordings of a wide variety of musicians, identify aesthetic and cultural trends, and study the local industry that supported them.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST267 PREREQ: NONE

MUSC276 History of Musical Theater

IDENTICAL WITH: ENGL233

MUSC277 Jazz Avant-Gardes

This course will explore the emergence of an avant-garde in jazz in the 1950s and '60s, including earlier efforts and later developments in the preceding and

succeeding decades. We will take a holistic approach, examining the music and its surrounding community within the broader social and cultural currents of 1950s and '60s America, especially that of European-inherited avant-garde aesthetics, the increasingly urgent Civil Rights Movement and changing notions of freedom, and artist collectives in the United States and Europe. Key artists will include Monk, Coleman, Taylor, Sun Ra, Coltrane, Art Ensemble of Chicago, Bailey, and Braxton, among others. We will immerse ourselves in a combination of reading, listening to recordings, discussion, and in-class performances. Throughout the semester, we will pursue the parallel goals of using this era in jazz to expand our understanding of avant-garde movements in general and using historical avant-garde movements to expand our understanding of how the phenomenon has played out in jazz.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: CHARRY, ERIC S. SECTION: 01

MUSC280 Sociology of Music in Social Movements

IDENTICAL WITH: SOC239

MUSC285 Modernism and the Total Work of Art

IDENTICAL WITH: ARHA339

MUSC289 Earth Ear: Ethnomusicology, Soundscapes, and the Native American Music Archive

IDENTICAL WITH: AMST324

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 | SPRING 2016 INSTRUCTOR: ZHENG, SU SECTION: 01

MUSC293 Music of Sun Ra and Karlheinz Stockhausen

This course will seek to introduce a unified perspective on the body of music produced by two of the great music masters of the 20th century. The focus of the course will seek to establish both a historical perspective and structural survey of their work using composers' scores, recordings, and related material/documents. This course includes lots of in-class listening, at-home listening assignments, and score examination (when possible).

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM393 PREREQ: NONE

MUSC294 Queer Opera

Opera is a total art: It weds elaborate fashions with scene design and lighting to create incredible dramas set to music. For this reason, opera forces us to think interdisciplinarily about the narratives it portrays. Every action, every emotion, every decision and recognition in the drama is conveyed to the audience in multiple and sometimes contradictory ways. Operas are also fantastic, living experiments in the performative representation of human sexuality. In addition to all of the love and sex that occurs explicitly on the opera stage—and there is plenty of that—operatic narratives also bear witness to changing structures of normativity; regimes of social control are thematized, sometimes lampooned, and often transgressed within the drama, and operas allow us to see how this unfolds within an interconnected ensemble of media. This course serves to introduce students to the world of the opera stage and, through that world, the foundational texts of queer theory. Together we will explore operas from the 17th century to the present day, opera theory of the past century, and queer theory of the past three decades to ask what these bodies of knowledge have to teach each other.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FG55295 PREREQ: NONE
 FALL 2015 INSTRUCTOR: GRANT, ROGER MATHEW SECTION: 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.

In this seminar we will study the global spread of hip-hop from an interdisciplinary approach, examining its varieties of expression from aesthetic, cultural, social, musical, linguistic, kinetic, economic, and technological perspectives. 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 PREREQ: NONE | SPRING 2016 INSTRUCTOR: CHARRY, ERIC S. SECTION: 01

MUSC296 Music and Public Life

Everyone experiences music individually, but taken together, music deeply affects public life. It is a collective voice that enlivens communities, in good and hard times. It is also a medium through which local and national governments, NGOs, and corporations exercise authority and channel capital as "cultural heritage" or product, as well as being a focus of public discourse, from the sciences to

academia to journalism. Weekly topics, events, and visitors will consider many facets and bring students into community interaction.

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

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 IDENTICAL WITH: HEST215 PREREQ: NONE

MUSC299 The Creative Process of Songwriting and Its Context Within a Shifting Industry

Music sits at the forefront of creative and technological revolutions, and songwriting remains the fundamental form of its expression. This course will focus on the creative process of songwriting but will contextualize the art form within a fundamentally shifting industry. During the semester, students will write, co-write, and analyze songs to establish and engage their own songwriting voice. Songwriting exercises, in-class critique, guest speakers from the worlds of art and business, and a final presentation of finished work will provide a holistic picture of what is created when a song is written.

In addition, focus will be placed on what the song is from a business standpoint. Issues of publishing, copyright, mechanical royalties, licensing, and synchronization will be discussed via readings and guest speakers from music's legal and administrative worlds.

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

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 GEN ED AREA: HA PREREQ: NONE

FALL 2015 INSTRUCTOR: BRUCE, NEELY SECTION: 02
 SPRING 2016 INSTRUCTOR: EBRECHT, RONALD SECTION: 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 GEN ED AREA: HA PREREQ: NONE
 SPRING 2016 INSTRUCTOR: HOGGARD, JAY CLINTON SECTION: 01

MUSC401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

MUSC405 Private Music Lessons for Nonmusic Majors

Private instrumental and vocal lessons meet for one hour weekly at regularly scheduled times. Students contract to take 12 lessons.

Each instructor sets his or her criteria for accepting students. Returning students may register during pre-registration. Students new to the Private Lessons Program must contact the instructor to determine whether an interview during the first week of classes is required. Interview information and schedules will be posted in the music studios lobby and on the music department web site wesleyan.edu/music/lessons 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 may be available for those who qualify. Please see the music department web site under Private Lessons for details about financial support for private lessons. Permission of the instructor is required.

This course may be repeated, regardless of section or combination of sections, four times for credit towards graduation.

GRADING: CR/U CREDIT: 1 PREREQ: NONE | FALL 2015 | SPRING 2016

MUSC406 Private Music Lessons for Declared Music Majors

This course is open only to declared junior and senior music majors. Private instrumental and vocal lessons meet for one hour weekly at regularly scheduled times. Students contract to take 12 lessons.

Each instructor sets his or her criteria for accepting students. Returning students may register during pre-registration. Students new to the private lessons program must contact the instructor to determine whether an interview during the first week of classes is required. Interview information and schedules will be posted in the music studios lobby and on the music department web site wesleyan.edu/music/lessons 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.

FALL 2015 | SPRING 2016

MUSC409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

MUSC411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

MUSC413 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 IDENTICAL WITH: CEAS413 PREREQ: NONE

MUSC414 Korean Drumming Ensemble—Intermediate

This class offers more advanced techniques for those students who have had some basic experience of Korean drumming. Attendance is mandatory.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS414 PREREQ: NONE

MUSC415 Korean Drumming Ensemble—Advanced

This class offers advanced techniques on Korean traditional percussion music. Attendance for the class is mandatory.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS415 PREREQ: NONE

MUSC416 Beginning Taiko—Japanese Drumming

This course introduces students to Japanese *taiko* drumming. The overarching goal of this class is to gain a broad understanding of Japanese culture by studying the theory, performance practices, and history of various genres of classical, folk, and contemporary music traditions. Students will gain a better understanding of the spirit behind the *matsuri* (festival) and other Japanese performance arts through learning two to three pieces on the Japanese *taiko* drum and basic techniques of playing the *shinobue* (bamboo flute). Students should wear clothes appropriate for demanding physical activity, i.e., stretching, squatting, various large arm movements.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS416 PREREQ: NONE

FALL 2015 | SPRING 2016 INSTRUCTOR: MERJIAN, BARBARA SECTION: 01

MUSC418 Advanced Taiko—Japanese Drumming

This is course is for students who have taken either MUSC416 Beginning *Taiko* or MUSC417 Intermediate *Taiko*. Acceptance to this class is at the discretion of the instructor. Students will learn advanced techniques in *taiko* drumming, singing, and *fue*, Japanese flute.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS418 PREREQ: NONE

FALL 2015 | SPRING 2016 INSTRUCTOR: MERJIAN, BARBARA SECTION: 01

MUSC428 Chinese Music Ensemble

Students will learn both traditional and contemporary instrumental pieces of Chinese music, as well as different regional styles. The ensemble will present a concert at the end of each semester. Attendance for the class is mandatory.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS428 PREREQ: NONE
 FALL 2015 | SPRING 2016 INSTRUCTOR: LI, CHIA-YU JOY SECTION: 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

FALL 2015 | SPRING 2016 INSTRUCTOR: BALASUBRAHMANYAN, B. SECTION: 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: MUSC430

FALL 2015 | SPRING 2016 INSTRUCTOR: BALASUBRAHMANYAN, B. SECTION: 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 PREREQ: (MUSC430 AND MUSC431)

SPRING 2016 INSTRUCTOR: BALASUBRAHMANYAN, B. SECTION: 01

MUSC433 South Indian Music—Percussion

Students may learn *midangam*, 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: MUSC212

FALL 2015 | SPRING 2016 INSTRUCTOR: NELSON, DAVID PAUL SECTION: 01

MUSC436 Wesleyan Concert Choir

This choral ensemble welcomes members of both Wesleyan and Middletown communities and is devoted to performance of standard choral literature from all eras, both accompanied and a cappella. All members of the choir are expected to have satisfactory music reading skills. Solo and leadership opportunities will be available for advanced singers.

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

FALL 2015 | SPRING 2016 INSTRUCTOR: POTEMKINA, NADYA SECTION: 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 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 IDENTICAL WITH: MDST212 PREREQ: NONE | SPRING 2016

MUSC439 Wesleyan University Orchestra

The Wesleyan University Orchestra performs music from all periods of music history, featuring classical repertoire alongside popular and contemporary works. Rehearsals will combine intensive concert preparation with occasional readings of works not scheduled for performance. Open to all members of the Wesleyan community, this course may be taken for credit or noncredit.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: POTEKINA, NADYA SECTION: 01

MUSC440 Instrumental Conducting

The theoretical portion of the course will highlight key events in historical development of orchestra and conducting. The practical portion will focus on aspects of basic baton technique, score study strategies, score analysis, rehearsal techniques, interpretation, style, and performance practice, all on examples from standard orchestral literature.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: MUSC103
FALL 2015 INSTRUCTOR: POTEKINA, NADYA SECTION: 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 2015 | SPRING 2016 INSTRUCTOR: EBRECHT, RONALD SECTION: 01

MUSC442 Chamber Music Ensemble

A variety of small chamber music ensembles will be coached by instrumental teachers.

SECTION 01 AND 03: CHAMBER MUSIC ENSEMBLE SECTION 02: BRASS ENSEMBLE

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: WASHBURN, SARAH J SECTION: 01-02

INSTRUCTOR: BIATOWAS, JOHN E SECTION: 01-02

INSTRUCTOR: MEYER, JESSICA A SECTION: 01-02

SPRING 2016 INSTRUCTOR: BERRY, ANNE SECTION: 01-02

INSTRUCTOR: WASHBURN, SARAH J SECTION: 01-02

INSTRUCTOR: MEYER, JESSICA A SECTION: 01-02

INSTRUCTOR: BIATOWAS, JOHN E SECTION: 01-02

INSTRUCTOR: HOYLE, ROBERT J. SECTION: 03

MUSC443 Wesleyan Wind Ensemble (Wes/Winds)

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 2015 | SPRING 2016 INSTRUCTOR: BRUCE, NEELY SECTION: 01

MUSC444 Opera and Oratorio Ensembles

This course will concentrate on small operatic chorus, duets, trios, quartets, oratorio ensembles, and art songs.

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

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 2015 INSTRUCTOR: ADZENYAH, ABRAHAM C. SECTION: 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 2016

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 PREREQ: (MUSC445 AND MUSC446)
FALL 2015 | SPRING 2016 INSTRUCTOR: ADZENYAH, ABRAHAM C. SECTION: 01

MUSC448 Ebony Singers: Gospel Music

This course will be a study of African American religious music through the medium of performance. The areas of study will consist of traditional gospel, contemporary gospel, spirituals, and hymns in the African American tradition. The members of the group will be chosen through a rigorous audition (with certain voice qualities and characteristics.)

GRADING: A-F CREDIT: 5 GEN ED AREA: HA IDENTICAL WITH: AFAM241 PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: MONTS, MARICHAL BRYAN SECTION: 01

MUSC449 Mande Music Ensemble

This one-semester course in the musical traditions of Mande (Maninka and Mandinka) peoples of western Africa will focus on guitar and *ngoni* (lute) playing. Students will also learn about the culture in which the music lives through readings, recordings, and video viewings. Audition and permission of instructor are required at the first class. The ensemble will present public performances.

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

MUSC450 Steelband

An ensemble course in the musical arts of the Trinidadian steelband. Students learn to perform on steelband instruments and study the social, historical, and cultural context of the ensemble. We also address issues of theory, acoustics, arranging, and composing. Readings, recordings, and video viewings supplement in-class instruction. The ensemble will present public performances.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 | SPRING 2016

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 2015 | SPRING 2016 INSTRUCTOR: SUMARSAM, PROF. SECTION: 01
INSTRUCTOR: HARJITO, I. SECTION: 01

MUSC452 Javanese Gamelan—Advanced

Advanced-level performance of central Javanese gamelan. Emphasis on the classical repertoire and the music of *wayang* (shadow puppet performance).

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: MUSC451
FALL 2015 | SPRING 2016 INSTRUCTOR: SUMARSAM, PROF. SECTION: 01
INSTRUCTOR: HARJITO, I. SECTION: 01

MUSC453 Cello Ensemble

Varied music from the classical and popular repertoire for multiple cellos. Students will learn chamber rehearsal techniques. Performance at the end of the semester.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: RIBCHINSKY, JULIE ANN SECTION: 01

MUSC454 World Guitar Ensemble

This performance course is designed for students who can already play the guitar and read music to some extent. The lectures will involve finger-style playing with the classical guitar as the main instrument; however, the repertoire will include music from South America and various world cultures as well as American popular styles. Singers and students playing other instruments such as flute or violin are welcome to take the class to form ensembles with the guitar. In a final concert, the students will perform works matching their technical level.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015

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 2015 | SPRING 2016 INSTRUCTOR: BAERMAN, NOAH SECTION: 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 IDENTICAL WITH: AFAM390 PREREQ: NONE

MUSC457 Jazz Orchestra I

This course is an intensive study of large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Fletcher Henderson, and others. A yearlong commitment to rehearsal of the compositions as well as listening and reading assignments will culminate in a second-semester public concert.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM396 PREREQ: NONE
FALL 2015 INSTRUCTOR: HOGGARD, JAY CLINTON SECTION: 01

MUSC458 Jazz Orchestra II

This course continues the work begun in MUSC457. An intensive study of large-ensemble repertoire composed by Duke Ellington, Charles Mingus, Thad Jones, Fletcher Henderson, and others. A yearlong commitment to rehearsal of the compositions as well as listening and reading assignments will culminate in a second-semester public concert.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM397 PREREQ: NONE
SPRING 2016 INSTRUCTOR: HOGGARD, JAY CLINTON SECTION: 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 IDENTICAL WITH: AFAM388 PREREQ: NONE
FALL 2015 INSTRUCTOR: AKLAFF, PHEEROAN SECTION: 01

MUSC460 Materials and Principles of Jazz Improvisation II

This course offers an introduction to improvisation/articulation/composition/performance in African-American diaspora idioms, jazz, and contemporary music derivatives. It is an opportunity for self-inventory, exploratory expression, and forging confidence through the honing of creative ensemble skills. The course

develops cognitive articulation, kinetic efficiency, and the structuring of music imagined. All instruments including the human voice are invited.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM389 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: AKLAFF, PHEEROAN SECTION: 01

MUSC462 Studio Musicianship

Studio recording enables an attention to sonic detail that is not generally possible in concert performance, but it often requires an iterative process of recording that places demands on musicianship quite different from concert situations. The course introduces the underlying concepts and techniques needed to shape sonic detail while developing the skills and disciplines required to perform well in the studio context.

GRADING: CR/U CREDIT: 5 GEN ED AREA: HA PREREQ: NONE | SPRING 2016

MUSC463 Teaching Music Lessons to Children in Local Schools

This is a service-learning course. Students will teach private and small group music lessons to students at Green Street Arts Center and Macdonough School in Middletown. These sessions will be augmented by a weekly classroom session in which readings and the student teachers' journals will be discussed. Some of the Wesleyan Music Department's private lessons instructors will visit to answer questions and guide the student teachers through the issues, musical and extra-musical, that the lessons will raise.

Written assignments will include responses to weekly readings, regular journal entries, and an end-of-semester paper. There will also be a recital by the school children at the end of the semester.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 SPRING 2016 INSTRUCTOR: NELSON, DAVID PAUL SECTION: 01

MUSC464 Laptop Ensemble

This course promotes knowledge and skills in live electronics performance, cultivates new musical repertoire for the group, and increases public awareness of new forms of working music technology while developing overall technological and troubleshooting proficiency. The course accomplishes this through regular rehearsals as well as a combination of required group and "satellite" performances. A range of repertoire is curated over the course of the semester involving new pieces created for the ensemble, as well as the reinterpretation of historical works using live electronics.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 SPRING 2016 INSTRUCTOR: MATTHUSEN, PAULA SECTION: 01

MUSC465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

MUSC467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

MUSC501/502 Individual Tutorial, Graduate

GRADING: OPT SECTION: 01

MUSC503/504 Selected Topics, Graduate Science

GRADING: OPT SECTION: 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 2015 INSTRUCTOR: ZHENG, SU SECTION: 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, 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 2015 INSTRUCTOR: MATTHUSEN, PAULA SECTION: 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 2016

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 the 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 2015 INSTRUCTOR: KUIVILA, RONALD J. SECTION: 01

MUSC511/512 Group Tutorial, Graduate

GRADING: OPT SECTION: 01

MUSC513 Improvisation in Cross-Cultural Perspective

This course will explore musical improvisation around the world from a variety of theoretical and practical perspectives. Readings on theories of improvisational processes, as well as on specific musical traditions in the United States, India, Indonesia, Africa, and elsewhere, will combine with practical transcription and analysis projects.

GRADING: A-F CREDIT: 1 PREREQ: NONE

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 2016 INSTRUCTOR: SLOBIN, MARK SECTION: 01

MUSC520 Explorations in Musicology

If one reads its disciplinary moniker literally, "musicology" is the scholarly study of music. In practice, however, its objects and methods are far narrower. In the post-war era, musicology was almost exclusively concerned with the verification, classification, and explication of pre-1900 European art music. Scholarship focused on the music itself apart from performance, consumption, and social context. In other words, it treated music as a set of works: autonomous aesthetic entities not subject to social, cultural, or economic forces. Such works were assembled into a canon, implying a clear trajectory of historical progress. Ethnomusicology and the so-called new musicology of the 1980s and '90s posed challenges to this musicological status quo. New approaches conceptualized music as an event unfolding in time rather than a reified artifact. Inspired by postcolonial, feminist, and queer theoretical models, scholars questioned the canon and its master narrative of great compositions by white men. They critiqued the positivist model of music scholarship as an accumulation of facts, chronologies, and authoritative printed editions. Despite this upheaval in the discipline, a quick survey of recent article and abstract titles in the American Musicological Society's quarterly journal or annual conference program shows that traditional research topics and methods persist.

This course will explore musicology's scholarly purview, history, methods, and debates, past and present. How do musicologists' and composers' pursuits intertwine in historical narratives and contemporary music departments? How do the "intermediaries" of notated score, performer, and sound recording influence scholarship? What's the purpose of musical analysis? How should analysis proceed when scholars have largely agreed that its "object" is not a fixed object at all? How does the study of popular music fit (or not) into the disciplines of musicology and ethnomusicology? What's at stake in keeping musicology separate from ethnomusicology in scholarly societies, journals, and, indeed, graduate training? Reading assignments will include a combination of influential "classics" (e.g., Eduard Hanslick's *On the Musically Beautiful*), watershed texts of the new musicology (e.g., excerpts from Joseph Kerman's *Contemporary Music* and Susan McClary's *Feminine Endings*), and essays representing recent trends in the field (e.g., sound studies, ecomusicology, and the "affective turn" in the humanities). On our tour of the discipline, we'll also examine a variety of musical "works" and repertoires (recorded and notated), from Notre Dame Organum to C. P. E. Bach to Stravinsky to U. K. Punk.

GRADING: A-F CREDIT: 1 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: GRANT, ROGER MATHEW SECTION: 01

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 asks questions about what music and theory might have to do with each other, and provocatively collects these inquiries under the rubric of "music theory." Together we will explore methodological frameworks that have sometimes been associated with the investigation of music and musical experience broadly conceived, including (but not limited to): affect, phenomenology, cognition, mediation, form and formalism, and temporality. Through meta-methodological inquiry, we will probe each of these domains of thought to investigate what they may have to offer to the study of music across times and

places, and further, what they might reveal about musical thought in our contemporary moment.

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 biweekly. Typically, a one-hour talk is followed by 30 minutes of questions and discussions.

GRADING: CR/U CREDIT: .25 PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: KUIVILA, RONALD J. SECTION: 01

NEUROSCIENCE AND BEHAVIOR

PROFESSORS: David Bodznick, *Biology*; Stephen Devoto, *Biology*; John Kirm, *Biology*; Janice Naegele, *Biology*

ASSOCIATE PROFESSORS: Gloster B. Aaron Jr., *Biology*; Barbara Juhasz, *Psychology*; Matthew Kurtz, *Psychology*, *CHAIR*; Andrea L. Patalano, *Psychology*; Charles Sanislow, *Psychology*

ASSISTANT PROFESSORS: Psyche Loui, *Psychology*; Mike Robinson, *Psychology*

DEPARTMENTAL ADVISING EXPERT 2015–2016: John Kirm

Neuroscience is a discipline that probes one of the last biological frontiers in understanding ourselves. It asks fundamental questions about how the brain and nervous system work in the expression of behavior. As such, the field takes on a clear interdisciplinary character: All scientific levels of organization (behavioral, developmental, molecular, cellular, and systems) contribute to our understanding of the nervous system. Neuroscience has been a field of particularly active growth and progress for the past two decades, and it is certain to be an area where important and exciting developments will continue to occur. At Wesleyan, the neurosciences are represented by the teaching and research activities of faculty members in the departments of biology, psychology, and molecular biology and biochemistry. The NS&B curriculum is both comprehensive and provides diverse approaches to learning. Through lecture/seminars, lab-based methods courses, and hands-on research experience, students are afforded a rich educational experience. Unique among schools of comparative size, Wesleyan has small but active graduate programs leading to MA and PhD degrees. This attribute, together with the high success rate of faculty in obtaining research grant support, further enhances the education of undergraduates by providing additional mentoring, more research opportunities, and access to state-of-the-art laboratories. The mission of the NS&B program is to provide the foundation for a variety of career options in science, medicine, and private industry. For more information, see wesleyan.edu/ns/b/.

ADMISSION TO THE 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 NS&B213 Behavioral Neurobiology. The other required courses and research tutorials would be spread out over the last two years. For information on the pathway through the major, please visit wesleyan.edu/ns/b/pathwaysthroughmajor.html for further information.

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 foundation and core courses that follow. At least one of these credits must be either NS&B213 or BIOL181.

MAJOR REQUIREMENTS**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
- TWO additional courses from the following (beginning with the graduating class of 2016):
 - PHYSICS (PHYS111 or 112 or 113 or 116)
 - PSYCHOLOGY (PSYC105)
 - MATHEMATICS (MATH117 or higher) and/or
 - Computer Science (COMP112, COMP211 or higher)

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; two cross-listed with psychology; and one, a research tutorial or methodological course.

A. CROSS-LISTED WITH BIOLOGY

- NS&B224 Hormones, Brain, and Behavior
- NS&B239 Functional Anatomy of the Human Brain
- NS&B245 Cellular Neurophysiology
- NS&B249 Neuroethology

- NS&B252 Cell Biology of the Neuron
- NS&B254 Comparative Animal Behavior
- NS&B299 Waves, Brains, and Music
- NS&B303 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function
- NS&B325 Stem Cells: Basic Biology to Clinical Application
- NS&B328 Chemical Senses
- NS&B343/543 Muscle and Nerve Development
- NS&B345 Developmental Neurobiology
- NS&B347 Mammalian Cortical Circuits
- NS&B351 Neurobiology of Learning and Memory
- NS&B353 Neurobiology of Neurological Disorders
- NS&B360 Capstone Experience in Neuroscience and Behavior

B. CROSS-LISTED WITH PSYCHOLOGY

- NS&B217 Neuroscience Perspectives on Psychopathologies
- NS&B220 Cognitive Psychology
- NS&B222 Sensation and Perception
- NS&B225 Cognitive Neuroscience
- NS&B227 Motivation and Reward
- NS&B228 Clinical Neuropsychology
- NS&B239 Functional Anatomy of the Human Brain
- NS&B308 Psychology of Action
- NS&B316 Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives
- NS&B329 Neural Costs of War
- NS&B342 Music Perception and Cognition
- NS&B348 Origins of Knowledge
- NS&B353 Neurobiology of Neurological Disorders

C. RESEARCH METHODS AND PRACTICA

- BIOL320/520 Quantitative Methods for the Biological and Environmental Sciences
- MATH132 Elementary Statistics
- NS&B210 Research Methods in Cognition
- NS&B215 Research Methods: Behavioral Methods in Animal Research
- NS&B243 Neurohistology
- NS&B247 Laboratory in Neurophysiology
- NS&B250/555 Laboratory in Cellular and Molecular Neurobiology
- NS&B280 Applied Data Analysis
- 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&B398 Advanced Research in Auditory Cognitive Neuroscience
- NS&B399 Lab in Gambling, Drugs, and Junk Food
- NS&B409/410 or 423/424 Advanced Research Seminar for two semesters, both in the lab of the same faculty member
- PSYC200 Statistics: An Activity-Based Approach

Note: MATH132 can be taken to meet requirements for either the methodological or foundation major requirements, but not both. Methodological courses cannot be credited toward the requirements of advanced courses cross-listed with biology or psychology.

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 non-neuroscience 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.

SUBSTITUTING OUTSIDE COURSES FOR CREDIT TO THE MAJOR

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.

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.

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**, 411/412 **Group Tutorial**, and 409/410 **Senior Thesis Tutorial**, 423/424 **Advanced Research Seminar, Undergraduate**. These courses can fulfill the research methods 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 website.

HONORS

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.

ADVANCED PLACEMENT

AP credit may be used to place out of any of the foundation courses, subject to the guidelines of the department hosting these courses.

PRIZES

• **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 outstand-

COURSES

NS&B102 Science Information Literacy

IDENTICAL WITH: MB&B102

NS&B210 Research Methods in Cognition

IDENTICAL WITH: PSYC210

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 IDENTICAL WITH: BIOL213 OR PSYC240 PREREQ: NONE
FALL 2015 INSTRUCTOR: KURTZ, MATTHEW M. SECTION: 01
INSTRUCTOR: AARON, GLOSTER B. SECTION: 01

NS&B215 Research Methods: Behavioral Methods in Animal Research

IDENTICAL WITH: PSYC215

NS&B220 Cognitive Psychology

IDENTICAL WITH: PSYC220

NS&B221 Human Memory

IDENTICAL WITH: PSYC221

NS&B222 Sensation and Perception

IDENTICAL WITH: PSYC222

NS&B224 Hormones, Brain, and Behavior

IDENTICAL WITH: BIOL224

NS&B225 Cognitive Neuroscience

This course provides an introduction to cognitive neuroscience—the study of how the brain enables the mind. We will begin with an overview of the neural substrates of cognition and the tools for understanding the structure and function of the human brain. Then we will cover neural processes that support sensory perception and attention, memory, motor control, language, executive control, and emotional and social functioning. We will also discuss mechanisms of brain evolution, development, and repair, and their implications for various diseases and disorders.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: PSYC225
PREREQ: (PSYC105 & [NS&B213 OR BIOL213 OR PSYC240])
SPRING 2016 INSTRUCTOR: LOUI, PSYCHE SECTION: 01

NS&B227 Motivation and Reward

This course will focus on motivation and reward, providing students with a background and understanding of the various theories and approaches to studying the topic of motivation, including an introduction to some of the history and the current advances in the field. It will do so by covering different forms of reward, including food, sex, drugs, and aggression, and examine cases of disordered motivation such as addiction.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: PSYC227 PREREQ: NS&B213 OR PSYC105
FALL 2015 | SPRING 2016 INSTRUCTOR: ROBINSON, MIKE SECTION: 01

NS&B228 Clinical Neuropsychology

IDENTICAL WITH: PSYC228

ing 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.

BA/MA PROGRAM

This program provides an attractive option for 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. For more information, please visit wesleyan.edu/grad/degree-programs/ba-ma.html.

ADDITIONAL INFORMATION

- **Teaching apprenticeships.** 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.
- **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.
- **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.

NS&B239 Functional Anatomy of the Human Brain

A mass of tissue the consistency of firm jello and weighing about 2.5 pounds in the adult human, the brain is an organ that controls nearly every function of the body. It also enables the highest cognitive functions of humans such as learning and memory, thinking, consciousness, aesthetic appreciation, etc. Its malfunction results in a variety of diseases such as senility, mood disorders, motor dysfunctions, etc. This course will examine in some detail the complex organization of this organ and how it performs some of its basic functions. It will be of special interest to premed students; NS&B, biology, and psychology majors; and anyone simply interested in how the brain works.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: BIOL239 OR PSYC239
PREREQ: [NS&B213 OR BIOL213 OR PSYC240]
FALL 2015 INSTRUCTOR: DE LANEROLLE, NIHAL C. SECTION: 01

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 IDENTICAL WITH: BIOL243
PREREQ: [NS&B213 OR BIOL213 OR PSYC240] OR [MB&B181 OR BIOL181]

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 Cellular and Behavioral Neurobiology

IDENTICAL WITH: BIOL250

NS&B252 Cell Biology of the Neuron

Neuronal cell biology is an important and fast-moving field. The brain cannot be understood without first elucidating the properties and functions of its component neurons. This course will focus on cell biological studies of the nervous system. We will explore the structure and function of neurons, synapses, and circuits. Using both text books and primary literature, we will examine the basic cell biological mechanisms that underlie the formation, function, and plasticity of neurons and circuits. Areas studied will include polarity, synapse formation, synaptic transmission, intracellular transport, plasticity, and regeneration.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: BIOL252
PREREQ: ([MB&B181 OR BIOL181] & [NS&B213 OR BIOL213 OR PSYC240]) OR ([MB&B195 OR BIOL195] & [NS&B213 OR BIOL213 OR PSYC240])
FALL 2015 INSTRUCTOR: TRELOAR, HELEN B. SECTION: 01

NS&B254 Comparative Animal Behavior

IDENTICAL WITH: BIOL254

NS&B280 Applied Data Analysis

IDENTICAL WITH: QAC201

NS&B299 Waves, Brains, and Music

IDENTICAL WITH: BIOL299

NS&B303 Receptors, Channels, and Pumps: Advanced Topics in Membrane Protein Structure and Function

IDENTICAL WITH: MB&B303

NS&B308 Psychology of Action

IDENTICAL WITH: PSYC308

NS&B316 Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives

IDENTICAL WITH: PSYC316

NS&B325 Stem Cells: Basic Biology to Clinical Application

IDENTICAL WITH: BIOL325

NS&B328 Chemical Senses

The least well understood of the senses, chemical sensation, is key to survival and behavior of many species. In this course, you will study the structure and function of sensory neurons in both the gustatory and olfactory systems, as well as in chemosensory irritation. We will examine coding of sensory information to understand how higher cortical areas interpret stimuli. We will look at a variety of animal models and discover common organizing principles across phyla. An emphasis will be placed on the cell biology of these systems. Students will participate in reading, analyzing, and presenting recent studies from different areas within chemical sense to highlight recent findings and where the emphasis in chemosensory research is focused.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: BIOL328 PREREQ: NS&B213 OR BIOL213 OR PSYC240
SPRING 2016 INSTRUCTOR: TRELOAR, HELEN B. SECTION: 01**NS&B329 Neural Costs of War**

IDENTICAL WITH: PSYC329

NS&B342 Music Perception and Cognition

IDENTICAL WITH: PSYC342

NS&B343 Muscle and Nerve Development

IDENTICAL WITH: BIOL343

NS&B345 Developmental Neurobiology

IDENTICAL WITH: BIOL345

NS&B347 Mammalian Cortical Circuits

IDENTICAL WITH: BIOL347

NS&B348 Origins of Knowledge

IDENTICAL WITH: PSYC348

NS&B351 Neurobiology of Learning and Memory

IDENTICAL WITH: BIOL351

NS&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 IDENTICAL WITH: BIOL353 OR PSYC353
PREREQ: NS&B213 OR BIOL213 OR PSYC240
FALL 2015 INSTRUCTOR: TRELOAR, HELEN B. SECTION: 01-03**NS&B356 Neurodevelopmental Disorders**

This course aims to provide a foundation in the underlying mechanisms of neurodevelopmental disorders. We will explore through lectures and readings of

primary literature a number of important neurological and psychiatric diseases, including genetic disorders such as Down syndrome, Fragile X, and Williams syndrome; spectrum disorders such as autism and fetal alcohol syndrome; ADHD, Tourettes, Cerebral Palsy, and some motor disorders including developmental coordination disorder, stereotypic movement disorder, sensory integration disorder, and neonatal hypoxia. 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 cellular aspects of brain function.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: BIOL356 OR PSYC356
PREREQ: NS&B213 OR BIOL213 OR PSYC240
SPRING 2016 INSTRUCTOR: TRELOAR, HELEN B. SECTION: 01**NS&B382 Advanced Research in Decision Making**

IDENTICAL WITH: PSYC382

NS&B392 Behavioral Methods in Affective Neuroscience

IDENTICAL WITH: PSYC392

NS&B393 Advanced Research in Cognition and Neuropsychiatric Illness

IDENTICAL WITH: PSYC393

NS&B398 Advanced Research in Auditory Cognitive Neuroscience

IDENTICAL WITH: PSYC398

NS&B399 Lab in Gambling, Drugs, and Junk Food

IDENTICAL WITH: PSYC399

NS&B400 Academic Skills

IDENTICAL WITH: E&ES400

NS&B401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

NS&B409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

NS&B411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

NS&B423/424 Advanced Research Seminar, Undergraduate

GRADING: OPT SECTION: 01

NS&B465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

NS&B467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

NS&B501/502 Individual Tutorial, Graduate

GRADING: OPT SECTION: 01

NS&B503/504 Selected Topics, Graduate Science

GRADING: OPT SECTION: 01

NS&B511/512 Group Tutorial, Graduate

GRADING: OPT SECTION: 01

NS&B543 Muscle and Nerve Development

IDENTICAL WITH: BIOL343

NS&B545 Developmental Neurobiology

IDENTICAL WITH: BIOL345

NS&B549/550 Advanced Research Seminar, Graduate

GRADING: OPT SECTION: 01

NS&B555 Laboratory in Cellular and Behavioral Neurobiology

IDENTICAL WITH: BIOL250

NS&B561/562 Graduate Field Research

GRADING: OPT SECTION: 01

PHILOSOPHY

PROFESSORS: Stephen Angle; Lori Gruen, *CHAIR*; Steven Horst; Joseph T. Rouse Jr.**ASSOCIATE PROFESSORS:** Sanford Shieh; Elise Springer**ASSISTANT PROFESSORS:** Ludmila Guenova, *College of Letters*; Tushar Irani, *College of Letters***DEPARTMENTAL ADVISING EXPERTS 2015–2016:** All departmental 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 critically analyze ideas and practices that often are assumed without reflection. Philosophers at Wesleyan approach our subjects with tools from a range of traditions of inquiry, and we offer a wide variety of perspectives on the deep and perplexing questions that are central to the study of philosophy.

COURSES FOR NON-MAJORS

Courses numbered below 250 are designed to be appropriate as first courses in philosophy. In addition, many of our courses numbered 250 and above are of interest to majors in related departments. (For example, students majoring in neuroscience or psychology often take PHIL286 *Philosophy of Mind*.)

MAJOR DESCRIPTION

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 phi-

losopher. 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, and 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.

• **PHIL232 Beginning Philosophy** is a general introduction to philosophy but is writing-intensive, limited to 20 students, and open only to first-year students.

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.

ADMISSION TO THE MAJOR

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.

MAJOR REQUIREMENTS

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:

COURSES

PHIL112 Ecology of Perception

The study of perception lies at the heart of both the natural sciences and the arts. Theories of perception inform, and are informed by, concepts in metaphysics, ethics, philosophy of mind and language, aesthetics, and epistemology (the study of knowledge). Broadly construed, ecology is the study of systems of interdependency in the natural world. Therefore, the ecology of perception is the study of how structures of interdependency shape, and are shaped by, the process of perception. This course is an interdisciplinary fusion of visual studies, philosophy of mind, and environmental philosophy and offers an introduction to ecological thinking and concepts of sustainable living. Beginning with a reading of Descartes—an architect of the modern world—we explore the basic philosophical problems involved with understanding perception, media, and concepts of mind, concluding with architectural theory and eco-design, consciousness studies, and general evolutionary theory.

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

PHIL115 What Do Animals Think?

Do animals think? Can they reason? Do they form intentions or have beliefs? Might they act ethically? What do other animals know? How can we know what they might know, and what can exploring the minds of other animals tell us about our own minds? In this course we will attempt to answer these questions by adopting a largely comparative perspective and examine philosophical,

• **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.

• **No more than two credits taken abroad and no more than two credits outside the department will count toward the major.** The combined total of these credits may not exceed three.

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.

HONORS

To qualify for departmental honors in philosophy, a student must achieve an honors level of performance in courses in the department, must declare the intention to work for departmental honors at the beginning of the senior year, must register for senior thesis tutorials in each semester of the senior year, and must write a thesis at an honors level. Theses must be submitted in accordance with Honors College procedures and will be judged by a committee made up of members of the department.

LANGUAGE REQUIREMENT

Knowledge of foreign languages is particularly useful for the study of philosophy, and it is strongly recommended that students achieve reading fluency in at least one foreign language.

PRIZES

The philosophy department annually awards the Wise Prize for the best paper written in philosophy in the current year. This prize is usually awarded to a senior thesis written in philosophy, but is not restricted to philosophy theses.

TRANSFER CREDIT

Students who entered Wesleyan as first-year students may count up to two courses taken outside Wesleyan toward the 10 required to fulfill the major. These should be preapproved by the student's advisor. Under special circumstances, such as a full year spent studying philosophy at a British university, it is possible to count more external credits toward the major. Students transferring into Wesleyan should review their academic histories with their departmental advisor as soon as possible after arriving to determine what philosophy courses taken at previously attended schools will be counted toward the major.

ADDITIONAL INFORMATION

• **Philosophy colloquia.** Every year the department arranges a series of public presentations of papers by visiting philosophers and, occasionally, Wesleyan faculty or students.

• **Majors Committee and Philosophy Club.** The department encourages its majors and other interested students to participate actively in the life of the department by attending departmental talks and social events for majors. Students are also encouraged to organize student-led events and discussions organized by the Majors Committee and Philosophy Club.

scientific, psychological, and popular writing about minds. We will examine evidence for mindedness and reasoning in social species. We will watch films about animals doing amazing things. We will also explore the ethical implications of this research.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | FALL 2015 INSTRUCTOR: GRUEN, LORI SECTION: 01

PHIL160 Philosophy and the Movies: The Past on Film

IDENTICAL WITH: FILM360

PHIL201 Philosophical Classics I: Ancient Western Philosophy

This course provides an overview of the development of Ancient Greek and Roman philosophy, from its inception in the 6th century BCE through to Socrates, Plato, Aristotle, the Epicureans, and the Stoics. 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. Our focus in class will be on the close analysis of primary texts. Students must be willing to engage with readings that are fascinating but at the same time dense, difficult, and perplexing. The course requires no prior experience in philosophy and should be of equal interest to students who are pursuing or intend to pursue other majors.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL359 OR CCIV217 PREREQ: NONE
FALL 2015 INSTRUCTOR: IRANI, TUSHAR SECTION: 01

PHIL202 Philosophical Classics II: Early Modern Philosophy from Descartes through Kant

Can we ever hope to attain certain knowledge of the external world? Can we know ourselves? How is our mind related to our body? Are our senses more reliable than our intellect? Or is it the other way round? Can we have science without a belief in God? These are some of the questions that excited the philosophical imagination of the major intellectual figures of the early modern period, an era of unparalleled collaboration between science and philosophy. In this course we will examine how the Scientific Revolution encouraged philosophers toward radical innovation in epistemology and philosophy of mind, laying the foundations for our own modern conceptions of natural law, scientific explanation, consciousness and self-consciousness, knowledge and belief. We will be reading, analyzing, and arguing with some of the most influential works in the history of Western philosophy, including Descartes' *Meditations*, Locke's *Essay Concerning Human Understanding*, Berkeley's *Treatise on Human Knowledge*, Hume's *Enquiry Concerning Human Understanding*, and Kant's *Critique of Pure Reason*.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL360 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: HORST, STEVEN W. SECTION: 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. Students with background in Chinese may consider simultaneous enrollment in CHIN351 **Classical Chinese Philosophy: Chinese Lab**.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS261 or RELJ228 PREREQ: NONE
 FALL 2015 INSTRUCTOR: ANGLE, STEPHEN SECTION: 01

PHIL212 Introduction to Ethics

We will begin with some ancient questions about values. We find that two ancient approaches to right living (Platonic-Stoic and Aristotelian) differ radically over how much experience or society can teach us about what is good. Yet both insist that moral life is essentially connected to individual happiness.

Turning next to modern ideas of moral action (Kantian and utilitarian), we find that they both emphasize a potential gulf between individual happiness and moral rightness. Yet like the ancients, they disagree over whether morality's basic insights derive from experience.

The last third of the course explores more recent preoccupations with ideas about moral difference, moral change, and the relation between morality and power. Especially since Marx and Nietzsche, moral theory faces a sustained challenge from social theorists who allege moral norms and judgments serve hidden ideological purposes. Some have sought to repair universal ethics by giving an account of progress or the overcoming of bias, while others have argued for plural or relative ethics. Ecological critics have challenged moral theorists to overcome their preoccupation with exclusively human interests and ideals. What kinds of moral reflection might be adequate to problems of global interdependence?

Students will come to understand the distinctive insights and arguments behind all of the positions considered, to recognize more and less cogent lines of response to them, and to shape their own patterns of moral reasoning through careful reflection.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENV5212 PREREQ: NONE
 FALL 2015 INSTRUCTOR: SPRINGER, ELISE SECTION: 01

PHIL213 Freedom and Free Will

Introduction to problems about free will and freedom as they connect up with topics in metaphysics. We will begin with debates about determinism and freedom. We will inquire into questions about whether there is free will, or whether determinism is compatible with free will. Is there a core self as the locus of free will? What notion of agent-causation is necessary for free will? The answers we give to these metaphysical questions will have ramifications for what account we can give of our responsibility and agency. We will explore further the impact of metaphysical freedom on our actions: What account of human psychology is necessary for free action? Is free action necessarily the most rational action? What is the significance of free will for our actions? Is it something we necessarily want? Why is it worth having? What role does bad "moral luck" play in mitigating our responsibility? How do uncontrollable additions and compulsions factor into the free will debate? If love and personal attachments are necessarily binding and unbreakable, are they compatible with being free?

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

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 | SPRING 2016

PHIL215 Humans, Animals, Nature

A variety of important issues are central to understanding the complexity of relationships between humans, nonhumans, and the rest of nature. The goals of the course are to help you to think critically, to read carefully, to argue well, and to defend your own reasoned views about the moral relations between humans, animals, and nature.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ENV5215 PREREQ: NONE

PHIL216 Women, Animals, Nature

This course will focus on the gendered aspects of human relations with the rest of the natural world. We will explore ecofeminist analyses and challenge popular views about women's special relation to nature. This course will also provide the analytical tools necessary to understand and analyze the roles that actual women (modified by race, class, and sexuality) play in reconceptualizing and reshaping relationships to other animals and the more than human world.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FG55214 or ENV5214 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: GRUEN, LORI SECTION: 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

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 free will altogether to those who define humanity's essence in terms of choice and agency. Might we coherently say that some human selves can have more integrity and others, less? What gives a measure of meaningful coherence to a person's life? Similarly, can we distinguish some choices as more free than others? What makes for meaningful choice? Besides serving as an introduction to philosophical reasoning, the course will draw interdisciplinary connections on themes such as social identities, religious experience, political freedom, and legal responsibility.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: SPRINGER, ELISE SECTION: 01

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

PHIL224 A History of Civil Disobedience

IDENTICAL WITH: COL109

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: OPT CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE
 SPRING 2016 INSTRUCTOR: SHIEH, SANFORD SECTION: 01

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: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 SPRING 2016 INSTRUCTOR: SHIEH, SANFORD SECTION: 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

PHIL251 Classical Chinese Philosophy: Chinese Lab

IDENTICAL WITH: CHIN351

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: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL252 PREREQ: NONE
FALL 2015 INSTRUCTOR: GUENOVA, LUDMILA LUDMILOVA SECTION: 01

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 place 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 IDENTICAL WITH: SISP281 PREREQ: NONE

PHIL259 Neo-Confucian Chinese Philosophy

This course will present critical discussion of issues central to Neo-Confucian (11th–19th centuries CE) philosophers that in many cases are still central in Chinese thought today. Topics will include the relation between knowledge and action, Neo-Confucian conceptions of idealism and materialism, and the connection between Neo-Confucian philosophy and spirituality.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS256 OR RELI206 PREREQ: NONE

PHIL263 Modern Chinese Philosophy

We will critically examine Chinese philosophical discourse from the late 19th century to the present, including liberalism, Marxism, and New Confucianism. Topics will include interaction with the West, human rights, the roles of traditions and traditional values, and the modern relevance of the ideal of sagehood.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS264 PREREQ: NONE
FALL 2015 INSTRUCTOR: ANGLE, STEPHEN SECTION: 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 reconceptions 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.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: ROUSE, JOSEPH T. SECTION: 01

PHIL267 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: SBS IDENTICAL WITH: COL266 PREREQ: NONE
SPRING 2016 INSTRUCTOR: GUENOVA, LUDMILA LUDMILOVA SECTION: 01

PHIL268 The Ethics of Captivity

There are a variety of forms of captivity and a wide array of individuals who are kept in captivity. In this course, we will explore the conditions of captivity (including prisons, zoos, laboratories, sanctuaries, and more) and explore the variety of ethical and political issues that captivity raises for humans and other animals.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | FALL 2015 INSTRUCTOR: GRUEN, LORI SECTION: 01

PHIL269 The Beautiful and the Sublime

IDENTICAL WITH: COL306

PHIL270 Key Issues in Environmental Philosophy

Environmental philosophy is a broad discipline that explores a range of questions regarding both why and how we ought to protect the environment. In this class, we will study a number of the key issues that have concerned and continue to concern, environmental philosophers. More specifically, we will examine questions about whether nature has value, the sort or sorts of value nature may have, and whether this value requires that we take efforts to conserve nature. Further, we will also consider the relationship between conservation and social justice. We will consider whether current efforts to protect the environment adequately address the needs of disadvantaged populations and how conservation efforts could be amended to better respond to those needs. Finally, we will think about and discuss how social values influence research within the environmental sciences and how the sciences in return influence social values regarding the environment.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ENV5270 PREREQ: NONE

PHIL271 Moral Responsibility

This intermediate philosophy course will examine several philosophical accounts of moral responsibility, with attention to several recurring themes: (1) For what do we hold people responsible: for their intentions? For consequences of their actions? For their character? For their response to others' deeds? (2) What do we presuppose about people or groups when we hold them responsible? (3) Is moral responsibility for something a static thing we discover, or does it emerge and shift with time and social context? (4) What is our aim and purpose in holding ourselves and others responsible, and how is that purpose best achieved?

GRADING: OPT CREDIT: 1 GEN ED AREA: HA
PREREQ: [PHIL212 OR ENV5212] OR [PHIL215 OR ENV5215] OR PHIL217 OR PHIL218
SPRING 2016 INSTRUCTOR: SPRINGER, ELISE SECTION: 01

PHIL272 Human Rights Across Cultures

Are human rights universal? Do cultural differences matter to judgments about human rights? We will look at the current international human rights institutional framework and at theoretical perspectives from Europe and America, China, and the Islamic world. We will look primarily at philosophical materials but will also pay some attention to the premises of international legal documents like the Universal Declaration of Human Rights and to the assumptions behind activist organizations like Amnesty International.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS262 PREREQ: NONE

PHIL273 Justice and the Environment

So many of our environmental problems disproportionately burden certain groups. In this course, we will first examine competing conceptions of justice and then, through the lens of justice, exploring the intersectional injustices posed by environmental issues, we will discuss environmental justice, gender justice, food justice, and climate justice.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ENV5273 PREREQ: NONE

PHIL275 Key Concepts in Political Philosophy

This seminar offers an introduction to political philosophy. Establishing the key concepts of classical political philosophy through a reading of Plato's *Republic*, the course moves on to look at four challenges to the classical tradition in ecofeminism, anarchism, environmental sustainability, and the modern monetary reform movement. While offering the student a grounding in the foundational questions of Western philosophy, the class will be focused on contemporary problems related to social and economic injustice, development and globalization, possibilities for heterarchical or nonauthoritarian political community, and the political culture required for an economically and ecologically sustainable society.

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

PHIL277 Feminist Philosophy and Moral Theory (FGSS Gateway)

This course explores the dialogue between feminist concerns and moral theory. It will explore not only how moral theory might support certain central feminist insights and aims, but also why some feminists cast doubt on the project of "doing moral theory." Does the language of existing philosophical moral theories (reason, fairness, equality, utility, human nature, rights) sufficiently allow

articulation of feminist problems? If not, how can feminist moral theorists move us beyond the grip of familiar gender-loaded oppositions? After surveying a range of perspectives on feminism and philosophy, we will give a deep reading to three book-length developments of feminist ethics: one from a Kantian perspective, one focused on care, and one focused on virtue ethics.

As a gateway course for the FGSS program, this course serves to introduce critical thinking about the construction of gender and the intersection of gender with race, ethnicity, class, and sexuality.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FGSS277 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: SPRINGER, ELISE SECTION: 01

PHIL278 Political Philosophy

This course examines whether the principles that guide our political views on crime, punishment, and justice are to be found in nature or a rational source (right and law). We will examine these two main themes, beginning with authors who explain political life by referring to nature, naturalized norms, and power: Machiavelli, Hobbes, and Rousseau. We begin with the pessimistic moral psychology lying at the basis of Machiavelli's and Hobbes's political writings on power and sovereignty. We examine Rousseau's account of natural inequalities in a state of nature and his account of how the moral psychology of the prepolitical condition (state of nature) gets developed in the political sphere through civic education. Other themes will include the power of individuals to cultivate themselves autonomously and free from constraints, radical autonomy, and expressive unity with nature. We examine problems with placing natural norms at the basis of political theories. Alternatively, in an attempt to rectify these problems, we will look at philosophers who relate the basic political concepts and principles to issues of right and law. Topics will include theories of property, crime, and punishment in Kant, Hegel, and Marx. We will discuss the conditions under which rebellion, resistance, and civil disobedience are justified; whether Hegel's organicist model of the state is detrimental to the freedom of individuals; the contrast between acquired rights vs. intrinsic rights; and, finally, whether the transition away from nature toward right and law indicates a conservative bias detrimental to individualistic self-realization and self-expression.

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

PHIL279 Freedom and Moral Agency

How can we be free? Is freedom merely the absence of constraint, or does it require its own rules and principles? How does individual freedom connect to our ideas of political self-determination and history? This course examines Kant's ethical theory and places it within the broader context of his views on politics, religion, and the philosophy of history.

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

PHIL282 Reason and Revelation: An Introduction to the Philosophy of Religion

IDENTICAL WITH: REL1292

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 GEN ED AREA: SBS IDENTICAL WITH: SISP286 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: HORST, STEVEN W. SECTION: 01

PHIL287 Philosophy of Science

IDENTICAL WITH: SISP202

PHIL288 Sciences as Social and Cultural Practices

IDENTICAL WITH: SISP205

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 PHIL230

PHIL293 Metaphysics

An advanced introduction to some central topics in traditional and contemporary metaphysics, topics may include some of the following: time, universals, causation, freedom of will, modality, realism, and idealism.

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

PHIL294 Heidegger and the Being Question

Martin Heidegger argued in *Being and Time* that philosophy has only one question at its heart, the question of the sense of being, even though that question has been trivialized or obscured by the philosophical tradition. This course will explore this question, its relation to more traditional topics in metaphysics, epistemology, and the philosophy of mind, language, and science, and its implications for how philosophy should be done, to what ends. Our primary readings will be *Being and Time* and various secondary literature, but the aim will be to formulate, pose, and address the question of what it means to be, rather than to interpret or assess Heidegger's own views about this question.

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

PHIL303 Plato's Republic

"The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." This declaration, famously made by Alfred North Whitehead in the early 20th century, seems especially true of Plato's *Republic*. No other work in the Western tradition can lay claim to setting the tone so influentially for the further development of philosophy as a discipline. Almost every branch of philosophical thought we are familiar with today—on matters of metaphysics, epistemology, ethics, moral psychology, politics, and aesthetics—receives a major formulation in this text. This seminar will be devoted to a close reading of each of the 10 books of the *Republic*, alongside relevant secondary literature on the dialogue and various perspectives that have been taken on this magisterial work in contemporary philosophy and literature.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CCIV257 PREREQ: [PHIL201 OR COL359 OR CCIV217]
 SPRING 2016 INSTRUCTOR: IRANI, TUSHAR SECTION: 01

PHIL305 Plato's Moral Psychology

The *Phaedrus*, usually considered among the last of Plato's dialogues, is one of the philosophical and literary masterpieces in his corpus. It is also a veritable digest of Platonic theory, covering topics in moral psychology, metaphysics, epistemology, and aesthetics. Virtually every major doctrine commonly attributed to Plato can be found in the dialogue, including his theory of forms, his doctrine of recollection, his views on the immortality of the soul, and his tripartite account of human psychology.

The structure of the *Phaedrus* famously falls into two parts: the first containing three speeches on love or eros; the second containing a discussion between Socrates and Phaedrus on the difference between good and bad discourse. Since antiquity, readers of this dialogue have puzzled over the connection between these two parts of the work and their respective themes. What is the relationship exactly between love and discourse? We will explore this question in this seminar through a close investigation of Plato's moral psychology in the *Phaedrus*, focusing on his views on the role of human motivation in argument and the connection between this topic and other topics in the dialogue. In the process, we will consider the place of the *Phaedrus* both in the context of Plato's views on rhetoric elsewhere (in works such as the *Gorgias*) and in the context of various historical debates that were occurring in 4th- and 5th-century Greece regarding the art of argument.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: COL330 PREREQ: NONE

PHIL309 Seminar in 19th-Century Philosophy

The late 18th to early 19th century was one of the most exciting, revolutionary, and difficult periods in the history of philosophy. Among the prominent philosophers working in the period, Hume, Kant, Goethe, the post-Kantian German idealists and Hegel, have traditionally been grouped together under the label "idealists" in virtue of their rejection of objective, mind-independent sources of ideas and emphasis on phenomenal experience as a source of knowledge. Rather than gain a superficial overview of the developments in this historical period, we will try to delve deeply into the philosophical conceptions of nature, naturalism, and natural philosophy that originated out of philosophical reflections on the empirical sciences and scientific method of the day. Topics will include Hume's skeptical doubts about causation and induction as providing a catalyst for Kant's thesis of subjective idealism in the *Prolegomena*; Kant on the purposiveness of organic nature; late 18th- to early 19th-century empirical theories of life and nature, beginning with Enlightenment theories of matter, life, and generation in the age of Goethe (1749–1832); an application of Goethe's empirical and scientific method in his botanical writings and theory of metamorphosis of plants. Goethe's natural philosophy will provide the key background to examining how German idealists' romantic conception of life and nature peacefully coexist with materialist proposals. Our investigation of 19th-century natural philosophy will end by examining the concept of life and nature in Hegel's natural philosophy.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: [PHIL202 OR COL360] OR [PHIL252 OR COL252]

PHIL310 Concepts of Matter: A Brief Philosophical History of the Concept of Matter

IDENTICAL WITH: CHUM313

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 IDENTICAL WITH: COL311 PREREQ: NONE

PHIL313 Kantian Epistemology

This seminar provides an intensive look at Kant's first Critique, one of the most groundbreaking works in all of modern philosophy. We will alternate between close readings of Kant's arguments in the *Critique of Pure Reason* and broader comparative discussion of contemporary philosophical debates that have been shaped by Kant's theory of knowledge. Themes will include the difference between human and animal perception, conceptual and nonconceptual content, the nature of human discursivity, and the relation between everyday cognition and scientific knowledge.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
 FALL 2015 INSTRUCTOR: GUENOVA, LUDMILA LUDMILOVA SECTION: 01

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 IDENTICAL WITH: AM5327 PREREQ: NONE

PHIL322 Chinese Buddhist Philosophy

This seminar will focus on three of the key themes in Chinese Buddhist philosophy: interdependence, universal Buddha nature, and emptiness. On each theme, we will read classic scriptural materials, philosophical discussions by Chinese Buddhist thinkers from the 7th–12th centuries, contemporary secondary scholarship, and—in some cases—critical reactions by contemporary Buddhists. Our goals will be both to understand the Buddhist doctrines and to critically evaluate them as philosophy.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS322 OR RELI223 PREREQ: NONE

PHIL333 Beauty, Science, and Morality

Could our aesthetic experience of nature help us attain a deeper scientific understanding of its structure? Could our capacity to create and appreciate art aid our moral development? How could beauty help us remain steadfast in the face of chaos and destruction? In this advanced-level seminar, we will explore these questions through the lens of Kant's *Critique of the Power of Judgment* (also known as the third Critique). Through a careful reading of the text, we will investigate Kant's path-breaking argument about how aesthetics might help us bridge the gap between our scientific and moral viewpoints. And we will also trace how Kant's third Critique has shaped debates concerning the relationship between beauty, science, and morality from the beginning of the 19th century to our present day.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: COL333 PREREQ: NONE

PHIL336 Photography and Representation

IDENTICAL WITH: ARHA365

PHIL337 Comparative Philosophy

IDENTICAL WITH: CHUM368

PHIL347 Ethics and Fluency: Metaphors in Moral Cognition

IDENTICAL WITH: ENV5347

PHIL357 Animal Minds

Can animals reason? Do they form intentions, do they have beliefs, might they act ethically? What do other animals know? How can we know what they might know, and what can exploring the minds of other animals tell us about our own minds? In this course we will attempt to answer these questions by adopting a largely comparative perspective and examine philosophical, scientific, psychological, and popular writing about minds. We will examine evidence for mindedness and reasoning in social species. We will also explore the ethical implications of this research.

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

PHIL381 Topics in Philosophy of Mind

This course will explore recent discussions in philosophy of mind. Topics will change from year to year.

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

PHIL383 Mind, Body, and World

Social-pragmatist conceptions of language and mind have sought to accommodate the normativity of meaning and justification within a broadly scientific, naturalistic understanding of ourselves and the world by treating mental life as grounded in public practices and norms of communication in partially shared causal circumstances. Such accounts have sometimes been criticized for neglecting the experiential, affective, and first-personal aspects of mind and, at other times, for disconnecting linguistic communication from accountability to the world. This advanced seminar critically assesses some influential recent efforts to account for objective accountability, perceptual experience, first-person perspectives, and affectivity as constructive components of broadly social-pragmatist approaches to mindedness. With a brief introduction to Quine's and Davidson's criticisms of semantic empiricism as background, we will examine John McDowell's attempt to develop a post-Davidsonian empiricism, Hubert Dreyfus's phenomenological dualism of bodily coping and linguistic articulation, Alva Noe's treatment of perception as bodily activity, John Haugeland on embodied "existential commitment," and Rebecca Kukla and Mark Lance on the pragmatic normativity of the space of reasons.

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

SPRING 2016 INSTRUCTOR: ROUSE, JOSEPH T. SECTION: 01

PHIL385 Understanding Life and Mind: Topics in the Philosophy of Biology

This advanced seminar explores the philosophical significance of recent developments in evolutionary, developmental, and genomic biology, with special emphasis upon topics that bear on biologically grounded conceptions of mind and language. After initial treatment of preparatory topics such as naturalism and reductionism, the course takes up four primary themes: organism/environment relations; relations between genetics, epigenetics, and genomics; developmentalist challenges to orthodox neo-Darwinist conceptions of evolution; and evolutionary approaches to understanding mind and language, especially those that emphasize niche construction and the co-evolution of language and homo sapiens.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: SIS5385 PREREQ: NONE

PHIL388 Topics in Philosophy of Language

This year's topic is language, logic, and necessity in Wittgenstein's *Tractatus Logico-Philosophicus*.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: PHIL293 OR [PHIL202 OR COL360]

PHIL389 Heidegger and the Temporal Sense of Being

IDENTICAL WITH: CHUM327

PHIL390 Topics in Metaphysics

This course explores recent discussions in metaphysics. Topics change from year to year.

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

PHIL401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

PHIL409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

PHIL411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

PHIL465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

PHIL467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

PHYSICAL EDUCATION

ADJUNCT PROFESSORS: Eva Bergsten-Meredith; Drew Black; Philip Carney; John Croke; Shona Kerr; Patricia Klecha-Porter; Jennifer Shea Lane; Jodi McKenna; Kate Mullen; Christopher Potter; John Raba; Joseph Reilly; Peter Solomon; Michael Whalen, *CHAIR*; Geoffrey Wheeler; Mark A. Woodworth

ADJUNCT ASSOCIATE PROFESSORS: Walter Curry; Daniel DiCenzo; Michael Fried; Benjamin Somera; 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 (.25 credit) courses may be repeated once only.

Limited-enrollment courses. Students taking a class for the first time are given preference over students wishing to take a class a second time, and upper-class students have preference over lower-class students. Performance tests may be required to qualify for intermediate and advanced classes.

ATHLETICS AND PHYSICAL EDUCATION AT WESLEYAN—A STATEMENT OF PHILOSOPHY

"I have always thought that sports are an integral part of liberal education...The reason has to do with the difference between being active and remaining passive. Sports provide the occasion for being intensely active at the height of one's powers. The feeling of concentrated and coordinated exertion against opposing force is one of the primary ways in which we know what it is like to take charge of our own actions."—Louis Mink

Professor Mink, in *Thinking About Liberal Education*, said that liberal education is an intensive quest for fulfillment of human potential. It challenges the whole person—mind, body, emotions, and spirit—to pursue mastery of skills, broad and focused knowledge, coherent understanding of human experience, and a passionate desire to exploit one's capacity in the service of human freedom and dignity. As Mink suggests, structured physical activity is a key part of that pursuit. When it is in harmony with the broader educational purposes of an institution, it contributes to them, draws significance from them, and enhances the educational result.

The Department of Physical Education and Athletics provides the Wesleyan University community with a spectrum of activities that will be of benefit in developing healthy, energetic, and well-balanced lives. The objective is to meet the needs of students and to engage other campus constituencies in physical activity. Physical education and athletics at Wesleyan also reflect a commitment to equal opportunity for men and women at all levels of achievement.

Intercollegiate athletics provides the student with the advantage and privilege to achieve a more sophisticated mastery of skills through practice and contests. The pursuit of excellence can be realized through elite NCAA Division III compe-

tion with a focus on regular season and New England Small College Athletic Conference (NESCAC) conference play. In the pursuit of excellence, the Athletic Department strives to be the most innovative and successful athletic program in the prestigious NESCAC and a leader at the national level.

Wesleyan University pursues excellence in all of its programs. Athletics, as an integral part of the overall educational process, is uniquely positioned to enhance a liberal arts education. Wesleyan coaches share the same goal as the entire

Wesleyan community: to transform the lives of our students. To achieve this goal, the University is committed to support our highly trained and dedicated faculty-coaches who practice their craft in state-of-the-art facilities.

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.

COURSES

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: CRJU CREDIT: .25 PREREQ: NONE | FALL 2015 INSTRUCTOR: FRIED, MICHAEL A SECTION: 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: CRJU CREDIT: .25 PREREQ: NONE | SPRING 2016 INSTRUCTOR: FRIED, MICHAEL A SECTION: 01

PHED104 Golf

This 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 pre-swing, 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: CRJU CREDIT: .25 PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: POTTER, CHRISTOPHER J. SECTION: 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: CRJU CREDIT: .25 PREREQ: NONE

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: CRJU CREDIT: .25 PREREQ: NONE
FALL 2015 INSTRUCTOR: REILLY, JOSEPH P. SECTION: 01
SPRING 2016 INSTRUCTOR: WHALEN, MICHAEL F. SECTION: 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: CRJU CREDIT: .25 PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: WOODWORTH, MARK A. SECTION: 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: CRJU CREDIT: .25 PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: KLECHA-PORTER, PATRICIA SECTION: 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: CRJU CREDIT: .25 PREREQ: NONE
FALL 2015 INSTRUCTOR: RABA, JOHN G. SECTION: 02
INSTRUCTOR: REILLY, JOSEPH P. SECTION: 01
INSTRUCTOR: CURRY, WALTER JR. SECTION: 03
SPRING 2016 INSTRUCTOR: CURRY, WALTER JR. SECTION: 01

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: CRJU CREDIT: .25 PREREQ: NONE | SPRING 2016 INSTRUCTOR: DICENZO, DANIEL A SECTION: 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: CRJU CREDIT: .25 PREREQ: NONE | FALL 2015 | SPRING 2016 INSTRUCTOR: TYNAN, PATRICK SECTION: 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: CRJU CREDIT: .25 PREREQ: NONE | FALL 2015 INSTRUCTOR: SOLOMON, PETER GORDON SECTION: 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: CRJU CREDIT: .25 PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: LANE, JENNIFER SHEA SECTION: 01

PHED124 Squash

This course is geared toward the beginner but may be taken by those who have played some before. Basic grips and strike technique will be taught for the forehand, backhand, serve, and volley. Also covered will be safety precautions, court etiquette, and proper scoring of games and matches. The intermediate player may not get much attention the first two weeks while the beginners learn the basics. The first class of each quarter will meet in the lobby of the Freeman Athletic Center. Students must have their own racket and goggles.

GRADING: CRJU CREDIT: .25 PREREQ: NONE
FALL 2015 INSTRUCTOR: KERR, SHONA SECTION: 01
SPRING 2016 INSTRUCTOR: WHEELER, GEOFFREY H. SECTION: 01

PHED127 Tabata/Fitness Training

Tabata/fitness training is a program designed to enhance an individual's competency at all physical tasks. The student will perform exercise elements successfully at multiple, diverse, and randomized physical challenges. Areas of fitness will include cardiovascular endurance, stamina, strength, power, speed, balance, agility, and coordination. The start-stop training design is based on 20-second bursts of high-intensity workout followed by a 10-second rest. Each high-intensity burst/rest is repeated 4-8 times. The course will provide challenging workout programs that provide the health benefits of cardiovascular workouts with high- to moderate-intensity training and/or high- to moderate-intensity interval training.

GRADING: CRJU CREDIT: .25 PREREQ: NONE | FALL 2015 INSTRUCTOR: KLECHA-PORTER, PATRICIA SECTION: 01

PHED130 Skating, Beginning

This introduction course to ice skating will include lectures as well as work on ice and covers all basics of skating. Progress is self-paced. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CRJU CREDIT: .25 PREREQ: NONE
FALL 2015 INSTRUCTOR: MCKENNA, JODI SECTION: 01
SPRING 2016 INSTRUCTOR: POTTER, CHRISTOPHER J. SECTION: 01

PHED137 Rowing for Fitness

This course is designed to introduce individuals to the use and benefit of rowing as a lifetime fitness activity. Through the use of the Concept II rowing ergometer, students will be taught proper rowing technique, conditioning, injury prevention, and ways to include rowing as a part of an overall exercise program. No previous rowing experience is necessary. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CRJU CREDIT: .25 PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: CARNEY, PHILIP D. SECTION: 01

PHED138 Indoor Cycling

Indoor cycling, as an organized activity, is a form of exercise focusing on endurance, strength, intervals, high intensity (race days), and recovery that involves using a special stationary bicycle with a weighted flywheel in a classroom setting. During the class the instructor simulates the ride. Together you travel on flat roads, climb hills, sprint, and race! This is a truly fantastic cardiovascular class. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE
 FALL 2015 INSTRUCTOR: MCKENNA, JODI SECTION: 01
 SPRING 2016 INSTRUCTOR: MEREDITH, EVA BERGSTEN SECTION: 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: .25 PREREQ: NONE | SPRING 2016 INSTRUCTOR: CROOKE, JOHN T. SECTION: 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 teams 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. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE | SPRING 2016 INSTRUCTOR: KERR, SHONA SECTION: 01

PHED142 Yoga for Fitness

A yoga class designed to improve the health, performance, and mental acuity of students interested in improving their level of fitness. The class will blend balance,

strength, flexibility, and power in a fitness format. This practical and user-friendly style of yoga is accessible, understandable, and achievable by individuals at any level of fitness. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE
 FALL 2015 | SPRING 2016 INSTRUCTOR: MEREDITH, EVA BERGSTEN SECTION: 01

PHED145 Indoor Cycling and Yoga

This is a combination class that warms up your body with some sun salutations, strengthens your lower body with a cycling ride, and then stretches your hard-worked muscles with yoga *asanas*. Yoga and indoor cycling are natural complements to one another because each exercise has a mental and a physical component and trains your body while developing mind/body awareness.

GRADING: CR/U CREDIT: .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 include weight loss, prevention of osteoporosis, decreased blood pressure, and relief of back pain. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE | FALL 2015 INSTRUCTOR: CROOKE, JOHN T. SECTION: 01

PHED169 Indoor Technical Climbing

This is an introductory course that will feature instruction providing the basic skills necessary for technical rock climbing. The climbing wall in the Freeman Athletic Center will be the site for the course, with some outdoor climbing possible when weather permits. All equipment provided. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: NONE | FALL 2015 INSTRUCTOR: BLACK, DREW SECTION: 01

PHED170 Sculling

This course is designed for those students that have completed the introductory **PHED137 Rowing for Fitness** course. It gives them the opportunity to take these skills to the water and learn a fitness activity that can last a lifetime. The first class of each quarter will meet in the lobby of the Freeman Athletic Center.

GRADING: CR/U CREDIT: .25 PREREQ: PHED137 | FALL 2015 INSTRUCTOR: CARNEY, PHILIP D. SECTION: 01

PHYSICS

PROFESSORS: Reinhold Blümel, *CHAIR*; Fred M. Ellis; Lutz Hüwel; Tsampikos Kottos; Thomas J. Morgan; Francis Starr; Brian Stewart; Greg A. Voth

ASSISTANT PROFESSORS: Candice Etson; Christina Othon

UNDERGRADUATE PROGRAM

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Greg Voth, *CLASS OF 2016*; Chris Othon, *CLASS OF 2017*

"Physics is the liberal arts education for a technological society."—Joseph Pimbley

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.

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 discuss 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. The Society of Physics Students is also a great resource for sharing ideas and questions with like-minded students.

COURSES FOR NON-MAJORS

The Physics Department offers two two-semester survey courses covering many of the main subject areas of physics (mechanics, electromagnetism and optics, ther-

modynamics, 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.

ADMISSION TO THE MAJOR

The appropriate course for students considering a physics major depends primarily on their preparation. There are four common gateways into the major 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 gateways 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, **PHYS123** in the fall, and **PHYS124** in the spring. These laboratory sections are half-credit courses associated with the lecture courses. **PHYS124** is required for the major. 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 REQUIREMENTS

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**, **221**, and **222** by the end of your sophomore year. It is desirable for students who are considering graduate work in physics or those who wish to pursue an intensive major, to also 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**. One of these two labs may be substituted by either one of these three options:
 - **PHYS340 Computational Physics**;
 - A 1-credit thesis tutorial (**PHYS409** or **410**) with a physics faculty;
 - A 1-credit research tutorial (which may be taken as two .5-credit research tutorials) with a physics faculty.
- 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. Preapproved tracks are available to satisfy requirement 1(b).

STUDY ABROAD

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.

HONORS

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

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, after passing the first examination (see below), selects an advisory committee of three faculty members. The committee assists the student to design a program of study, monitors progress, and makes annual recommendations to the department regarding the student's continuation in the program. The advisory committee also administers subsequent examinations as described below.

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.

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 ade-

quate 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.

ADVANCED PLACEMENT

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.

RELATED PROGRAMS OR CERTIFICATES

Dual degree programs in science and engineering. Wesleyan maintains dual degree programs with Columbia University, the California Institute of Technology, and Dartmouth College for students wishing to combine the study of engineering with a broad background in liberal arts. All options have in common that participating students receive two degrees, a BA from Wesleyan and a BS or BE in engineering from our partner school. In the most popular option, the so-called 3-2 program, students spend their first three years at Wesleyan, followed by two years at the engineering school. Only at the end of the fifth year and after completing all degree requirements from both schools, do students receive the two bachelor degrees. During the first three years, prospective 3-2 students complete the minimal requirements of their elected Wesleyan major and, in addition, fulfill science and mathematics requirements for the first two years of the engineering school and engineering major of their choice. During the two years at the engineering school, students follow the regular third- and fourth-year curriculum in whatever field of engineering they selected. During that time, other courses may also have to be taken to satisfy the degree requirements of Wesleyan and/or the engineering school.

Two other options exist to pursue an engineering degree. For Columbia University, the so-called 4-2 option allows students to complete four years at Wesleyan before pursuing the engineering degree. Otherwise, requirements are the same as those for the 3-2 program. Dartmouth offers a so-called 2-1-1-1 option in which students spend their junior year at Dartmouth, return to Wesleyan for their senior year and graduation, and then spend the fifth year to finish the engineering degree. Contact the department's dual degree advisor for further information. Please also consult with your class dean to ensure that you can meet all Wesleyan University requirements for graduation.

Certificate Program in Informatics and Modeling. The Certificate Program in Informatics and Modeling enhances student choices and options and is an ideal supplement for interested physics majors. The certificate program provides students with a coherent set of courses and practical instruction in two pathways: (1) integrative genomics science and (2) computational science and quantitative world modeling.

BA/MA PROGRAM

This is a curricular option for those students who feel the need for the intensive research experience that an additional year of study can afford. During the additional year, the student will do additional course work and write an MA thesis based on original research. 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. For more information, please visit wesleyan.edu/grad/degree-programs/ba-ma.html.

quate 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.

PROGRESS AND QUALIFYING EXAMS

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.

TEACHING

Although the emphasis in the program is on independent research and scholarly achievement, graduate students are expected to improve their skills at teaching and other forms of oral communication. Each student is given the opportunity for some undergraduate teaching under direct faculty supervision. While this usually consists of participation in teaching undergraduate laboratories, direct classroom teaching experience is also possible for more advanced and qualified students.

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.

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.

COURSES**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

PHYS103 Science Information Literacy

IDENTICAL WITH: MB&B102

PHYS105 Science of Sustainability

What is sustainability? It most certainly is not switching light bulbs or "buying organic," although perhaps those activities contribute to sustainability. The task for our course will be to undertake a scientific inquiry into the conditions for an enduring human presence on Earth. To do so, we must begin with physical principles, examining both what humans require and demand from the world and what the world is capable of providing. Our inquiry will broaden to include chemical and ecological principles, ultimately asking what the social sciences can do to illuminate the problem without violating the physical constraints nature imposes.

Students should bring a familiarity with quantitative and algebraic concepts and above all a desire to incorporate quantitative thinking into verbal discourse. Writing is also a core element of the course with weekly writing assignments in various formats.

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

PHYS111 Introductory Physics I

This is the first of two noncalculus courses covering the fundamental principles of physics. The emphasis is on developing a conceptual understanding of the physical processes that govern our universe. Proficiency in elementary algebra, vector algebra, trigonometry, and arithmetic is expected. The lab **PHYS121** is recommended.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE | FALL 2015 INSTRUCTOR: BLÜMEL, REINHOLD SECTION: 01

PHYS112 Introductory Physics II

This is the second of two noncalculus courses covering fundamental principles of physics. The emphasis is on developing a conceptual understanding of the physical processes that govern our universe. Proficiency in elementary algebra, vector algebra, trigonometry, and arithmetic is expected. The lab **PHYS122** is recommended.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: PHYS111
SPRING 2016 INSTRUCTOR: BLÜMEL, REINHOLD SECTION: 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 2015 INSTRUCTOR: OTHON, CHRISTINA MARIE SECTION: 01-03

PHYS116 General Physics II

PHYS116, following **PHYS113**, focuses on the physics of charged particles that give rise to both electricity and magnetism. This course develops our understanding of the forces charged particles exert on each other and develops the concepts of electric and magnetic fields. Calculus is used extensively. The associated lab, **PHYS124**, is recommended."

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: PHYS113
SPRING 2016 INSTRUCTOR: ETSON, CANDICE MARIE SECTION: 01-03

PHYS121 Physics Laboratory I

This laboratory course provides experience with phenomena discussed in **PHYS111** lectures. 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

THESIS | DISSERTATION | DEFENSE

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 credits 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.

INFORMATION

For additional information, please visit the department website wesleyan.edu/physics/graduate.

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 16.

GRADING: CR/U CREDIT: .5 GEN ED AREA: NSM PREREQ: NONE
FALL 2015 INSTRUCTOR: WESTLING, LYNN ADREA SECTION: 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 2016 INSTRUCTOR: WESTLING, LYNN ADREA SECTION: 01-07

PHYS123 General Physics Laboratory I

This laboratory course provides experience with phenomena discussed in **PHYS113** lecture, integrating calculus with the experiments.

GRADING: CR/U CREDIT: .5 GEN ED AREA: NSM PREREQ: NONE
FALL 2015 INSTRUCTOR: WESTLING, LYNN ADREA SECTION: 01-04

PHYS124 General Physics Laboratory II

This laboratory course is designed to be taken in conjunction with **PHYS116**. Students will get hands-on experience with physical systems that demonstrate the principles being studied in **PHYS116**. Hands-on experience helps in developing physical intuition, a deeper understanding of the course material and the world around us.

The emphasis in this course is on experimental technique and the proper identification, appreciation, and handling of experimental error.

GRADING: CR/U CREDIT: .5 GEN ED AREA: NSM PREREQ: PHYS113 or PHYS123
SPRING 2016 INSTRUCTOR: WESTLING, LYNN ADREA SECTION: 01-04

PHYS162 It's About Time

The course will explore ideas and tools that help us to conceptualize and quantify time. Measurement of time has been accomplished by careful observation of celestial objects, counting growth rings in trees, or determining the abundance of radioactive decay products, and with devices as varied as the hour glass and the atomic clock. A thorough investigation of these and other methods and tools will illuminate old and new views of time and will allow us to venture into various fields of physics such as classical mechanics, the theory of relativity, atomic and nuclear physics, electricity, and optics. Along the way, we will discuss concepts including, but not limited to (and not in that order), the origin of time, its smoothness, time dilation, the relativity of simultaneity, and the direction of time's arrow.

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE

PHYS213 Waves and Oscillations

The properties of periodic motion recur in many areas of physics, including mechanics, quantum physics, and electricity and magnetism. We will explore the physical principles and fundamental mathematics related to periodic motions. Topics will include damped and forced harmonic motion, normal modes, the wave equation, Fourier series and integrals, and complex analysis. 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 & PHYS116)
FALL 2015 INSTRUCTOR: HÜWEL, LUTZ SECTION: 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 PREREQ: PHYS213
SPRING 2016 INSTRUCTOR: MORGAN, THOMAS J. SECTION: 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 2015 INSTRUCTOR: HÜWEL, LUTZ SECTION: 01

PHYS217 Chaos

This calculus-based course provides an introduction to the physics of chaos. Chaos is everywhere, in economics, biology, political science, chemistry, and physics.

GRADING: OPT CREDIT: .5 GEN ED AREA: NSM PREREQ: NONE | FALL 2015

PHYS219 Introduction to Contemporary Physics

This course examines the foundations of modern physics, including the building blocks of matter, the fundamental interactions and gravity, and recent views of the universe such as entanglement, supersymmetry, wimps, and dark physics.

GRADING: A-F CREDIT: .5 GEN ED AREA: NSM PREREQ: (PHYS113 & PHYS116)
FALL 2015 INSTRUCTOR: MORGAN, THOMAS J. SECTION: 01

PHYS221 Modeling and Data Analysis: From Molecules to Markets

The development of models to describe physical or social phenomena has a long history in several disciplines, including physics, chemistry, economics, and sociology. With the emergence of ubiquitous computing resources, model building is becoming increasingly important across all disciplines. This course will examine how to apply modeling and computational thinking skills to a range of problems. Using examples drawn from physics, biology, economics, and social networks, we will discuss how to create models for complex systems that are both descriptive and predictive. The course will include significant computational work. No previous programming experience is required, but a willingness to learn simple programming methods is essential.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: QAC221 PREREQ: NONE
FALL 2015 INSTRUCTOR: STARR, FRANCIS W. SECTION: 01

PHYS313 Classical Dynamics

This is a comprehensive course in classical mechanics at the intermediate level. It approaches Newtonian mechanics from a more advanced point of view and introduces Lagrangian and Hamiltonian dynamics. Attention is paid to approximation and numerical solutions.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: PHYS513
PREREQ: (PHYS213 & MATH221 & MATH222 & MATH122)
SPRING 2016 INSTRUCTOR: OTHON, CHRISTINA MARIE SECTION: 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 GEN ED AREA: NSM IDENTICAL WITH: PHYS515 PREREQ: (PHYS214 & MATH221)
FALL 2015 INSTRUCTOR: STEWART, BRIAN A. SECTION: 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 GEN ED AREA: NSM IDENTICAL WITH: PHYS516 PREREQ: PHYS214
SPRING 2016 INSTRUCTOR: KOTTOS, TSAMPIKOS SECTION: 01

PHYS317 Molecular Biophysics Journal Club I

IDENTICAL WITH: CHEM307

PHYS318 Molecular Biophysics Journal Club II

IDENTICAL WITH: CHEM308

PHYS324 Electricity and Magnetism

This course covers the classical field theory of electricity and magnetism. The core of the course covers electrostatics and magnetostatics with emphasis on both physical insight and the partial differential equations that describe these fields. We then cover electrodynamics to complete Maxwell's equations and to derive the elementary properties of electromagnetic radiation.

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: PHYS524 PREREQ: (PHYS116 & PHYS124 & MATH222)
FALL 2015 INSTRUCTOR: VOTH, GREG A. SECTION: 01

PHYS325 Radiation and Optics

In this course, you will have the opportunity to apply your electrodynamics knowledge to explore electromagnetic waves and optics, radiation, and a bit of relativistic electrodynamics. You will get to relate these topics to a wide variety of recent physics research, such as invisibility cloaks, metamaterials with negative index of refraction, stopping and storing light in atomic gases, polarization of the cosmic microwave background, and the optical properties of bird feathers and iridescent butterfly wings. The goal is for you to leave this course with a deeper understanding and appreciation for electrodynamics and its applications.

GRADING: A-F CREDIT: .5 GEN ED AREA: NSM IDENTICAL WITH: PHYS525 PREREQ: (PHYS324 OR PHYS524)

PHYS339 Molecular and Cellular Biophysics

IDENTICAL WITH: CHEM309

PHYS340 Computational Physics: Algorithms and Clusters

The aim of this course is to introduce students to both numerical techniques and the 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 the essential components of the C programming language. The majority of material in the course will focus on the most important numerical techniques that we will implement in weekly exercises. A functional knowledge of Linux/Unix is preferred but not required.

GRADING: A-F CREDIT: .5 GEN ED AREA: NSM PREREQ: (MATH222 & PHYS213)
SPRING 2016 INSTRUCTOR: STARR, FRANCIS W. SECTION: 01

PHYS342 Experimental Optics

An experimental course in optics, including lenses, lens combinations, interference and diffraction, interferometry, and spectrometry.

GRADING: A-F CREDIT: .5 GEN ED AREA: NSM IDENTICAL WITH: PHYS542 PREREQ: (PHYS116 & PHYS213)
FALL 2015 INSTRUCTOR: MORGAN, THOMAS J. SECTION: 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 GEN ED AREA: NSM IDENTICAL WITH: PHYS545
PREREQ: PHYS112 OR PHYS116 OR (PHYS324 OR PHYS524)
SPRING 2016 INSTRUCTOR: STEWART, BRIAN A. SECTION: 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 GEN ED AREA: NSM IDENTICAL WITH: PHYS558 PREREQ: NONE
SPRING 2016 INSTRUCTOR: STARR, FRANCIS W. SECTION: 01

PHYS395 Structural Biology Laboratory

IDENTICAL WITH: MB&B395

PHYS400 Academic Skills

IDENTICAL WITH: E&E5400

PHYS401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

PHYS409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

PHYS411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

PHYS423/424 Advanced Research Seminar, Undergraduate

GRADING: OPT SECTION: 01

PHYS465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

PHYS467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

PHYS500 Graduate Pedagogy

IDENTICAL WITH: BIOL500

PHYS501/502 Individual Tutorial, Graduate

GRADING: OPT SECTION: 01

PHYS503/504 Selected Topics, Graduate Science

GRADING: OPT SECTION: 01

PHYS505 Condensed Matter Physics Seminar I

Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: .25 PREREQ: NONE
FALL 2015 INSTRUCTOR: VOTH, GREG A. SECTION: 01

PHYS506 Condensed Matter Physics Seminar II

Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: .25 PREREQ: NONE | SPRING 2016

PHYS507 Atomic and Molecular Physics Seminar I

Presentations and discussions of material at the forefront of the discipline, emphasizing current research at Wesleyan.

GRADING: CR/U CREDIT: .25 PREREQ: PHYS214
FALL 2015 INSTRUCTOR: MORGAN, THOMAS J. SECTION: 01

PHYS508 Atomic and Molecular Physics Seminar II

Presentations and discussions of material at the forefront of the discipline, emphasizing current research at Wesleyan.

GRADING: CR/U CREDIT: .25 PREREQ: NONE | SPRING 2016

PHYS509 Theoretical Physics Seminar I

Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: .25
PREREQ: ((PHYS313 OR PHYS513) & PHYS214 & (PHYS315 OR PHYS515)) & ((PHYS316 OR PHYS516))
FALL 2015 INSTRUCTOR: STARR, FRANCIS W. SECTION: 01

PHYS510 Theoretical Physics Seminar II

Presentations and discussions of material at the forefront of the discipline, emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: .25 PREREQ: ((PHYS315 OR PHYS515)) & (PHYS324 OR PHYS524) & (PHYS316 OR PHYS516)
SPRING 2016

PHYS511/512 Group Tutorial, Graduate

GRADING: OPT SECTION: 01

PHYS513 Classical Dynamics

IDENTICAL WITH: PHYS313

PHYS515 Quantum Mechanics II

IDENTICAL WITH: PHYS315

PHYS516 Thermal and Statistical Physics

IDENTICAL WITH: PHYS316

PHYS517 Molecular Biophysics Journal Club I

IDENTICAL WITH: CHEM307

PHYS518 Molecular Biophysics Journal Club II

IDENTICAL WITH: CHEM308

PHYS521 Physics Colloquium I

Presentations by outside experts and discussion of material at the forefront of the discipline, emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: .25 PREREQ: NONE
FALL 2015 INSTRUCTOR: OTHON, CHRISTINA MARIE SECTION: 01

PHYS522 Physics Colloquium II

Presentations by outside experts and discussion of material at the forefront of the discipline, emphasizing emerging, novel physics topics.

GRADING: CR/U CREDIT: .25 PREREQ: ([PHYS315 OR PHYS515] & [PHYS313 OR PHYS513]) | SPRING 2016

PHYS524 Electricity and Magnetism

IDENTICAL WITH: PHYS324

PHYS525 Radiation and Optics

IDENTICAL WITH: PHYS325

PHYS539 Molecular and Cellular Biophysics

IDENTICAL WITH: CHEM309

PHYS542 Experimental Optics

IDENTICAL WITH: PHYS342

PHYS545 Electronics Lab

IDENTICAL WITH: PHYS345

PHYS549/550 Advanced Research Seminar, Graduate

GRADING: OPT CREDIT: .01 SECTION: 01

PHYS558 Condensed Matter

IDENTICAL WITH: PHYS358

PHYS561/562 Graduate Field Research

GRADING: OPT CREDIT: .01

PHYS563 Analytical Mechanics

Advanced classical mechanics and mathematical physics, description of multi-dimensional motion, vibrations, perturbation theory, and chaos.

GRADING: A-F CREDIT: 1 PREREQ: (PHYS213 & PHYS217 & [PHYS313 OR PHYS513]) & ([PHYS316 OR PHYS516])

PHYS565 Mathematical Physics

Historically, physics and mathematics are closely related. Physics uses powerful tools developed by mathematicians, while physicists, investigating the actually existing universe, provide mathematicians with new concepts and ideas to explore. This way, many mathematical techniques, and even entire areas of mathematics, developed from the need to solve certain real-life problems posed by physical reality. The purpose of this course is to give you an overview of the powerful array of mathematical tools available for the solution of physical problems. Starting with special functions, we will apply them to the solution of ordinary and partial differential equations. We will encounter Fourier and Laplace transforms and will study the Green's function method for the solution of bound and scattering problems. We will also look into the elements of Group theory and apply it to angular momentum in quantum many-body systems.

GRADING: A-F CREDIT: 1 PREREQ: MATH222 & MATH223 & PHYS313 & PHYS315 & PHYS324 | FALL 2015

PHYS566 Electrodynamics

Boundary value problems, Green's functions, multipoles, fields in dielectric and magnetic media, electromagnetic radiation, and wave guides.

GRADING: OPT CREDIT: 1 PREREQ: NONE | SPRING 2016 INSTRUCTOR: ELLIS, FRED M. SECTION: 01

PHYS567 Statistical Mechanics

This course will develop important concepts in statistical physics by examining several applications in detail. The areas covered will include the classical and quantum gases, critical behavior and phase transitions, and elementary transport phenomena.

GRADING: A-F CREDIT: 1 PREREQ: [PHYS316 OR PHYS516]

PHYS568 Quantum Mechanics

This course will develop advanced aspects of theory and application of quantum mechanics.

GRADING: A-F CREDIT: 1 PREREQ: [PHYS315 OR PHYS515]

PHYS571 Advanced Topics in Atomic and Molecular Physics

This course will introduce classical and quantum collision theory, with special consideration of atomic and molecular collisions.

GRADING: OPT CREDIT: .5 PREREQ: PHYS315

FALL 2015 INSTRUCTOR: STEWART, BRIAN A. SECTION: 01

PHYS572 Advanced Topics in Atomic and Molecular Physics

The course will treat advanced topics in structure, spectroscopy, and dynamics of atoms and molecules.

GRADING: OPT CREDIT: .5 PREREQ: NONE

SPRING 2016 INSTRUCTOR: HÜWEL, LUTZ SECTION: 01

PHYS573 Advanced Topics in Condensed Matter

The course will treat advanced topics in condensed-matter physics, with emphasis on current research problems within the department.

GRADING: OPT CREDIT: .5 PREREQ: ([PHYS358 OR PHYS558] & [PHYS315 OR PHYS515])

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: PHYS213 & PHYS214 & PHYS324

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

PHYS577 Lab Pedagogy

Course taken by graduate students teaching PHYS121 or PHYS123.

GRADING: CR/U CREDIT: .25 PREREQ: NONE | FALL 2015 INSTRUCTOR: WESTLING, LYNN ADREA SECTION: 01

PHYS578 Lab Pedagogy

Course taken by graduate students teaching PHYS122.

GRADING: OPT CREDIT: .5 PREREQ: NONE | SPRING 2016 INSTRUCTOR: WESTLING, LYNN ADREA SECTION: 01

PHYS587 Seminar in Chemical Physics

IDENTICAL WITH: CHEM547

PHYS588 Seminar in Chemical Physics

Weekly seminars presented jointly with the Chemistry Department under the auspices of the Chemical Physics Program. These informal seminars will be presented by students, faculty, and outside visitors on current research and other topics of interest.

GRADING: CR/U CREDIT: .25 IDENTICAL WITH: CHEM548 PREREQ: NONE

SPRING 2016 INSTRUCTOR: KNEE, JOSEPH L. SECTION: 01

PSYCHOLOGY

PROFESSORS: Lisa Dierker; Jill G. Morawski; Scott Plous; Robert S. Steele; Ruth Striegel Weissman

ASSOCIATE PROFESSORS: Hilary Barth; Barbara Juhasz; Matthew Kurtz; Andrea L. Patalano, *CHAIR*; Patricia Rodriguez Mosquera; Charles Sanislow; Anna Shusterman; Steven Stemler

ASSISTANT PROFESSORS: Psyche Loui; Mike Robinson; Shellae Versey; Clara Wilkins

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Hilary Barth; Mike Robinson

Psychology is the scientific study of mind, brain, and behavior. Areas of psychology represented in the department include human development, social psychology, cognitive psychology, cultural psychology, neuroscience, and psychopathology. Psychology majors receive broad training across these areas, have opportunities to pursue topics of particular interest in greater detail, develop skills in research methods and statistics. Many majors also take advantage of opportunities to work in research laboratories, to serve as teaching assistants, and to participate in service learning courses. Students interested in this major are strongly encouraged to visit the Department of Psychology website and to download and read the Department Majors Manual for more detailed information, as early planning is important for preparing to declare and complete the major.

GENERAL EDUCATION

For the Class of 2018 and earlier: Stage I general education expectations must be satisfied at the time of application to the major. Students who apply to the major while still completing stage I courses will be admitted to the major. However, these courses must then be completed by the end of that semester; if they are not, the student will be asked to drop the major. In this situation (i.e., outstanding requirements to complete), the student should either declare a second major or submit a major deferral form to the class dean so that he or she is covered in the event that he or she is unable to successfully complete the declaration requirements for psychology. Fulfilling stage II general education expectations is required for completion of the major.

For the Class of 2019 and later: Stage I general education expectations must be satisfied at the time of admission to the major. Students enrolled in courses needed to complete admission requirements during the second term of their sophomore year, should still declare the major; but will not be formally admitted until the end of the term upon successful completion of these courses. In this situation (i.e., outstanding requirements to complete), the student should either declare a second major or submit a major Deferral Form to the class dean in case. Fulfilling stage II general education expectations is required for completion of the major.

COURSES FOR NON-MAJORS

PSYC105 Foundations of Contemporary Psychology is appropriate for non-majors.

ADMISSION TO THE MAJOR

Students wishing to declare a major in psychology should prepare as early as possible because declaration must be done during the sophomore year. Psychology does not admit students to the major after the end of the sophomore year. Junior transfer students have until the end of the first week of the junior year and must have courses from the prior institution that meet all admission requirements.

For the Class of 2018 and earlier: At the time of application, a student must demonstrate that he or she: (1) has taken two full-credit courses in the field of psychology at Wesleyan and received a B or higher in each course. These courses may come from all courses that originate in the Psychology Department (refer to WesMaps), all courses cross-listed with psychology that count toward a breadth requirement

for the major, and all courses (including those not cross-listed) that count toward the statistics requirement for the major; and (2) has met stage 1 general education expectations. At the time of application to the major, each student must also present his or her plan/petition for satisfying the cultural-immersion requirement. Students are generally expected to declare the major at the end of the sophomore year. If a student is a second semester sophomore and enrolled in psychology courses needed to declare the major, he or she can still declare it during the sophomore year, but we will hold materials and would not formally admit the student until the end of the term following successful completion of these courses. Transfer students must receive a B or higher in each of two psychology courses from their previous institution.

For the Class of 2019 and later: At the time of application, a student must demonstrate that he or she (1) has taken two full-credit courses in the field of psychology at Wesleyan and received a B or higher in each course; (2) has completed the introductory psychology (or a replacement breadth course that will allow an AP or IB credit in place of introductory psychology), research methods, and statistics requirements for the major (these same courses may be used to fulfill the first requirement as well); and (3) has fulfilled the University's stage I general education expectations. If a student is enrolled in courses needed to complete these requirements during the second term of the sophomore year, the student should still declare the major; we will just not formally admit the student until the end of the term upon successful completion of these courses. In this situation (i.e., outstanding requirements to complete), the student should either declare a second major or submit a deferral of major declaration form so that the student is covered in the event that he or she is unable to successfully complete the declaration requirements for psychology. Transfer students must receive a B or higher in each of two psychology courses from their previous institution.

MAJOR REQUIREMENTS

Ten psychology credits are required to fulfill the major. Nine of the 10 credits required for the major must be taken for a grade. Courses in introductory psychology and psychology statistics must be taken for a grade. Required elements of the major are introductory psychology (one credit), psychology statistics (one credit), research methods (one credit), one breadth course from each of three areas of psychology (three credits), a specialized course (one credit), and three additional elective credits that can come from any courses and tutorials associated with the major.

For the Class of 2018 and earlier: Major requirements include completion of

3. 10 full-credit courses that count toward the major requirements (nine of which must be taken graded);
4. general education expectations stages I and II;
5. second language proficiency; and (4) cultural immersion experience.

(This description includes the already-completed requirements for admission to the major.) All courses must be completed by the end of the senior year.

For the Class of 2019 and later: Major requirements include completion of

1. 10 full-credit courses that count towards the major requirements (nine of which must be taken graded), and
2. general education expectations stages I and II.

(This description includes the already-completed requirements for admission to the major.) All courses must be completed by the end of the senior year.

INTRODUCTORY PSYCHOLOGY. PSYC105 **Foundations of Contemporary Psychology**, a lecture class, that provides a broad overview of the field, is required for the major, and should typically be the first course taken in the major. The course must be taken graded if used for the major. One can alternatively transfer a psychology AP or IB credit in place of this course (see the Advanced Placement section). Only one may be counted toward the major.

PSYCHOLOGICAL STATISTICS. A psychological statistics course provides an introduction to data analysis in psychology. PSYC200 **Statistics: An Activity-Based Approach** or PSYC280 **Applied Data Analysis** is typically used to fulfill this requirement, but ECON300 is acceptable as well. (For students in the Class of 2018 or earlier, MATH132 is also acceptable.) The course must be taken graded if used for the major. A course in statistics is ideally taken in the first or second year (e.g., immediately following an introductory psychology course). Only one may be counted toward the major.

RESEARCH METHODS. A research methods course trains specific skills for evaluating and performing research. Research methods courses are numbered PSYC202-219. Some of these courses are more general, while others are focused on particular applications as indicated by their titles. A 200-level course in research methods is ideally taken in the first or second year (e.g., immediately following a statistics course). (For students in the Class of 2018 or earlier: This requirement can alternatively be fulfilled with an advanced research course (PSYC380-399), but seats are more limited in the latter and they are really intended for students who have already taken a 200-level methods course.)

BREADTH REQUIREMENT. Students are expected to develop knowledge across the entire field of psychology. Toward this goal, students must choose a minimum of one course from each of the three columns below. These breadth courses (num-

bered PSYC220-280) can be taken throughout one's four years. When possible, a student should start with breadth courses of particular interest so that he or she can later do more advanced work in these areas.

COLUMN 1

- PSYC220 **Cognitive Psychology**
- PSYC221 **Human Memory**
- PSYC222 **Sensation and Perception**
- PSYC225 **Cognitive Neuroscience**
- PSYC227 **Motivation and Reward**
- PSYC228 **Clinical Neuropsychology**
- PSYC239 **Functional Anatomy of the Human Brain**
- PSYC240 **Behavioral Neurobiology**
- PSYC247 **Neuroscience Perspectives on Psychopathologies**

COLUMN 2

- PSYC230 **Developmental Psychology**
- PSYC235 **Human Sexuality**
- PSYC245 **Psychological Measurement**
- PSYC251 **Psychopathology**
- PSYC259 **Discovering the Person**
- PSYC274 **Cultural and Historical Perspectives on Psychological Disorders**

COLUMN 3

- PSYC260 **Social Psychology**
- PSYC261 **Cultural Psychology**
- PSYC265 **Culture in Psychology: An Introduction to Theory and Research**
- PSYC277 **Psychology and the Law**

SPECIALIZED. These courses (PSYC300-399) aim to ensure that students study at least one subfield of psychology in depth. These courses have a variety of formats, including seminars and advanced research labs, and admission is typically by permission of instructor. A student must take at least one specialized course that deepens the knowledge she or he gained in a breadth course.

ELECTIVES. To reach the 10 course credits necessary for the major, one may count any other courses, tutorials, or teaching apprenticeships offered by the department or creditable to the major with the exception that only one introductory psychology and one statistics course may be counted towards the major, and no more than two teaching assistantships and four tutorials (or six including senior thesis tutorials) may be counted towards the major. For electives, two half-credit courses may be used in place of one full-credit course. There are some courses (crosslisted with psychology or hosted in other departments) that can be used as electives for the major but fulfill no other requirements and cannot be used for admission to the major. See Department Majors Manual for details.

STUDY ABROAD

Any courses taken abroad must be preapproved by the department chair.

Cultural-Immersion Experience (applies only to Class of 2018 and earlier). 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 also fulfill the requirement by proposing to do a cultural immersion volunteer experience within the Middletown community (e.g., for two hours per week for a semester), elsewhere in the United States, or with a summer or winter program domestically or abroad (e.g., six weeks living in another country). Students will be asked to declare their proposed plans on a cultural immersion form when they declare the major, and the chair will review all proposals. If you do not hear from the department, you can assume that your plan has been accepted. After that time, a student can revise the plan by simply turning in a new cultural immersion form. Students should contact Wesleyan's Office of Study Abroad regarding study-abroad programs, and the Office of Community Partnerships website regarding volunteer opportunities in Middletown. It is possible that a paid job or a service-learning course will meet this requirement, and it is fine to use such an experience. For students who do the standard study-abroad experience, your cultural immersion will be considered satisfied when coursework from abroad appears on your academic history. For students who do an alternative experience, your immersion will be considered complete when you turn in to the administrative assistant in our main office a one-page description of your finished experience including what you learned from it.

CAPSTONE EXPERIENCE

Students interested in research opportunities are encouraged to develop statistics and research methods skills as early as possible, to develop broad knowledge in the research area of interest, and to then apply for permission of the instructor to enroll in an advanced research seminar. Speaking with individual faculty members about research opportunities that might be available in their labs is also appropriate.

HONORS

By the beginning of their spring semester junior year, psychology majors who have earned at least a B+ average in all psychology courses and at least a B average in all nonpsychology courses are eligible to pursue honors in psychology by writing

a thesis. A student must have a faculty advisor to write a thesis. An advisor should be secured by spring of the junior year through discussion with appropriate faculty. Honors will be awarded only if both the advisor and a second faculty reader evaluate the thesis worthy of honors.

ADVANCED PLACEMENT

Students who receive an AP score of 4 or 5 or an IB (International Baccalaureate) score of 6 or 7, and complete a full-credit breadth requirement course can receive one credit for the AP score. This credit will fulfill the introductory course requirement only if it appears on the Wesleyan transcript. After completing the necessary breadth course, the student must contact the Registrar's Office for the AP credit, or contact the Deans' Office for the IB credit to have it transferred. AP/IB credits count as transfer credits. AP/IB credits apply toward oversubscription. The AP/IB credit counts as the one nongraded course allowed toward the major. AP/IB credits may not be used toward major admission.

LANGUAGE REQUIREMENT

Applies only to Class of 2018 and earlier: 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 language proficiency in a second language. Specifically, for any language that is taught through at least the intermediate level at Wesleyan, majors are required to study through the second semester of intermediate level (that is, to have intermediate level mastery). For languages only taught through the introductory level, students are required to study through the second semester of introductory level (that is, to have introductory level mastery). This is not a required number of courses but, rather, a required level of mastery. 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 indicating placement in an advanced course) may opt out of the language requirement. See Department Majors Manual for details. It is expected that students will wish to coordinate their language and study-abroad experience, but this is not formally required by the Psychology Department.

TRANSFER CREDIT

Students may transfer up to three psychology credits from other departments or institutions (including AP/IB Psychology) or, if from study abroad, three psychology credits plus one credit from within the United States. These courses must be pre-approved by the department 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 except for transfer students. (Please request the Registrar's Office or your class dean to send a copy of your transcript from your previous institution to the Psychology Department so that all your psychology courses can be reviewed for acceptance to the major.) With the chair's preapproval, transferred courses can be used to fulfill specific department requirements (e.g., a breadth course, a statistics course, etc.).

COURSES

PSYC102 Science Information Literacy

IDENTICAL WITH: MB&B102

PSYC104 Understanding Prejudice and Discrimination

This first-year seminar will explore several 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. During the first part of the course, students will read about and discuss specific forms of prejudice. In the second half, they will write a final paper and give a brief presentation on a prejudice-related topic.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: PLOUS, SCOTT L. SECTION: 01

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 students 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 2015 INSTRUCTOR: STEMLER, STEVEN E. SECTION: 01
SPRING 2016 INSTRUCTOR: CARNEY, SARAH KRISTIN SECTION: 01

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

RELATED PROGRAMS OR CERTIFICATES

Concentrations: Students are not obligated to do a concentration within psychology, and the vast majority of students do not specialize in a particular area. However, we do have two concentrations within the major in cognitive science and in cultural psychology. These are essentially ways of traversing the major (with a few additional courses) for students who would like to organize their course work around either of those two themes. Concentrations are not declared at major declaration. Rather, a requirements worksheet for each concentration is to be turned in by early February in the second semester of the senior year. Students who successfully complete the requirements will receive a departmental certificate indicating completion.

- **Cognitive Science Concentration.** Cognitive science is the interdisciplinary study of mental processes. Many areas of psychology contribute to the study of cognitive science, including cognitive psychology, developmental psychology, and cognitive neuroscience, fields that most typically use scientific research methods to study human mental processes. Beyond psychology, scholars use diverse methods to study mental processes in humans and nonhumans including fields such as philosophy of mind, neuroscience and behavior, artificial intelligence, linguistics, education, and others. The focus of course work within our department involves understanding the mental and underlying neural processes involved in areas such as human perception, attention, memory, language, and reasoning, as well as the development of these processes over the lifespan, and participation in laboratory research is expected. See the Cognitive Science Worksheet on the department website for requirement details.

- **Cultural Psychology Concentration.** Cultural psychology considers how the vast domain of culture and society is studied by psychologists, how cultural dynamics influence individuals, and how cultural practices define the various psychologies we practice. Many areas within psychology contribute to the study of cultures, including psychological measurement; social psychology both experimental and qualitative; clinical psychology; developmental psychology; historical psychology; and cultural psychology. Beyond psychology, scholars in allied human sciences contribute to better understanding the dynamic relation of culture and psychology. Methods and theories abound in culture and psychology. Some focus on comparative research, others on ways of bringing the presence of underrepresented populations into scholarly projects, and some examine sociopolitical differences both between and within societies. While investigating social structures such as race, ethnicity, religion, gender, sexuality, and class is often central to works in this area, also of importance is understanding how such forces come to manifest themselves within the field of psychology and in our collective psychologies. See the Cultural Psychology worksheet on the department website for requirement details.

BA/MA PROGRAM

The Psychology Department offers the BA/MA degree program. Wesleyan senior psychology majors may only enroll in the fall semester. For more information, please visit the Office of Graduate Student Services website.

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 2015 INSTRUCTOR: STEELE, ROBERT S. SECTION: 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 2016 INSTRUCTOR: PATALANO, ANDREA L. SECTION: 03
INSTRUCTOR: KURTZ, MATTHEW M. SECTION: 01
INSTRUCTOR: JUHASZ, BARBARA JEAN SECTION: 02

PSYC202 Qualitative Research Methods in Psychology

The goal of the course is to introduce students to basic research strategies for investigating human thought and behavior, with a focus on qualitative methods. The course provides detailed introduction to different qualitative methods, including interview, observation, case study, content analysis, archival, life history, and narrative techniques. Attention is given to the framing of research questions, design of studies, the ethics of psychological research with humans, and assumptions about human nature. The course is problem- and project-based, providing hands-on research experience.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: PSYC105
SPRING 2016 INSTRUCTOR: MORAWSKI, JILL G. SECTION: 01-02

PSYC203 Quantitative Methods in Psychology

This course covers various quantitative research methods in psychology. Individual sections emphasize different methods and content areas.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM
 PREREQ: (PSYC105 & PSYC200) OR (PSYC105 & QAC201) OR (PSYC105 & ECON300)
 FALL 2015 INSTRUCTOR: SCHMIDT, KATHLEEN ELIZABETH SECTION: 01-02
 SPRING 2016 INSTRUCTOR: FULTON, ERIKA KATHLEEN SECTION: 01

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 GEN ED AREA: SBS PREREQ: PSYC261
 SPRING 2016 INSTRUCTOR: STEELE, ROBERT S. SECTION: 01

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, early numeracy in preschool children, with an emphasis on the effects of differences in language input (e.g., deafness). We will cover existing research on cognitive and language development, early numeracy, deaf education, and teaching strategies to understand the relationship between research and practice in these areas.

The first one-quarter to one-third of the course will cover basic research methods, fulfilling the requirement for the major and preparing students to engage in both research and practice. The final project will entail drawing on the research literature and research methods to develop and test math-related materials for preschools. Each year of PSYC206 draws on the work done by previous students in the class.

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.

GRADING: A-F CREDIT: 1.25 GEN ED AREA: SBS PREREQ: PSYC105

PSYC207 Research Methods in Developmental Psychology

The goal of this course is to introduce students to basic research strategies and methods, with a focus on those pertinent to 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: OPT CREDIT: 1 GEN ED AREA: SBS PREREQ: PSYC105
 FALL 2015 INSTRUCTOR: SHUSTERMAN, ANNA SECTION: 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: PSYC105
 FALL 2015 INSTRUCTOR: RODRIGUEZ MOSQUERA, PATRICIA MARIA SECTION: 01

PSYC210 Research Methods in Cognition

This course will examine the experimental method as a means of gaining knowledge about human cognition. Students in this course will learn about general research methods in cognitive psychology related to experimental design, understanding and interpreting research, and ethical issues involved in research with human subjects. Classic research paradigms in cognitive psychology will be explored through the use of interactive demonstrations and in-class experiments. In addition, students will be instructed in how to write well-organized research reports.

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B210 PREREQ: PSYC105
 SPRING 2016 INSTRUCTOR: KIM, KYUNGMI SECTION: 01

PSYC211 Research Methods in Clinical Psychology

This course will provide students with an opportunity to conduct original research and development in the area of clinical psychology. Students will select a research project from those made available each semester and will complete the project under the supervision of the instructor. SAS software will be used. Potential projects will include diagnosis and evaluation in school settings and social and emotional risk factors for HIV.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM
 PREREQ: (PSYC105 & QAC201 OR SOC257 OR GOV201 OR PSYC280 OR NS&B280)

PSYC213 Research Methods in Social Psychology

The course examines research methods and techniques used in social psychology, including observation, correlation, and experimentation. Students will learn about study design, research ethics, how to collect and analyze data, as well as effective ways to report results. All students are expected to undertake a research project.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: PSYC105
 FALL 2015 INSTRUCTOR: CARNEY, SARAH KRISTIN SECTION: 02-03
 INSTRUCTOR: WILKINS, CLARA L. SECTION: 01

PSYC215 Research Methods: Behavioral Methods in Animal Research

This is a research methods course that provides an understanding of the different approaches to animal research, particularly those using rodent models. It

provides students with an understanding of the different techniques employed by researchers and the questions they address. This course provides students with hands-on experience with animal research using rodent models. Students will also get a sense of how to design a behavioral experiment, including the use of control groups and counterbalancing. The course will follow a lecture/discussion format where students will learn about different forms of conditioning (operant/classical) and how these apply to various behavioral tasks such as autoshaping, self-administration, fear conditioning, etc. (see readings for more examples). This will be combined with regular class discussion of research articles dealing with each topic, including some of the earlier reports and more recent applications. Students will get to carry out their own animal research project in the lab. Research projects will last approximately two weeks and will require a heavier time commitment during this time (including some research over the weekends).

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B215
 PREREQ: PSYC105 OR NS&B213 OR BIOL213 OR PSYC240
 FALL 2015 INSTRUCTOR: ROBINSON, MIKE SECTION: 01

PSYC220 Cognitive Psychology

Cognitive psychology, a major branch in the field of psychology, is the scientific study of human adult mental processes. The goal of this course is to provide a broad introduction to the issues, methods, and phenomena that characterize the field. These will be brought to life with selected examples of influential empirical studies and, occasionally, practical applications. In seeking constraints on theories of how the mind works, we will draw primarily on studies of adult human behavior (e.g., reaction time, task accuracy), individuals with localized brain damage (e.g., visual agnosia), and measures of brain activity (e.g., as inferred using fMRI techniques). Computer models and nonhuman animal studies will also be considered. Broad topics will include attention, perception, memory, knowledge, reasoning, and decision making. The course is lecture-based but will incorporate discussions, demonstrations, video, and group activities.

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B220 PREREQ: PSYC105
 FALL 2015 INSTRUCTOR: PATALANO, ANDREA L. SECTION: 01
 SPRING 2016 INSTRUCTOR: FULTON, ERIKA KATHLEEN SECTION: 01-02

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: NSM IDENTICAL WITH: NS&B221
 PREREQ: PSYC105 OR PSYC220 OR NS&B220 OR NS&B213 OR BIOL213 OR PSYC240 OR PSYC222 OR NS&B222
 FALL 2015 INSTRUCTOR: FULTON, ERIKA KATHLEEN SECTION: 01-02

PSYC222 Sensation and Perception

This course explores our perceptual systems and how they create and shape our experience of the world around us. We will consider the neurophysiology of perceptual systems as well as psychological approaches to the study of perception, covering all of the human senses with a special emphasis on vision. Class demonstrations will introduce students to interesting perceptual phenomena.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B222
 PREREQ: PSYC105 OR NS&B213 OR BIOL213 OR PSYC240
 SPRING 2016 INSTRUCTOR: JUHASZ, BARBARA JEAN SECTION: 01

PSYC225 Cognitive Neuroscience

IDENTICAL WITH: NS&B225

PSYC227 Motivation and Reward

IDENTICAL WITH: NS&B227

PSYC228 Clinical Neuropsychology

This introductory course will examine the relationship between brain functioning and cognition, behavior and emotion through the study of human brain disorders. The course will begin with a brief overview of basic human regional neuroanatomy, followed by an exploration of neuropsychological assessment and intervention (its history, rationale, goals, and procedures). These topics will provide a foundation for the discussion of more specific topics in neuropsychology (e.g., traumatic brain injury, dementia, psychiatric disorders, cerebrovascular disorders, seizure disorders, learning disabilities, autism, etc.) and the role that neuropsychologists play in the evaluation and treatment of individuals with these disorders.

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B228 PREREQ: NS&B213 OR BIOL213 OR PSYC240

PSYC230 Developmental Psychology

This course is an introduction to human behavior and psychological development focusing on infancy and childhood. We will examine theory and research about motor, social, emotional, language, and cognitive development, with emphasis on cognitive development.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: PSYC105
 FALL 2015 INSTRUCTOR: BARTH, HILARY C. SECTION: 01

PSYC235 Human Sexuality

In this course, we will study the physiological and psychological components of human sexuality and their interaction. The course will focus on health and social issues and on individual, gender, and cultural differences. We will engage in critical thinking as it relates to the psychological theories, research methodologies, and controversial topics related to human sexuality, as well as the legal, ethical, and educational perspectives on sexuality and sexual expression.

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

PSYC239 Functional Anatomy of the Human Brain

IDENTICAL WITH: NS&B239

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 2016 INSTRUCTOR: STEMLER, STEVEN E. SECTION: 01**PSYC250 Personality**

What does personality mean? Can you measure it? Who studies it and why? This course is designed to give a deeper understanding of these questions that psychologists interested in personality study, how they study these in a scientific manner, and how they use this knowledge to help others.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: SHEPHERD, CAITLIN BRIANA SECTION: 01-02**PSYC251 Psychopathology**

This course will provide you with an overview of psychopathology, the study of "abnormal" behavior or mental disorders. From various theoretical perspectives, we will consider how abnormality is defined, and you will learn what we know (and don't know) about the phenomenology, diagnosis, and causes of mental disorders. Major domains of psychopathology, the symptoms and behaviors of common mental disorders, and the mechanisms hypothesized to be involved with them will be covered. Various treatment paradigms will be examined. This course is not designed to help you resolve personal issues or experiences with mental illness. This class will challenge widely accepted ideas about mental illness, and it will help you to become critical thinkers about mental illness.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: PSYC105
FALL 2015 INSTRUCTOR: SHEPHERD, CAITLIN BRIANA SECTION: 01-02
SPRING 2016 INSTRUCTOR: SANISLOW, CHARLES A. SECTION: 01**PSYC258 Positive Psychology**

This course seeks to identify and define, investigate and promote the development of human strengths, growth, and potential. This breadth course will examine the history, theories, methodology, and research findings in the subfield of positive psychology, and it will challenge students to apply what they have learned in class toward personal and social change.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: PSYC105

PSYC259 Discovering the Person

This course surveys major developments in psychology and psychiatry from 1860 to 1980. Through readings and lectures, the course introduces the major schools, theories, and systems in the American "psy" sciences. We examine the kinds of persons who were "discovered," the techniques of discovery, the extensions of psychological ideas to institutions and policy formulations, and the consequences of these discoveries for public as well as private life. We examine characteristics of the new persons who were located, catalogued, and explained by these sciences including irrationality, sexuality, cognitive powers (and fallibilities), personality types, emotional processes, neurotic behaviors, intelligence, addictive tendencies, and a receding if not nonexistent will. Attention is also given to the scientific grounds for investigating persons (from realist to dynamic nominalist and social constructionist), the evidence sought in the century-long process of finding and naming psychological kinds, and the modes of producing this knowledge (aggregate methods, case study, and theories). Readings include primary source documents, histories of the disciplines, and philosophical analyses.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST259 OR SIS259 PREREQ: PSYC105
SPRING 2016 INSTRUCTOR: MORAWSKI, JILL G. SECTION: 01**PSYC260 Social Psychology**

What leads us to become attracted to one person rather than another? How does prejudice develop, and how can it be reduced? Can psychological research help protect the environment, and if so, how? This course offers an overview of classic and contemporary social psychology, covering topics such as interpersonal attraction, stereotyping, conformity, obedience, and conflict resolution.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: PLOUS, SCOTT L. SECTION: 01
SPRING 2016 INSTRUCTOR: SCHMIDT, KATHLEEN ELIZABETH SECTION: 02
INSTRUCTOR: WILKINS, CLARA L. SECTION: 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 2015 | SPRING 2016 INSTRUCTOR: STEELE, ROBERT S. SECTION: 01**PSYC265 Culture in Psychology: An Introduction to Theory and Research**

Culture is central to the study of mind and behavior. This course will provide students with an introduction to theory and research on culture in psychology. We will discuss what culture is, the methods that psychologists use to study culture, and how much of our behavior is universal or culture-specific. We will explore how culture influences how we think, feel, and behave. Studies and examples from cultures around the world (e.g., Africa, Latin America, North America) will be presented.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: PSYC105
SPRING 2016 INSTRUCTOR: RODRIGUEZ MOSQUERA, PATRICIA MARIA SECTION: 01**PSYC269 Health Psychology**

This course will cover how biological, psychological, and social factors interact to influence health and illness. Students will learn the theories of health behavior and how they are applied to promote positive change. Other topics will include the influence of stress on health and stress coping strategies; nutrition, obesity, and eating disorders; addiction and substance abuse; and chronic and life-threatening illnesses. Students will develop a working knowledge of the history, major theories and concepts, and practical applications of health psychology.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: PSYC105
SPRING 2016 INSTRUCTOR: SCHMIDT, KATHLEEN ELIZABETH SECTION: 01**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: PSYC105
FALL 2015 INSTRUCTOR: CARNEY, SARAH KRISTIN SECTION: 01**PSYC280 Applied Data Analysis**

IDENTICAL WITH: QAC201

PSYC292 Literatures of Lying

IDENTICAL WITH: ENGL262

PSYC293 Introduction to Data Management

IDENTICAL WITH: QAC200

PSYC294 Developmental Tasks of Adolescence

Based on both clinical and developmental theory, this seminar is aimed at allowing students to master the primary intellectual and emotional tasks of adolescence through reading and group experience. We will ask what it means to have successfully individuated from family and explore how this need is expressed across four developmental domains—family, friends, fertility, and future—and how these milestones are evaluated and appraised. Students completing the course will be able to articulate why individuation and separation are essential to normal adult functioning and will also be able to develop summary statements that can be used to describe the level of functioning of an adolescent seeking therapy for a behavioral disorder.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | SPRING 2016

PSYC308 Psychology of Action

This course will introduce students to the study of the coordination and control of action. Topics will include control of movement, motor planning, and the linkage between perception, action, and cognition.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B308 PREREQ: NONE

PSYC309 Social Stigma

This seminar aims to introduce students to theoretical and empirical social psychological research on prejudice and social stigma. The topics covered will include examinations of why individuals stigmatize: exploring cognitive, evolutionary, self, and system justification explanations. The course will examine the effects of stigmatization for low-status groups (stereotype threat, dis-identification, compensation, and health outcomes). We will explore the role of stigma in intergroup interactions. Finally, we will explore perceptions of bias from the perspective of high-status groups (e.g., perceptions of antiwhite prejudice).

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: PSYC105 & PSYC260
FALL 2015 INSTRUCTOR: WILKINS, CLARA L. SECTION: 01**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 IDENTICAL WITH: SIS314 PREREQ: NONE

PSYC315 Psychology of Stress and Health

There has been an increasing interest in understanding the relationship between stress and health. This seminar will provide students with an overview of this relationship and the many types of research being conducted. Some of the broader topics of this class are understanding the basics of health psychology, knowing what stress is according to the biopsychosocial model, describing various methods for studying stress and health, and identifying factors underlying health habits and lifestyles. Additionally, students will look at positive health outcomes and gender and cultural differences in stress and health. Finally, various health issues (e.g., cancer, sleep behaviors, pain, and exercise) will be discussed.

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

PSYC316 Schizophrenia and Its Treatment: Neuroscientific, Historical, and Phenomenological Perspectives

The goal of the seminar will be to critically investigate the concept of schizophrenia as a unitary disease construct, from historical, neuroscientific, and phenomenological approaches, and the implications of these views for our understanding of treatment of the disorder. How are we to make sense of a psychiatric disorder that has changed so substantially in definition over time, with wide interindividual difference in symptom expression and functional outcome, a wide array of competing theories regarding etiology and biological mechanisms, and correspondingly diverse treatment interventions? We will engage these questions through three separate units that will evaluate the disorder from three different levels of analysis: (1) readings in the history of psychiatry and the perspective they cast on schizophrenia as a unitary disease concept; (2) an analysis of contemporary work in neuroimaging and experimental cognition in the disease and the current status of creating a coherent account of neurocognitive mechanisms of the disease, as well as a neurocognitive approach to novel interventions; (3) new work on understanding the experience of the disease from first-person accounts and the systematic analysis of these accounts as a window to understanding heterogeneity in the disease and novel approaches for therapy.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B316 PREREQ: NONE
SPRING 2016 INSTRUCTOR: KURTZ, MATTHEW M. SECTION: 01

PSYC317 Social Psychophysiology

This seminar aims to introduce students to current physiological methods and findings within social psychological research. Course readings will examine how psychophysiological techniques can be used to examine stress, intergroup interaction, emotion, health, and person-perception. Course topics include social psychophysiology and embodiment, biopsychosocial models of challenge and threat, neuroendocrine models of social evaluative threat, cortisol and prejudice, oxytocin, facial electromyography and emotion, event-related potential, and psychoneuroimmunology.

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

PSYC318 Psychology of Environmental Issues

Environmental issues, such as climate change and the overconsumption of resources, are some of the most pressing problems facing our world. Many environmental psychologists specifically investigate how people think about and respond to these global challenges. In this course, we will discuss how psychological mechanisms help explain the roots of various environmental problems and can also be used when designing interventions to address these issues. We will focus on both individual processes (cognitive processes, motivation, behavior change, connection with nature) and social processes (cultural worldviews, group relationships, media messages, social movements). Some of the broader questions addressed in this class are, Why are people generally unconcerned about climate change? Why is material consumption highly valued in American society? What motivates individuals to become involved in environmental social movements? Throughout the semester, students will practice applying the concepts learned in class to a specific environmental issue of their choice.

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

PSYC319 Seminar on the Effects of Emotion on Memory

Most Americans believe they will never forget what they saw on September 11, 2001. After witnessing a crime, people remember having looked directly at the criminal's face. It is sometimes said that it is easy to remember the good times and to forget the bad. Each of these ideas reflects a false belief that people have about how emotion influences memory. This seminar will examine these and other false beliefs through discussion of theoretical and empirical research examining memory and related processes. Over the semester, we will cover the main areas of research on emotional memory, with each week motivated by different questions. We will discuss how emotion guides memory and attention across the adult lifespan and will answer questions such as, What do people look at

in emotional situations? Why do older adults focus on positive information to a greater extent than younger adults? And what are the memorial consequences of *Game of Thrones'* exposition scenes?

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: PSYC221 OR PSYC208 OR PSYC220 OR PSYC227

PSYC320 Cognition, Learning, and Instruction in the Classroom

We will look at learning in formal and informal educational settings (primarily K-12) through the lenses of cognitive and developmental psychology. The course is divided into units on the theoretical perspectives on learning and instruction, neuroscience and education, cognition, learning environments, and academic achievement. We start with a focus on prominent theories and principles and recent work integrating neuroscience and educational psychology, so that the applications in the classroom, such as conceptual change, problem solving, strategy development, the design and implementation of instruction, and variables influencing academic achievement, are better situated.

By the end of the course, you will be able to articulate the interdisciplinary contributions and connections of education, neuroscience, and psychology; critically evaluate and analyze how different theories of learning and research findings influence educational practices; understand how different aspects of thinking (e.g., memory, problem solving) and social context (e.g., schools) affect learning; appreciate the bidirectional contributions of research and educational practice to one another; and acknowledge different perspectives on some of the "big questions" in the learning sciences.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: COOPER, JENNIFER LEE SECTION: 01

PSYC322 Psychology of Decision Making

This course will focus on the psychology of judgment and decision making. Students will explore theories of human judgment and decision making in light of empirical studies in cognitive and social psychology.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: PSYC220 OR NS&B220
FALL 2015 INSTRUCTOR: SCHMIDT, KATHLEEN ELIZABETH SECTION: 01

PSYC325 Healthy Places: Practice, Policy and Population Health

The built environment influences many aspects of health and well-being: psychological stressors (crime, noise, and violence), what people eat, the water they drink, the air they breathe, where (or if) they work, the housing that shelters them, where they go for health care, what social networks are available for support, how political power is distributed and public resources allocated. How cities, suburbs, and rural areas are managed; local policy; and planning and design decisions can all help determine whether the places we live will be threats to public health, and perhaps more importantly, to an aging society.

The focus of this course connects the fields of planning, psychology, and public health to explore contemporary challenges (and innovations) in the 21st-century built environment. Students will explore the multiple forces that impact population health, how to analyze these determinants, and what roles planning and public health agencies, as well as other institutions such as local governments, civil society, the private sector, and communities themselves, can play in research and action aimed at improving physical and mental health.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ENV525 PREREQ: NONE
FALL 2015 INSTRUCTOR: VERSEY, SHELLAE SECTION: 01

PSYC326 The Social Self

This course is on the social self, or better put, our social selves. It will examine how (and why) people influence one another and how this shapes perceptions, beliefs, and attitudes. We will study the ways in which we negotiate our multiple identities in our interactions with others, as well as how our identities are a function of differing social environments.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: PSYC260

PSYC329 Neural Costs of War

This course focuses on stress reactions that result because of exposure to war, combat, and related atrocities. You will learn about the diagnosis of PTSD, including its development and history. There is a strong emphasis on the neural and cognitive mechanisms for stress-related psychopathology and the overlap of psychological and neural systems with the damaging effects of traumatic brain injury. While interactions of these mechanisms with social and cultural processes are considered, the primary emphasis is on the neural and cognitive mechanisms. To be fully prepared for this course, students should have a solid grounding in neuroscience and behavior, as well as basic psychopathology.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: NS&B329 PREREQ: NONE
SPRING 2016 INSTRUCTOR: SANISLOW, CHARLES A. SECTION: 01

PSYC331 The Narratives of Illness and Recovery

A detailed examination of primarily first-person accounts of illness and recovery. The focus will be on narratives that deal with mental illnesses and trauma or the psychological aspects of physical illnesses. We will explore the relationship of story and narrative to the healing process. Students will analyze across texts the common psychological traits that lead to recovery and generativity, as well as the response to loss and the experience of suffering. Particular emphasis will also be placed on the role of "the wounded healer," those persons who have suffered and then choose to assist others who face similar predicaments.

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

PSYC339 Cross-Cultural Childhoods

The course will begin by examining different attitudes and practices during prenatal development and continue through early adulthood. We will consider the perspectives of the child, parents, other family members, and larger society. Developmental experiences will be examined in traditional societies and developing nations, as well as in modern industrialized societies. A wide range of developmental topics will be considered. Examples of topics in child development include weaning practices, sleep patterns, paternal contribution, education, sibling relationships, and child-care 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 IDENTICAL WITH: ANTH239 PREREQ: NONE

PSYC342 Music Perception and Cognition

This course provides an overview of the perceptual, cognitive, and neural bases of performing, composing, and listening to music. Topics include acoustics and biological processing of sound; theories and empirical research on pitch, rhythm, harmony, melody, timbre, orchestration; similarities and differences between music and language; evolution and development of musical ability, and special populations in musical functions. Meetings each week will include laboratory demonstrations and exercises in experiment design and data analysis.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B342 PREREQ: NONE
SPRING 2016 INSTRUCTOR: LOUI, PSYCHE SECTION: 01

PSYC348 Origins of Knowledge

In this course we will discuss in-depth a selection of current topics in cognitive development, centering on questions concerning the origins of knowledge. (What kinds of knowledge do we possess even very early in life? How does that knowledge change over time?) We will examine these questions within specific subject areas such as object perception, space perception, number understanding, and understanding of other minds, surveying evidence from different stages of human individual development as well as evidence from different nonhuman species.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: NS&B348 PREREQ: NONE
SPRING 2016 INSTRUCTOR: BARTH, HILARY C. SECTION: 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 IDENTICAL WITH: FGSS318 PREREQ: NONE
FALL 2015 INSTRUCTOR: SHEPHERD, CAITLIN BRIANA SECTION: 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 2015 INSTRUCTOR: JUHASZ, BARBARA JEAN SECTION: 01

PSYC356 Neurodevelopmental Disorders

IDENTICAL WITH: NS&B356

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

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 IDENTICAL WITH: AFAM361 PREREQ: PSYC260
SPRING 2016 INSTRUCTOR: PLOUS, SCOTT L. SECTION: 01

PSYC365 Seminar on Emotion

This seminar aims to provide an intensive introduction to what emotions are and how they influence our relations with other people. The seminar will cover general theory on emotion as well as theory on specific emotions (e.g., anger, shame, envy, humiliation). As emotions are multicomponential processes, we will examine how the social context shapes different components of the emotion process,

e.g., phenomenological experience, regulation, and expression of emotion. Moreover, we will explore how emotions operate at the individual, interpersonal, intergroup, and cultural levels of analysis.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: PSYC105
FALL 2015 INSTRUCTOR: RODRIGUEZ MOSQUERA, PATRICIA MARIA SECTION: 01

PSYC381 Project-Based Programming for Research

This project-based course will introduce students to programming in the context of research design, data visualization, and analysis of Big Data, focusing on the essential concepts and tools needed to carry out research and problem solving and to keep abreast of new technologies. We will survey these topics by combining scientific problems and modern programming approaches, and students will learn the fundamentals of programming required for structuring and conducting research.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: QAC261 PREREQ: NONE
SPRING 2016 INSTRUCTOR: DIERKER, LISA C. SECTION: 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 IDENTICAL WITH: NS&B382 PREREQ: NONE

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 GEN ED AREA: SBS 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 GEN ED AREA: NSM PREREQ: NONE
SPRING 2016 INSTRUCTOR: BARTH, HILARY C. SECTION: 01

PSYC385 Applied Quantitative Methods in Survey Research

This hands-on seminar provides advanced and applied experience in quantitative research. Students will have the opportunity to develop skills in evaluating the content of scientific literature; generating testable hypotheses that add substantially to their chosen area of research; locating and gaining access to publicly available data; preparing data for analysis; selecting and conducting descriptive and inferential analyses; and presenting research findings in meaningful ways to a diverse audience.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM 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 GEN ED AREA: NSM PREREQ: PSYC105
SPRING 2016 INSTRUCTOR: STEMLER, STEVEN E. SECTION: 01

PSYC389 Advanced Research in Social and Historical Process

In this advanced research course, students will become familiar with core theories that consider the temporal dynamics of social psychological phenomena and undertake empirical projects that attend to historical processes, including the history of psychological objects themselves. Students will work collaboratively on all aspects of the research project, including reviews of the literature, assessment of theories, and the design, conduct, and analysis of a study.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SISP389 PREREQ: PSYC105

PSYC391 Advanced Research in Cultural Phenomenology

This seminar is designed for seniors doing theses in cultural psychology to share their ideas and for juniors who are thinking about a thesis to explore various research directions.

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

PSYC392 Behavioral Methods in Affective Neuroscience

This research methods course teaches experimental design and methods in experimental psychopathology using tools to conduct behavioral research in cognitive-affective neuroscience. Course material includes studies from the contemporary psychopathology research literature, with a focus on emotion interactions. Methods taught will vary by semester and individual research projects and will include statistical procedures (e.g., repeated measures ANOVA), tools for carrying out research and analyzing data (e.g., computer programming for stimuli presentation and data processing), and neuroimaging techniques (e.g., event-related potential). There is high expectation that those enrolled in this

course will take initiative to extend their learning to areas for which they have specific interests related to the course objectives. Students are also expected to work independently.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B392 PREREQ: NONE

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 GEN ED AREA: NSM IDENTICAL WITH: NS&B393 PREREQ: NONE

PSYC394 Advanced Research in Prejudice and Stereotyping

This course will provide an overview of how to conduct experimental research in social psychology with a particular emphasis on prejudice and stereotyping. The course will progress through all stages of the research process, from idea generation to presentation of findings. Students will learn about a variety of current experimental measurement techniques (both explicit and implicit measures). Groups of students will design and carry out research projects, analyze data, and present findings to the class. In addition, students will complete weekly assignments on methodology and will write a final research paper.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: PSYC260
SPRING 2016 INSTRUCTOR: WILKINS, CLARA L. SECTION: 01

PSYC395 Introduction to Statistical Consulting

IDENTICAL WITH: QAC380

PSYC396 Advanced Research on Culture and Emotion

This course offers an in-depth examination of how culture (e.g., cultural values, norms) influences the emergence, experience, expression, and social consequences of emotions. Students will work in a team on a semester-long research project on culture and emotion (e.g., envy, humiliation, shame, happiness). The course includes advanced theoretical and empirical literature. The readings and research projects will give special attention to how gender intersects with culture in emotional experience and expression. Students will also learn how to adapt methods (e.g., narrative approaches, diary studies, field experiments) and techniques (e.g., adjustment of research measures to specific cultural communities, translation) to study emotions in their cultural context.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: RODRIGUEZ MOSQUERA, PATRICIA MARIA SECTION: 01

PSYC397 Psychosocial Intervention Trials

This advanced research methods practicum introduces students to research design, commonly used assessment protocols, and practical and ethical issues that arise in studies testing the efficacy or effectiveness of preventive or therapeutic interventions.

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

PSYC398 Advanced Research in Auditory Cognitive Neuroscience

This course provides in-depth training on the methods of auditory cognitive neuroscience. We will review contemporary studies in auditory cognitive neuroscience, specifically in speech, language, and music. Students will design and

implement a group project, learn to analyze the data, and write up the results in an end-of-term paper.

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B398 PREREQ: NONE

PSYC399 Lab in Gambling, Drugs, and Junk Food

This intensive laboratory course provides in-depth training on the experimental methods of behavioral neuroscience of motivation and reward using rodent research techniques. We will review contemporary studies with a particular focus on gambling, diet-induced obesity, and drug addiction. Some of the models examined in more detail will focus on the role of reward uncertainty and the concept of loss in gambling, the individual differences in the attraction to reward cues in subjects prone to obesity versus those that are resistant (with a particular emphasis on prenatal and developmental exposure to high-fat diets), and, finally, the individual differences in the resistance to adverse consequences in models of intense desire and addiction (such as the conflict-based model and Pavlovian autoshaping). Students will learn how to handle and inject rats in a behavioral neuroscience research setting and how to measure reward and motivation using operant (Skinner) boxes to carry out tasks such as progressive ratio, Pavlovian conditioned approach, conditioned reinforcement, and locomotor sensitization. They will be exposed to and become familiar with several different forms of these research techniques including the hardware and software necessary for this type of research and will be encouraged to adapt existing behavioral paradigms to answer new questions.

GRADING: OPT CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: NS&B399 PREREQ: NONE
SPRING 2016 INSTRUCTOR: ROBINSON, MIKE SECTION: 01

PSYC400 Academic Skills

IDENTICAL WITH: E&E5400

PSYC401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

PSYC409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

PSYC411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

PSYC423/424 Advanced Research Seminar, Undergraduate

GRADING: OPT SECTION: 01

PSYC465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

PSYC467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

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

PSYC501/502 Individual Tutorial, Graduate

GRADING: OPT SECTION: 01

PSYC503/504 Selected Topics, Graduate Science

GRADING: OPT SECTION: 01

PSYC511/512 Group Tutorial, Graduate

GRADING: OPT SECTION: 01

PSYC549/550 Advanced Research Seminar, Graduate

GRADING: OPT SECTION: 01

QUANTITATIVE ANALYSIS CENTER

ADVISORY BOARD: CHAIR: Wendy Rayack, Associate Professor of Economics

MEMBERS: David J. Baird, Vice President for Information Technology; Erika Fowler, Assistant Professor of Government; Diane Klare, Interim University Librarian; Gary Shaw, Professor of History; Francis Starr, Professor of Physics

DIRECTOR: Emmanuel I. Kaparakis, Director of Advanced Computing Centers

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.

MINOR REQUIREMENTS

DATA ANALYSIS MINOR: In order to earn the minor in data analysis, students must complete five graded courses:

ONE COURSE from among the following basic knowledge courses:

- MATH132 Elementary Statistics
- PHYS221 Modeling and Data Analysis
- PSYC200 Statistics: An Activity-Based Approach
- QAC201 Applied Data Analysis
- QAC211 A Data Science Primer

TWO COURSES from among the following mathematical, statistical and computing foundation courses, each from a different group:

MATHEMATICAL FOUNDATIONS

- MATH221 Vectors and Matrices

- MATH223 Linear Algebra
- MATH228 Discrete Math

STATISTICAL FOUNDATIONS

- ECON300 Quantitative Methods in Economics
- MATH231 An Introduction to Probability
- MATH232 Mathematical Statistics

COMPUTING FOUNDATIONS

- BIOL265 Bioinformatics Programming
- COMP112 Introduction to Programming
- COMP211 Computer Science I
- COMP212 Computer Science II

TWO CREDITS from among the following applied electives:

- E&E5322 Introduction to GIS
- E&E5344 Advanced GIS
- ECON282 Economics of Big Data
- ECON385 Econometrics
- GOVT366 Empirical Methods for Political Science
- GOVT378 Advanced Topics in Media Analysis
- PHYS340 Computational Physics
- PSYC385 Applied Quantitative Methods in Survey Research
- QAC231 Introduction to (Geo)Spatial Data Analysis and Visualization
- QAC241 Introduction to Network Analysis

- QAC261 Data Visualization
- QAC362 Data Journalism
- QAC380 Introduction to Statistical Consulting

Additional .5 credit courses to be offered by the QAC starting in 2015–16, such as **Bayesian Analysis, Event History Analysis, Working with Longitudinal and Hierarchical Data, Modeling Time Series Data, and Latent Variable Analysis**

ADDITIONAL INFORMATION

- There may be prerequisite courses required for some of the courses that count towards the minor, such as calculus. These prerequisites do not count towards the minor, and students attempting to complete the minor are not recused from these prerequisites.
- Mathematics majors cannot count courses in the foundations groups already covered by their major toward the minor. They must instead complete one course from the statistical foundations group and complete three applied elective courses. Alternatively to completing three applied elective courses, they can take either **MATH232** or **COMP212**, and complete two applied elective courses.

COURSES

QAC151 Working with Excel and VBA

Many of us know Excel for its spreadsheets: a quick and easy way to store some information, share it, and maybe make some charts. The goal of this course is to show you the more advanced features of Excel. We will write code in Visual Basic for Applications, learn how to import data from external databases and Web-based resources, create custom menus to interact with a user, and examine how Excel can be used in business decision making.

GRADING: OPT CREDIT: .25 GEN ED AREA: NSM PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: OLEINIKOV, PAVEL V SECTION: 01

QAC153 Working with Mathematica

The course introduces students to Mathematica's computing environment and all the basic features of the software. Starting with basic operations and computations, students will be introduced to graphics and visualization and mathematical computations and will learn through a series of hands-on lab exercises to use the Mathematica programming language for modeling and data analysis. While there are no prerequisites, a basic familiarity with computing tools and understanding of descriptive statistics, along with a basic calculus background and a willingness to make mistakes and learn from them is expected.

GRADING: OPT CREDIT: .25 GEN ED AREA: NSM PREREQ: NONE

QAC155 Working with Python

The course introduces students to programming, data management, and analysis with Python. Through a series of hands-on lab exercises, students learn to work with a variety of data using a high-level programming language and associated libraries to effectively manage and analyze their data. The emphasis is on data exploration and visualization and includes work with unstructured data generated by social media interactions. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.

GRADING: OPT CREDIT: .25 GEN ED AREA: NSM PREREQ: NONE

QAC156 Working with R

The course introduces students to programming, data management, and analysis with R. Through a series of hands-on lab exercises, students learn to work with a variety of data formats and use R's programming language and associated packages to effectively manage and analyze their data, with an emphasis on data exploration and visualization. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.

GRADING: OPT CREDIT: .25 GEN ED AREA: NSM PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: KAPARAKIS, EMMANUEL I. SECTION: 01

QAC157 Working with SAS

The course introduces students to programming, data management, and analysis with SAS. Through a series of hands-on lab exercises, students learn to work with a variety of data formats and use SAS's programming capabilities to effectively manage and analyze their data, with an emphasis on data exploration and visualization. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.

GRADING: OPT CREDIT: .25 GEN ED AREA: NSM PREREQ: NONE
SPRING 2016 INSTRUCTOR: KAPARAKIS, EMMANUEL I. SECTION: 01

QAC158 Working with Stata

The course introduces students to programming, data management, and analysis with Stata. Through a series of hands-on lab exercises, students learn to work with a variety of data formats and use Stata's programming capabilities to effectively manage and analyze their data, with an emphasis on data exploration and visualization. While there are no prerequisites, a basic familiarity with computing tools, an understanding of descriptive statistics, and a willingness to make mistakes and learn from them is expected.

GRADING: OPT CREDIT: .25 GEN ED AREA: NSM PREREQ: NONE
FALL 2015 INSTRUCTOR: KAPARAKIS, EMMANUEL I. SECTION: 01

- Computer Science majors cannot count courses in the foundations groups already covered by their major toward the minor. They must instead complete one course from the statistical foundations group, and complete three applied elective courses. Alternatively, they can complete both **MATH231** and **232**, and complete two applied elective courses.
- Economics majors and minors cannot count **ECON300** towards the minor, and must instead complete one course from each of the other two foundation groups.
- Students cannot count more than one course towards this minor that is also counting towards completion of any other of their majors or minors.
- One course taken elsewhere may substitute as appropriate for any of the above courses and count towards the minor, subject to the QAC Advisory Committee's approval (where routine approval may be delegated to the QAC Director).
- A more advanced course can substitute for the basic knowledge course, subject to approval. Students with good quantitative skills are strongly encouraged to do this.
- Students cannot receive both the Data Analysis Minor and the Applied Data Science Certificate.

QAC200 Introduction to Data Management

Data management is the most critical component of data analysis and comprises the vast majority of the work. Without properly managed data, statistical analysis is inaccurate, if not impossible. Therefore, knowing how to manage data and conduct quality control checks on managed data is essential for data analysts in any discipline. The goal of this course is to provide hands-on, project-based instruction in data-management techniques using industry standard statistical software. Students will be provided with research questions and data sets. They will be required to manage the data to prepare it for statistical analysis and provide basic reports, descriptive statistics, and graphs. In addition, they will be introduced to SQL, a powerful programming language that can interface with statistical software to conduct more complex and efficient data management. Students in this course will learn how to use statistical software to evaluate, clean, and manipulate data sets to get the data ready for statistical analysis. In addition, they will be capable of using basic SQL commands to manipulate data. They will also learn best practices for data management and basic quality-control checking using summary reports, descriptive statistics, and graphing.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM IDENTICAL WITH: PSYC293 PREREQ: NONE

QAC201 Applied Data Analysis

In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. Students will have the opportunity to develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers unlimited one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM
IDENTICAL WITH: SOC257 OR GOVT201 OR PSYC280 OR NS&B280 PREREQ: NONE
FALL 2015 INSTRUCTOR: DIERKER, LISA C. SECTION: 01-03

QAC211 Digging the Digital Era: A Data Science Primer

The course introduces students to the practice of what has come to be known as data science. Using a multidisciplinary approach and data from a variety of sources that cover any aspect of everyday life—from credit card transactions to social media interactions and Web searches—data scientists try to analyze and predict events and behavior. The first part of the course defines the area and introduces basic concepts, tools, and emerging applications. We describe how “big data” analysis affects both business practices and public policy and discuss applications in different areas/disciplines. We also discuss the ethical, legal, and privacy dimensions of big-data analysis. In part two of the course, we work on data acquisition and management and introduce appropriate programming and data-management tools. In part three, we concentrate on basic analytical and visualization techniques as we explore and understand the emerging patterns. Using a learning-by-doing approach in a computing laboratory, students will learn how to write computer programs in R—programming in R is a significant part of the course work—to access, organize, and analyze data through a series of small projects designed to illustrate the application of the techniques we develop for a variety of data sets and situations. Students will also engage in a semester-long project where they will access and use data from social media (Twitter) to address their own research questions.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE
FALL 2015 INSTRUCTOR: OLEINIKOV, PAVEL V SECTION: 01
INSTRUCTOR: KAPARAKIS, EMMANUEL I. SECTION: 01

QAC221 Modeling and Data Analysis: From Molecules to Markets

IDENTICAL WITH: PHYS221

QAC231 Introduction to (Geo)Spatial Data Analysis and Visualization

Geographic information systems (GIS) provide researchers, policy makers, and citizens with a powerful analytical framework for spatial pattern recognition,

decision making, and data exploration. This course is designed to introduce social science and humanities students to spatial thinking through the collection, management, analysis, and visualization of geospatial data using both desktop and cloud-based platforms. Classes will consist of short lectures, hands-on training using different spatial analysis and geodesign technologies (e.g., ESRI ArcGIS, Google Fusion Tables, MapBox), group projects, critiques, and class discussions. Weekly readings and assignments will build skills and reinforce concepts introduced in class. The course will culminate in the development of a group project. Guest lectures by faculty across campus will allow students to comprehend the breadth of applied geospatial thinking in today's research arena. The course is part of Wesleyan's Digital and Computational Knowledge Initiative and is aimed at students with limited or no prior GIS experience.

GRADING: A-F CREDIT: 1 GEN ED AREA: NSM PREREQ: NONE
SPRING 2016 INSTRUCTOR: DIVER, KIM SECTION: 01

QAC239 Proseminar: Network Analysis

Seminar leaders from physics, political science, psychology, and chemistry, as well as outside speakers, will introduce participants to network analysis and explore its applications across different topics and disciplines. The purpose of the course is to enable participants to use network analysis in their work and facilitated collaborations across disciplinary lines. In addition to the regular class meetings, we will schedule hands-on workshops for participants to become familiar with appropriate software and further develop their computing skills.

GRADING: OPT CREDIT: 5 IDENTICAL WITH: CIS239 PREREQ: NONE

QAC241 Introduction to Network Analysis

This is an interdisciplinary hands-on course examining the application of network analysis in various fields. It will introduce students to the formalism of networks, software for network analysis, and applications from a range of disciplines (history, sociology, public health, business, political science). We will review the main concepts in network analysis, learn how to use the software (e.g. network analysis and GIS libraries in R), and will work through practice problems involving data from several sources (Twitter, Facebook, airlines, medical innovation, historical data). Upon completion of the course, students will be able to conduct independent research in their fields using network analysis tools.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CIS241 PREREQ: NONE
SPRING 2016 INSTRUCTOR: OLEINIKOV, PAVEL V SECTION: 01

QAC260 Special Topics in Computer Science

IDENTICAL WITH: COMP260

QAC261 Project-based Programming for Research

IDENTICAL WITH: PSYC381

QAC282 Economics of Big Data

IDENTICAL WITH: ECON282

QAC301 Statistics Education Practicum

This course will serve students who are pursuing their undergraduate degree in a variety of disciplines but who want to expand their skills in statistics and applied data analysis in preparation for a future career. It will also serve students who are currently pursuing independent, quantitative research at the undergraduate or graduate level.

The course will center on personal interaction in support of introductory statistics students. Active peer mentoring and supporting experiences will be based on the theory that good teachers (and learners) of statistics need to be developed, as opposed to being trained. In line with this theory, this hands-on course will provide an intensive opportunity to build specific knowledge regarding teaching and learning in the area of data-driven statistical inquiry.

Students enrolled in this course will (a) attend statistics-mentoring development sessions (one hour/week); (b) provide one-on-one support for introductory statistics students during workshop-oriented class sessions (three hours/week); (c) lead small group-mentored meetings for five to six statistics students (one hour/week); and (d) monitor and critique progress on applied data assignments (one hour/week). In addition to these hands-on experiences, students will pursue a project aimed at furthering the field of statistics education. Projects may take the form of course evaluation, content/conceptual curriculum development, or translation of educational statistical software materials.

Similar to QAC380 **Introduction to Statistical Consulting**, this course is aimed at providing students with an opportunity to enhance their statistical skills beyond the introductory level.

GRADING: OPT CREDIT: 1 PREREQ: QAC201 or QAC380
FALL 2015 INSTRUCTOR: DIERKER, LISA C. SECTION: 01-03

QAC344 Advanced GIS and Spatial Analyses

IDENTICAL WITH: E&ES344

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, SBS IDENTICAL WITH: PSYC395
PREREQ: MATH132 or ECON300 or PSYC200 or QAC201 or SOC257 or GOVT201 or PSYC280 or NS&B280
SPRING 2016 INSTRUCTOR: ROSE, JENNIFER S. SECTION: 01

QAC401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

QAC491/492 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

RELIGION

PROFESSORS: Ronald Cameron; Peter S. Gottschalk; Elizabeth McAlister; Mary-Jane Rubenstein, *CHAIR*

ASSISTANT PROFESSOR: Justine Quijada

ADJUNCT ASSOCIATE PROFESSOR: Dalit Katz, *Hebrew*

DEPARTMENT ADVISING EXPERT 2015–2016: Mary-Jane Rubenstein

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, and 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.

MAJOR DESCRIPTION

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; check the "additional requirements and/or comments" section of the WesMaps listing for a course's official designation(s). Most courses have no prerequisites.

- **RELI151 Introduction to the Study of Religion.** The purpose of this course is to introduce students to the academic study of religion. It is not designed to survey the religions of the world or present an overview of global religious diversity. Rather, we will use a series of empirical case studies to explore methodological and theoretical issues in the study of religion, by examining (1) the various intellectual

tools used in religious studies; (2) the social, political, economic, and cultural context of those tools; and (3) the debates arising from their use.

- **Historical Traditions courses.** Many courses in the department deal with the historical content of major religious traditions such as Buddhism, Christianity, Hinduism, Islam, and Judaism, as well as shamanic, Afro-Caribbean, and classical and modern Chinese traditions. These courses examine the texts, histories, institutions, and rituals of these religions. In this category there are both survey courses (generally numbered at the 200-level) and seminars (generally numbered at the 300-level). In general, courses that are not thematic approach or method and theory courses are considered historical traditions courses.

- **Thematic Approach courses.** Thematic approach courses examine specific problems, questions, or themes that intersect with the study of religion. These include gender, race, politics, sex, law, science, and colonialism. Thematic approach courses may focus on one religious tradition or draw comparatively between traditions, but all are intended to provide tools for exploring and analyzing historical and contemporary phenomena.

- **Method and Theory courses.** These courses review and critically analyze methods, theories, and strategies employed by scholars of religion. Method and theory courses include the department's **RELI398 Majors Colloquium in Religious Studies**, which is required of all majors and is to be taken in their 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.

ADMISSION TO THE MAJOR

All majors are required to take **RELI151 Introduction to the Study of Religion**, 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.

MAJOR REQUIREMENTS

To complete a major in religion, students are also required to take a minimum of 11 courses (10.25 credits) (with a maximum of 15.25, including thesis credits) numbered 200 or above.

The minimum of 11 courses (10.25 credits) will be distributed as follows:

- **RELI151: Introduction to the Study of Religion**, with a grade of B- or better
- Four courses in three areas of historical traditions
- Two courses in thematic approaches
- Two courses in method and theory, one of which must be the **RELI398 Majors Colloquium in Religious Studies**
- A tenth course, which may be taken in any of these areas. Alternatively, the student can include one Hebrew course (**HEBR202** or higher) or a different fourth-semester language course with substantial religion content (see the Language section, below).
- **RELI404 Capstone Symposium tutorial** (.25 credit)

****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.**

STUDY ABROAD

The department enthusiastically encourages students to study abroad and will count up to two courses taken outside Wesleyan toward the major.

CAPSTONE EXPERIENCE

Assessment Portfolio and Capstone Symposium. During their time in the major, students will assemble a portfolio of three papers (at least four pages in length each) that they have written in the department: one from the introductory course (**RELI151**), one from the Major's Colloquium (**RELI398**), and a third of their choice that was written in their junior or senior year. Taken together, these papers should give evidence of the development of the students' learning, as well as their command of critical, analytical, and interpretative skills.

COURSES

RELI151 Introduction to the Study of Religion

The purpose of this course is to introduce students to the academic study of religion. We will focus, in part, on religious communities in the United States but will offer neither an overview of American religious history nor a survey of global religious diversity. Rather, we will use a series of empirical case studies to explore theoretical issues in the study of religion. Among other topics, we will examine: the construction of "religion" as a conceptual category, anthropological approaches to religious difference, theories of religious experience, the interpretation of religious texts, and the place of religion in American history and culture. Together, these discussions will offer a set of descriptive, analytical, and explanatory tools for understanding the role of religion in contemporary social and political life.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: CAMERON, RON SECTION: 01
SPRING 2016 INSTRUCTOR: MCALISTER, ELIZABETH SECTION: 01

RELI201 The Bible and Its Worlds: The Hebrew Bible—Old Testament in the Ancient and Modern Imagination

For some three billion people around the globe, the Bible is a source of faith, inspiration, and meaning. For many others, it is a symbol of barbarism and backwardness. What is the Bible? Who wrote it and how did it come to occupy such a central role in Eastern and Western cultures? In this course, we will examine the formative part of the Bible known by some as the Hebrew Bible and by others the Old Testament. The heart of the course will be close readings of the Hebrew Bible—Old Testament in English translation, from the foundational narratives of Genesis to the stories and ceremonies of ancient Israel to the poetry of the prophets and psalms. Throughout the course, we will pay close attention to the context of the ancient Near East, from which the Bible drew important parallels and polemics and that become critical to understanding the biblical texts. At the same time, we will consider how and why the Bible, a text written in a foreign language and cultural idiom thousands of years ago, has been a source of creative inspiration for modern readers through the media of literature, art, music, and film.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDST203 PREREQ: NONE | SPRING 2016

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

In the drop/add period of the spring term, all senior majors enroll in a .25 -credit pass/fail tutorial (**RELI404**), 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. Papers will be submitted to the department chair and distributed to faculty members for evaluation. 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

Religion majors with a B+ (88.3) average in the department may choose to write a senior honors thesis. Candidates for honors must submit to the department chair a two- to three-page proposal abstract and bibliography by the last Friday of April of their junior year. The proposal should be a description of the intellectual problem of the thesis and the method to be used (whether it will be historical, ethnographic, etc.). Students should list three faculty members who would make good thesis tutors, in order of preference. The department will determine which theses will move forward with which faculty and may reject some proposals. Students will be notified of the department's decision before classes end in May. A student must be general education stage 1-compliant by graduation to be awarded honors or high honors. A passing grade, honors, or high honors will be awarded after a student's work has been presented to a departmental colloquium.

LANGUAGE REQUIREMENT

Religion majors are strongly encouraged to develop knowledge in an ancient and/or modern foreign language. One upper-level Hebrew course (202 or higher) can count toward the major as a tenth course. Language courses besides Hebrew (such as Arabic, Sanskrit, etc.) can count toward the major once approved by the department chair. Such a course should be the equivalent of a fourth-semester language course, whose syllabus includes at least one-third religion content. For example, the course might look at religious writings, it might address some aspect of the role of religion or religious groups in society, or it might explore debates about religion, secularism, or modernity.

RELI206 Neo-Confucian Chinese Philosophy

IDENTICAL WITH: PHIL259

RELI209 Unthinkable Suffering: The Problem of "the Problem of Evil"

This course will explore the difficulties of reconciling the existence of evil and suffering in the world with the existence of an omnipotent and benevolent God. How have Christian philosophers and theologians sought to justify God by redefining, relativizing, or even explaining away evil? We will explore traditional efforts to set forth "theodicies," or justifications of God's goodness, as well as the inadequacy of these schemes in the face of the horrors of the 20th century. How is it possible to account for evil that surpasses all understanding or suffering that is too great to explain away? How, in other words, can thinking think the unthinkable?

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

RELI210 Thinking with Demons

IDENTICAL WITH: HIST148

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 IDENTICAL WITH: MDST214 PREREQ: NONE
SPRING 2016 INSTRUCTOR: CAMERON, RON SECTION: 01

RELI214 Buddhism and the Body: Desire, Disgust, and Transcendence

This is a course about the body, and the various ways that Buddhists have constructed, disciplined, despised, and venerated the human body. We will explore the Buddhist body in its various incarnations: the disciplined monastic body of monks and nuns, the hyper-masculine body of the Buddha, the sacred corpses of saints, the body given away in sacrifice, the body as marker of virtue and vice, the sexual body, the body transformed in ritual, and the body as understood in Buddhist medicine. Careful attention to ancient and modern Buddhist writing should enrich our understanding of what it means to inhabit a human body.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: FGSS215 PREREQ: NONE
FALL 2015 INSTRUCTOR: OVBREY, RYAN RICHARD SECTION: 01

RELI215 Politics and Piety in Early Christianities

The first four centuries of the Christian era will illustrate the lively twists and turns of social experimentation that set the stage for the emergence of the Christian religion. The course will be concerned with fundamental arenas of intellectual and social conflict, including constructions of Christian myths of apostolic origins and authority; the appropriation of the Jewish epic; the challenge of gnosticism; the domestication of Greek philosophy; interpretations of sexuality and gender;

experiences of martyrdom and prosecution; theological reflections on human nature and society; and the ways Christians were seen by Romans. The objective will be to grasp the beginnings of the Christian religion as a human achievement of cultural consequence.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: MDST215 OR CCIV212 PREREQ: NONE

RELI217 Jewish Graphic Novels

This course will explore issues in Judaism and the Jewish experience through the medium of the graphic novel. Students will not only gain proficiency in critically reading graphic novels and sequential art, they will also gain a grasp on some of the major issues in Jewish history including (but not limited to) immigration, life in America, the Holocaust, and Israel/Palestine.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015

RELI218 The Cosmos of Dante's *Comedy*

IDENTICAL WITH: FIST226

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, evangelical, process, and eco-theologies. How do the ways people think about God reflect, support, or interrupt the ways they think about the human subject? And what sorts of ethics, communities, and political decisions do these models underwrite?

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL220 PREREQ: NONE

RELI221 Islam and Muslim Cultures

This course provides an introduction to Islam and Muslim societies. It familiarizes students with the basic teachings and practices many Muslims associate with 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, the Middle East, and North America. Through three in-depth case studies, we will then examine imperial and postimperial relations through which the West and the Islamic world have come to be understood mistakenly as mutually distinct and antithetical to one another. These case studies will also demonstrate how historical and contemporary forms of global and transnational interrelatedness belie simplistic binaries and oppositions and reflect the inherently complex and fascinating interconnectivity among Muslims and non-Muslims.

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

RELI223 Chinese Buddhist Philosophy

IDENTICAL WITH: PHIL322

RELI227 Jews and Muslims: Perceptions and Polemics

The current state of Jewish-Islamic relations is tragically fraught with mutual suspicion and competing historical narratives that are manifest as much in the religious as in the political arena. In the midst of this fractious debate, it is sometimes forgotten that Jews have for centuries been a vital presence throughout the Islamic world and have contributed in rich and dynamic ways to Islamic civilization right up to contemporary times. This course explores the intricate relationship of Jews and Muslims from the rise and formative periods of Islam in the Middle Ages to the mass exodus of Middle Eastern and North African Jewish communities in the 20th century to the religiously and politically explosive tensions in contemporary times. The course will consider not only the complex dynamics of communal relations in the past, but the human, cultural, and political ramifications of this vital historical relationship in the present. We will explore Jewish-Muslim relations through religious texts, historical documents, memoir literature, music, and film.

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

RELI228 Classical Chinese Philosophy

IDENTICAL WITH: PHIL205

RELI229 Tibetan Buddhism: From Ancient India to Shangri-la

This seminar will explore both the philosophies and practices of Tibetan Buddhism as well as the ways Tibetan Buddhism has been mythologized by Tibetans and non-Tibetans alike. We will begin with a review of Indian Buddhism, placing particular emphasis on Tantric thought and practices. We will then focus on the subsequent development and core practices of Tibetan Buddhism's key schools, drawing on careful analyses of histories, myths, biographies, and religious discourses. Finally, we will explore the ways in which Tibet and Tibetan Buddhism have been mythologized in the minds of Westerners and others. We will pay special attention to the intersection of these imaginings with contemporary Tibetan nationalist movements to apply our insights to the analysis of present-day realities. Readings will draw from primary Buddhist texts, histories, autobiographies, and scholarly journals and will be complemented by in-class film screenings.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS343 PREREQ: NONE

RELI230 Muslim/Western Engagements in Film and Performance

Examining contemporary films and performances by Americans, Britons, Egyptians, Indians, Pakistanis, and Afghans offers the opportunity to challenge the simplistic binaries of West versus Islam upon which popular representations often rely. Themes that will be explored include Muslim emigration, European imperialism and colonialism, religion and secularism in the formation of national identity, terrorism and state violence, representation of gender differences, and the problem of multiple identities. Performances will include a one-woman play, hip-hop, and sufi "qawwali" music. Films will include *The Kingdom of God*, *The*

Battle of Algiers, *Of Gods and Men*, *Baby Doll Night*, *The Beauty Shop of Kabul*, *Restrepo*, *Khuda ke Liye*, *My Name Is Khan*, *Babel*, *AmericanEast*, and *Brick Lane*, plus episodes of *Battlestar Galactica*.

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

RELI233 The People of the Book: Jewish Cultures and Jewish Canons

Jewish cultures and Jewish canonical literatures have long existed in a mutually reinforcing and creative tension. This course is designed as an introduction to Jewish cultural and religious canonical literature, from biblical antiquity to modern times, through the lens of the religious, political, and social contexts of Jewish history. We will trace the evolution of Jewish literature from its origins in ancient Israel to its reinvention in modern America, paying careful attention to the process of evolution and expansion by which new ideas and changing sensibilities were either integrated with, or broke from, the voices of the past as they responded to the challenges of the present.

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

RELI236 Duty, Power, Pleasure, Release: Key Themes in Classical Indian Thought

IDENTICAL WITH: ARHA291

RELI238 Jewish Mysticism: Literature and Legacy of the Kabbalah

Mysticism challenges our conventional modes of experiencing reality and describing the mystery of being. It transcends commonplace distinctions between the sacred and the profane and upends traditional definitions of the human and the divine. Mystical contemplation and meditative practice have long occupied a central role in the Jewish religious tradition and have succeeded in transforming and remaking that tradition in every generation. This course will examine the central teachings and ongoing legacy of Jewish mysticism from its classical origins to modern times, with special emphasis on Kabbalah, Hasidism, and modern movements of Jewish renewal. We will consider the questions and controversies that defined Kabbalah and Hasidism in their formative contexts and the reasons for their revival among Jews and non-Jews alike in our day. In our study of Jewish mysticism, we will take the core texts of the mystical tradition as our starting point, while paying close attention to alternative forms of creative expression, from poetry and storytelling to music and dance.

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

RELI239 Modern Shamanism: Ecstasy and Ancestors in the New Age

The wise and mysterious native shaman has long held a particular fascination for Western scholars of religion, but does this figure even exist? What does it mean to be a practicing shaman today? Beginning with Eliade's definition of archaic ecstasy, we examine the idea of the shaman, its role in the New Age movement, and the challenges faced by contemporary indigenous shamans, from negotiating international intellectual property rights law to Ayahuasca tourism. Course materials are supplemented by A/V materials from the instructor's fieldwork in Siberia.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: REES282 PREREQ: NONE
SPRING 2016 INSTRUCTOR: QUIJADA, JUSTINE SECTION: 01

RELI240 Religion in the Roman Empire

This course is an introduction to the religious practices of ancient Rome, from the Republic to the Empire and its conversion to Christianity. Attention will be given to the gods and their veneration, divination and sacrifice, religion and the family, religion and the state, and official attitudes toward foreign cults.

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

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 study Buddhist traditions from the life of the Buddha through Buddhism's spread from India to Southeast, Central, and East Asia. We will then examine how Buddhism was studied and spread in the West, paying particular attention to the role of colonialism. Finally, we will address the role of Buddhism in a number of modern and ongoing conflicts and peace movements around the world, including the Parliament of World Religions, Japanese nationalism, the Sri Lankan civil war, and Tibetan sovereignty.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS242 PREREQ: NONE

FALL 2015 INSTRUCTOR: OVERBEY, RYAN RICHARD SECTION: 01

RELI253 Islamic Civilization: The Classical Age

IDENTICAL WITH: HIST231

RELI257 Protestantism: From the Reformation to the Religious Right

IDENTICAL WITH: HIST261

RELI261 Jewish History: From Biblical Israel to Diaspora Jews

IDENTICAL WITH: HIST247

RELI262 Jewish History: From Spanish Expulsion to Jon Stewart

IDENTICAL WITH: HIST248

RELI268 Anthropology of Black Religions in the Americas

This course examines Afro-Creole religions and cultural expressions in selected communities throughout the Atlantic world. How were religious communities created under colonial domination? Under what conditions were religions shaped, and what shapes did they take? How are African-based religions produced through aesthetics and the ritual arts of spiritual talk and sermons, song, dance, drumming, and medicine-making? How do these religions continue to survive, thrive, and, in some cases, grow in the current historical period? This course will pay special attention to the yearly ritual cycle and its attendant festivals:

Christmas, carnivals, Lent, Easter, saints' days, feasts, and pilgrimages, as well as the emergent spiritual and aesthetic traditions such as *Capoeira* and *Rara*. We will study Orisha religions like *La Regla de Ocha*, or *Lukumi*, in Cuba and the Latino United States; *Candomble* in Brazil; *Vodou* in Haiti; and *Garifuna* traditions and spiritism in Puerto Rico.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AFAM387 OR LAST268 OR ANTH267 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: MCALISTER, ELIZABETH SECTION: 01

REL1270 **Magical Money and Enchanted Capitalisms**

In the early days of the 20th century, Max Weber foresaw that with the rise of capitalism and modernity, the world would become increasingly disenchanting. Now, with the turn of the 21st century, people all over the world experience capitalism as a realm of enchantment. In Malaysia, ghosts possess factory workers; in South Africa, capitalism produces zombies; and in Bolivia, mines eat their miners. Instead of Weber's "iron cage," we live in a world of "voodoo economics" where Korean shamans conduct ceremonies to bless new businesses, Russian psychics curse business competitors, and prosperity theology preaches that God will make you rich. This class explores the enchantment of the financial sphere, combining theory on the disenchantment of modernity (Max Weber) and commodity fetishism (Karl Marx, Sigmund Freud, William Pietz) with ethnographic accounts of how capitalism and the economy become mystified and enchanted.

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

REL1271 **Secularism: An Introduction**

This course traces the idea and ideal of secularism as an ideological project from classic Enlightenment texts to its contemporary incarnations. We begin with philosophical arguments for the separation of church and state as well as the utopian ideals of secular humanism. We then trace how these underpinnings were embodied in state-sponsored atheism in the Soviet Union, as well as in liberal democratic principles in the United States and Europe. Finally, we examine critiques of the secular project, focusing on secularism as a realpolitik approach to governing multireligious societies and the idea of religious freedom as a universal human right.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: REES216 PREREQ: NONE

REL1273 **Vodou in Haiti—Vodou in Hollywood**

The Afro-Creole religion of the Haitian majority is a complex system of inherited roles and rituals that Afro-Creole people remembered and created during and after plantation slavery. Called "serving the spirits," or "Vodou," this religion and cultural system continues as a spiritual method and family obligation in Haiti and its diaspora and draws constantly on new symbols and ideas. Vodou has also captured the imagination of Hollywood and television, and the entertainment industry has produced numerous films and television episodes, and now computer games, with "Voodoo" themes. This course explores the anthropology of Vodou as a religious practice and relates it to the cultural studies of North American representations of Vodou. We will ask, What constitutes the thought and practice of Haitian Vodou? How is Vodou represented in American media? How can we analyze the patterns and tropes that operate in images of Vodou? We will explore questions of religious ritual, political resistance and orality, secrecy and spectacle, authenticity and commodification, racism, media studies, and the ethics of representation.

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

REL1274 **Romans and Christians: The World of Late Antiquity**

IDENTICAL WITH: CCIV275

REL1275 **Religions Resisting Modernity**

Why did the Taliban forbid television? Why do creationists reject evolution? Why did Gandhi insist that Indian nationalists spin their own thread? Throughout the last century, resistance has risen to modernity, and religion has played an increasingly important role in challenging the globalization of modern Western values. This seminar will explore how Europe transformed itself into a modern society with worldwide influence. Then it will investigate how the Lakota Sioux, Christian creationists, Mohandas Gandhi, the Branch Davidians, and Egyptian Islamicists each have used religion in an attempt to resist some aspect of modernity, either outside the Western world or within it. Ultimately, the course will challenge our very understandings and expectations of modernity.

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

REL1276 **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 GEN ED AREA: SBS PREREQ: NONE

REL1279 **Liberation Theology and Pentecostalism in the Americas and Africa**

This course tackles the question: If liberation theology advocates a preferential option for the poor, why do the poor in the Americas often choose a preferential option for evangelical Protestantism? We will examine how liberation theology offers those concerned with human rights a moral compass for future action. For liberation theology, "the poverty of the poor is not a call to generous relief action, but a demand that we go and build a different social order" (Gutierrez, 1983).

Indeed, liberation theology has been a powerful influence in many human rights movements in the Americas, from the Sandinista revolution to social movements in grassroots Brazil and Haiti. In contrast, for evangelical Christianity, the common good is a by-product of the righteous lives of believers as they enact the outward signs of personal salvation. This course examines both religious thought and analysis of various Christianities of the Americas and Africa, with particular attention to the ways religious thinkers and communities grapple with and resolve questions of human rights, evangelizing, and structural inequalities that arise in the recent era of globalization and neoliberal capitalism. Other topics will include the prosperity gospel, the growth of Christian NGOs, gender and machismo, and spiritual warfare. Case studies will include readings on Colorado Springs in the United States, Colombia, Brazil, Haiti, and Zimbabwe.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: LAST306 PREREQ: NONE

REL1280 **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 IDENTICAL WITH: AFAM282 OR AMST242 PREREQ: NONE
 FALL 2015 INSTRUCTOR: MCALISTER, ELIZABETH SECTION: 01-02

REL1284 **What Makes the Sacred Sacred?**

Sacred, sacredness, sacrifice, sacrament, sacristry, sanctity, sacrum, sanction, saint, consecrate, sacrosanct, sacrilege, desecrate. The notion of sacredness has pervaded the English language in myriad ways over nearly a millennium. What, then, makes the sacred sacred? Is sacredness universal? If so, what defines it? If not, why do Anglophones use the term sacred as if it is? Are there parallels among different religious cultures and their literatures? Are these parallels close enough that the English term sacred can be translated into other languages? This course will explore these questions using multidisciplinary methods and diverse readings reflecting various cultures' views of social and cosmic order. We will interrelate readings of primary and secondary sources by using four themes (sacred places, invoking the sacred, sacred bodies, and sacred nation) to examine five traditions (Jewish, Christian, Muslim, Hindu, and Lakota).

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

REL1285 **Religion and National Culture in the United States**

IDENTICAL WITH: AMST236

REL1286 **The Examined Life: Religion and Philosophy on the Art of Living**

What kind of life is worthy of a human being? How do you examine what W. B. Yeats called "the dark corners of your own soul" with the same scrutiny you give the world around you? To live a noble life is the most critical challenge we face as individuals, the courage to confront ourselves and our most cherished assumptions, and to face the world, in turn, as a conscious steward. To live an examined life, as Socrates implored over 2,400 years ago, is to be actively engaged in the world and to take ownership of our choices. It is to live in the sacred space between thought and action, truth and justice, philosophy and life.

Both philosophy and religion, for all their differences, ask the same perennial questions of humanity: How do you create a flourishing human life? Philosophy is not the possession of wisdom, but the love of wisdom, an orientation to truth and justice constantly in-the-making, demanding renewed devotion to conscious living. Diverse religious traditions, in turn, define the religious life as the striving for sanctity and human wisdom, in short, a way of life in harmony with the deepest truths of existence. In this seminar, we will explore classics of religious thought and Western philosophy as complementary responses to the deepest questions of humanity and the quest for a noble life. We begin at the beginning, with Socrates' challenge that the unexamined life is not fit for a human being, and explore how this challenge was put into practice in medieval and modern times. We will conclude with contemporary philosophers, both religious and secular, who challenge us anew to live up to the ancient Socratic ideal.

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

REL1288 **Buddhism in America: The Dharma Comes to Main Street**

This seminar will investigate the history and diverse forms of Buddhist thought and practice in America. We will begin with an introduction to fundamental Buddhist teachings, practices, and Asian traditions. Then, we will follow Buddhism's transmission to America in the 19th century and unpack its subsequent history and role in the lives of both diaspora and convert Buddhist communities. We will explore African American understandings of Zen and a community of first-generation Thai immigrants practicing *Theravada* in Philadelphia, American convicts practicing Buddhist meditation in prison, and a multid denominational Buddhist temple in Virginia adapting to life in a conservative evangelical Christian community. Readings will include primary Buddhist texts, autobiographies, and anthropological case studies and will be complemented by in-class film screenings. Students

will also conduct one-on-one interviews, paying careful attention to the ways in which class, gender, and ethnicity shape the American Buddhist experience.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS286 PREREQ: NONE

RELI289 Religion and Indigenous Identity Politics

From stereotypes about wise old Indians to contemporary U.S. repatriation legislation, religious practice figures prominently in indigenous identity politics around the world. Religion can be profoundly sustaining to native communities and, at the same time, fraught with stereotypes and contradictory demands. This class examines these stereotypes, contradictions, and convictions with empathy and a critical eye.

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

RELI291 You, Me, We, Them: A History of Comparison in a Globalizing World

IDENTICAL WITH: CHUM338

RELI292 Reason and Revelation: An Introduction to the Philosophy of Religion

Throughout the medieval period in Europe, philosophy and theology were thought to be compatible, if not completely coextensive. With the dawning of modernity, however, a distinction of mutual suspicion began to emerge between the secular and sacred disciplines. Broadly speaking, "philosophy of religion" is the effort to evaluate the claims of revelation and reason in terms of one another, revealing either consonance or dissonance between the two. We will examine some of the major texts within this field, whose authors include deep skeptics, committed Christians, committed anti-Christians, secular and nonsecular Jews, feminists, ethicists, idealists, empiricists, and Romantics. Themes to be explored include proofs of God's existence—along with refutations of those proofs and rebuttals to those refutations—the problem of evil, religious ethics, religious experience, the possibility of a universal religion, and the relationships between monotheism, race, ecology, and gender.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: PHIL282 PREREQ: NONE
FALL 2015 INSTRUCTOR: RUBENSTEIN, MARY-JANE VICTORIA SECTION: 01-02

RELI294 Rabbis, Rebels, and Reformers: Jewish Philosophy Through the Ages

How has the philosophical quest contributed to Jewish thought, and how has Judaism contributed to the philosophical tradition? This course offers an introduction to the classics of Jewish philosophy and theology through the ages. We begin with the Bible, which bears witness to the earliest encounter of Torah and philosophy. We will explore the growth of philosophical thought in Hellenistic Jewish culture and its flowering in the medieval Islamic world. We will then focus on the engagement of Jewish thinkers with the philosophical problems of modernity, from Benedict Spinoza to Abraham Joshua Heschel. Among the questions we will consider in class are the role of reason in religion, the relationship between Jewish and non-Jewish wisdom, and the effort to update Jewish modes of thought and its ancestral tradition to the burning questions of each generation.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: COL337 PREREQ: NONE | FALL 2015

RELI296 Judaism and the Politics of Identity

The extraordinary diversity of Jews and Jewish expression in the modern period defies simple categorization. Secularism and history are as much a part of the politics of Jewish identity as are religion and race. How has Jewish identity been defined historically and who decides who is a Jew today? How is Jewish identity defined and debated among the Jews of the Middle East, India, China, and Sub-Saharan Africa? How is Jewish identity negotiated in the State of Israel? How have secular ideologies impacted the construction of Jewish identity in recent times? This course will examine the diversity of Jewish cultures and the paradigms and politics of Jewish identity on a global scale.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | SPRING 2016

RELI298 Religion and History

IDENTICAL WITH: HIST323

RELI299 Imagining Communities: National Religions and Political Rituals

From the Catholic-Protestant troubles in Northern Ireland, Christian nationalism in Serbia, Hindu-Buddhist conflict in Sri Lanka, and the Taliban in Afghanistan, religious nationalism often produces virulent and violent conflict. Yet the Virgin of Guadeloupe is a national symbol of Mexico, Catholicism was central to the Polish Solidarity movement, and America defines itself as "one nation under God." How are we to understand the relationship between religion and national identity, and how do political rituals, both religious and secular, help form communities? Popular media and political science analysis define religious nationalism as dangerous, and secular nationalism as good. We will investigate this claim over the course of the semester by asking what the study of religion and ritual can bring to the topic. Are religious and secular political rituals really as different as they seem? We will read and discuss the classic social theories of Samuel Huntington, Benedict Anderson, Emile Durkheim, Victor Turner, Clifford Geertz, and Talal Asad, and these readings will be interspersed with case studies that illustrate how these theories help us understand the world. Case studies include the war in Bosnia-Herzegovina, the recent arrest and trial of the punk band Pussy Riot in Russia, and the Yasukuni shrine in Japan, where the souls of kamikaze pilots and WWII war criminals are enshrined. In addition, students will pick a case study of their own for a research project. This project will be conducted through multiple small assignments over the course of the semester that will be combined into a final research paper and class presentation.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: REES299 PREREQ: NONE

RELI301 History of Religion

A comparative study of the religious myths and practices of ancient Israel, Greece, and Rome, and early Christianity. Special attention will be given to how these traditions, taken together, produce "religion" as a discrete category of human experience.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: CAMERON, RON SECTION: 01

RELI302 Kierkegaard: An Advanced Seminar in Absurdity

Throughout Kierkegaard's "pseudonymous authorship"—a set of books written by different characters he dreamed up to remove the burden of authorship from himself—we encounter the possibility that from the perspective of ethics, philosophy, and even religion, the truth will seem ridiculous. Truth, for these pseudonymous authors, takes the form of paradox, which reason and common sense can only call "absurd." Of course, it is no surprise that a paradox seems absurd; if it is not absurd, it is not a paradox. For the pseudonyms, it is therefore either the case (1) that truth is paradoxical, exceeding the realms of ordinary thinking and existing, or (2) that it is not. If it is not, then the absurd is simply absurd and both philosophy and religion are right to reject it. But if truth "is" paradoxical, then we are faced with the problem of thinking the unthinkable, communicating the incommunicable, and getting serious about absurdity. In this seminar, we will wrangle some of these pseudonyms' best-known, most exciting, and crankiest books, along with a few of Kierkegaard's signed, vitriolic attacks on the established church.

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 IDENTICAL WITH: MDST305 PREREQ: NONE
SPRING 2016 INSTRUCTOR: RUBENSTEIN, MARY-JANE VICTORIA SECTION: 01

RELI307 Ritual

Religion can be defined through beliefs or traditions or texts, but it always takes physical form through ritual. Ritual is the one universal in religion, but the question of how to understand ritual is possibly the most contested question in the study of religion. Can a ritual be read like a text? How do symbols produce effects, and how should we understand these effects? What is performative speech and how does it work? How does ritual behavior reflect and shape social relationships? This course introduces students to the major approaches of studying ritual. The readings draw heavily, but not exclusively, on anthropological approaches to ritual, both classic texts and recent innovative approaches focusing on language and embodiment. Students will be required to do practical fieldwork observations of rituals so that they can put these texts in dialogue with their research experience.

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

RELI310 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 is "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 while, undeterred, many Hindus and Muslims have advocated their own practices, beliefs, and sensibilities. 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 IDENTICAL WITH: HIST276 PREREQ: NONE

RELI311 Ethnicity, Religion, and Class in the Middle East and the Balkans

IDENTICAL WITH: HIST311

RELI330 American Utopias in the 19th Century

IDENTICAL WITH: AMST330

RELI333 Global Christianity

IDENTICAL WITH: HIST265

RELI350 Women and Buddhism

This seminar will seek to investigate the complex and changing status of women in relationship to Buddhist doctrine and practice. Using Buddhist texts that present traditional views of women as well as a variety of contemporary materials that reveal aspects of the lives of Buddhist women in ancient and contemporary times, we shall attempt to understand the values and concerns that drive, restrain, and/or empower such women.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: RELI242 OR CEAS242 OR RELI151

RELI351 Jews and Christians in Medieval England: Debate, Dialogue, and Destruction

IDENTICAL WITH: ENGL351

RELI355 Mystical Traditions in Islam

IDENTICAL WITH: HIST337

RELI372 Jewish Politics, Jewish Power

What has Judaism to do with politics? Is there such a thing as a Jewish political tradition before the establishment of the modern State of Israel? This course will take a close look at the history of Jewish political thought and the implementation of Jewish power, both in the past and in the present. We will begin with an overview of the current debate over religion and politics and how it impacts the case of Jewish statehood. We will then look at the roots of Jewish power in antiquity and the development of political thought in classical and medieval Jewish sources before turning to the challenges and controversies associated with modern Jewish politics and statehood and the ambiguous relationship between religion and politics. In addition to numerous sources from the Jewish tradition, we will explore the implications of Jewish power and powerlessness in contemporary Jewish literature and film.

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

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 IDENTICAL WITH: SISP373 PREREQ: NONE

RELI375 Relic and Image: The Archaeology and Social History of Indian Buddhism

IDENTICAL WITH: ARHA381

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 IDENTICAL WITH: SISP377 PREREQ: NONE

RELI379 Christianity and Sexuality

This course will explore a range of Christian teachings on attitudes toward, and technologies of, sex and sexuality. We will read medieval and modern theologies of sexuality, as well as contemporary historical, sociological, and cultural studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and transgendered practices and identities, and reproductive rights.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FGSS309 OR AMST379 PREREQ: NONE

RELI385 Performance Studies

IDENTICAL WITH: THEA316

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 IDENTICAL WITH: AFAM280 OR AMST391 PREREQ: NONE

RELI395 Engaging Others: Ethnographic Approaches to the Study of Religion

We often think of religion as being about belief, but how do you observe a belief? What exactly do we study when we study religion? What can be observed, documented, and concluded from the ethnographic study of religion? This course introduces students to a cross-cultural, comparative perspective on religious practice and belief through methodological inquiry. The class is intended to prepare students to do independent field research. Ethnographic readings interspersed with methodological exercises in a local religious community culminate in the preparation of a research proposal.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: ANTH395 PREREQ: NONE

SPRING 2016 INSTRUCTOR: QUIJADA, JUSTINE SECTION: 01

RELI396 Performing Jewish Studies: History, Methods, and Models

IDENTICAL WITH: HIST313

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 GEN ED AREA: SBS PREREQ: NONE

SPRING 2016 INSTRUCTOR: RUBENSTEIN, MARY-JANE VICTORIA SECTION: 01

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

RELI481 Regulating Intimacy: Secularism, Sovereignty, Citizenship

IDENTICAL WITH: FGSS225

RELI483 Constructions and Re-Constructions of Buddhism

Is Buddhism a philosophy? A mind science? An ancient mystical path? A modern construct? This seminar will evaluate a variety of answers to these questions by exploring how Buddhism has been understood in colonial and postcolonial periods. Our primary-source materials range from Orientalist poetry to Zen essays to Insight Meditation manuals to 21st-century films to contemporary academic critiques. We will examine the shape Buddhism takes in these works and turn to recent scholarship to discuss how romantic, imperialist, anti-modern, nationalist, therapeutic, and scientific frames depict one of today's most popular religions.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS245 PREREQ: NONE

RELI486 Nonviolence and Violence in Buddhism

This seminar examines one of the most important and debated themes in Buddhism—its teachings and practices of nonviolence and of justified violence. Using both selected secondary sources and primary texts in translation, students will not only learn the basic doctrines and history of Buddhism through this engaging theme, but also reflect on the dynamics of religious nonviolence and violence in general at both philosophical and sociopolitical levels. The course explores a variety of subjects and materials, including Buddhist stories and philosophy, practices such as vegetarianism and Tibetan tantric rituals, Buddhist political leaders from Ashoka to Ambedkar, Dalai Lama, and Aung Sun Suu Kyi.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: CEAS486 PREREQ: NONE

RELI401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

RELI409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

RELI411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

RELI465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

RELI467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

RELI488 De/Constructing Religion

IDENTICAL WITH: FGSS230

ROMANCE LANGUAGES AND LITERATURES

PROFESSORS: Andrew Curran, *French*; Bernardo Antonio Gonzalez, *Spanish*; Ellen Nerenberg, *Italian*; Jeff Rider, *French*; Norman R. Shapiro, *French*

ASSOCIATE PROFESSORS: Michael Armstrong-Roche, *Spanish*; Robert Conn, *Spanish*; Typhaine Leservot, *French*, *College of Letters, CHAIR*; Catherine Poisson, *French*

ASSISTANT PROFESSORS: Francesco Marco Aresu, *Italian*; Maria Ospina, *Spanish*; Stéphanie Ponsavady, *French*; Olga Sandra Ferrer, *Spanish*; Paula Park, *Spanish*

ADJUNCT PROFESSORS: Octavio Flores-Cuadra, *Spanish*; Ana Perez-Girones, *Spanish*

ADJUNCT ASSISTANT PROFESSOR: Louise Neary, *Spanish*

ADJUNCT INSTRUCTOR: Camilla Zamboni, *Italian*

ADJUNCT LECTURER: Catherine Ostrow, *French*

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Catherine Poisson, *French Studies*; Ana Perez-Girones, *FALL, Hispanic Literatures and Cultures*; Camilla Zamboni, *Italian Studies*; Typhaine Leservot, *Romance Studies*

The Department of Romance Languages and Literatures (RL&L) is a cornerstone of the humanities at Wesleyan and the University's gateway to the French-, Italian-, and Spanish-speaking worlds. We represent literary and cultural traditions that extend from the Middle Ages to the present. We teach languages, literatures, and cultures that span Europe, Asia, Africa, and the Americas. Our students develop and apply their knowledge and skills through the extracurricular activities and study-abroad opportunities that we promote. Through a network of collaborations across departments and divisions, we support a wide array of majors, academic programs, and initiatives.

MAJOR DESCRIPTION—FRENCH STUDIES

The French studies (FRST) 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 them, an awareness of French and Francophone modes of thought and expression. It also offers the students 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.

ADMISSION TO THE MAJOR

Our criteria for admission in the major is a grade of B or higher in FREN215 or its equivalent.

MAJOR REQUIREMENTS

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, 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.
- **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 major or the Romance studies RMST major where the student is combining French with one or two other Romance cultures. Starting with the graduating class of 2015, a minimum grade of B will be required for courses taken on campus to count toward the FRST major or the RMST major.

ADMISSION TO THE MINOR

Our criteria for admission in the minor is a grade of B or higher in FREN215 or its equivalent.

MAJOR DESCRIPTION—HISPANIC LITERATURES AND CULTURES

The major is designed for students committed to achieving fluency in Spanish and a broad and deep knowledge of the literatures and cultures of the Spanish-speaking world. The major emphasizes both the historical interest and cultural diversity of a world whose geographic reach is vast and whose heritage extends from the Middle Ages to the present. The major focuses primarily on lit-

ADDITIONAL INFORMATION

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.

MINOR REQUIREMENTS

The French studies minor provides students with a command of the French language sufficient to live and work in a French-speaking environment. It enables them to develop a good knowledge of French-language literatures and cultures, and, through it, an awareness of French and Francophone modes of thought and expression. The minor consists of a minimum of five 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, 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.
 - Essay, thesis, and other (e.g., CA/TA) tutorials and language courses do not count toward the major, although they are encouraged.
- **One FRST course.**

The other credit may be in French or English and may include any one of the following course:

- A course from the French section's normal offering numbered 220-399.
- A course listed as FRST (French Studies) or FIST (French, Italian, Spanish in Translation).
- A course taken through approved study-abroad programs.
- A course offered by other departments and programs on campus that deal partly or primarily with France or a Francophone region. This course must be approved by the student's minor advisor.

Although there is no overall GPA requirement to stay in the minor, a grade of B or higher is required to receive minor credit for a course.

STUDY ABROAD

All majors are strongly encouraged to spend at least one semester studying abroad in a French-speaking country. We encourage students to participate in Wesleyan's program in Paris (the Vassar-Wesleyan Program), but other Wesleyan-approved study-abroad programs currently exist in Cameroon, 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).

ADVANCED PLACEMENT | TRANSFER OF CREDIT | HONORS

See wesleyan.edu/romance/french and click on AP, Transfer of Credit, Honors, Capstone & Ampersand Courses.

erary and related modes of representation (performance and the visual media). It recognizes course work outside the department insofar as such courses bear on the Spanish-speaking world and contribute to a fuller understanding of the themes writers and artists routinely address or the conditions for literary, theatrical, and media production. Students majoring in Hispanic literatures and cultures

have the flexibility to tailor the major to their intellectual interests as long as they meet our expectations for coherence.

STUDENT LEARNING OUTCOMES

The Hispanic Literatures and Cultures major provides students with the Spanish-language proficiency to live, study, and work successfully in a Spanish-speaking environment, whether abroad or in the United States. They learn about Spanish-language literatures and other cultural forms such as film and, through them, about Spanish-language modes of thought, expression, and creative achievement. As a result, they improve their ability to communicate in Spanish as well as their native language, become more adept at understanding other points of view, and learn to draw on a wide range of sources to stimulate their own creative and critical capacities. Finally, students explore the enormous cultural diversity of the Spanish-speaking world through a flexible, interdisciplinary program (often including study abroad), which can serve as the basis for future work or further academic or professional studies.

ADMISSION TO THE MAJOR

Students qualify for this major with a grade of B or better in **SPAN221** or the equivalent.

MAJOR REQUIREMENTS

- Nine courses numbered **221** and above.
- At least five courses in **SPAN** taken from Spanish-section professors on Wesleyan's Middletown campus. This minimum is designed to ensure you have worked sufficiently with Wesleyan's Spanish faculty and learned about the diverse perspectives, approaches, and styles we bring to our field.
- Breadth requirements: at least one course centered on periods before 1700 (Medieval, Spanish Golden Age or colonial Latin America, normally **SPAN230-249**), post-1700 Spain (normally **SPAN250-269**), and post-1800 Latin America (normally **SPAN270-299**). Breadth requirements may be fulfilled at Wesleyan or abroad.
- Students will take at least one course in **SPAN** at Wesleyan during their senior year.
- Essay, thesis, and other (e.g., CA/TA) tutorials and language courses do not count toward the major, although they are encouraged.
- Students are expected to earn a B or better in courses that count for the major. Students wishing to count a course with a lower grade toward the major are expected to consult with the Spanish section about it as soon as the grade is recorded.
- Courses must be taken for a letter grade, unless the student is also majoring in COL.
- Students must arrange to meet with their HISP advisor as soon as they declare the major and at least once per term thereafter even if another major advisor officially authorizes the study plan (preferably not during drop/add if another major advisor authorizes). This is to ensure that faculty and students have an ample chance to become acquainted with one another, discuss plans, and regularly confirm the proper completion of requirements.
- Special provision for students interested in majoring in both HISP and LAST: Students may count no more than four courses toward satisfying requirements of both majors concurrently.

MAJOR DESCRIPTION—ITALIAN STUDIES

The study of Italian language, literature, and culture brings into proximity humanistic tradition and global concerns. The excellent language training Wesleyan students receive serves as the base from which to explore Italian history, culture, and society from the Middle Ages to the present. The rich and renewing curriculum enables students to develop and refine capabilities Wesleyan has defined as essential. Those capabilities that Italian studies fosters and increases include writing, speaking, interpretation, intercultural literacy, and effective citizenship, skills that are in service to a variety of professions and courses of study. The small classes, typically conducted through the medium of Italian, a characteristic of Wesleyan's Italian curriculum, allow professors and students to work closely on a variety of critical topics. The cross-disciplinary composition of the major allows students to explore their interests in an array of different departments (history, the College of Letters, art history, classics).

STUDENT LEARNING OUTCOMES

The Italian Studies major combines the study of Italian language, literature, film, and culture, bringing humanistic tradition together with current global concerns. The major is designed to provide students with a comparative, international, and interdisciplinary education. Language training at Wesleyan serves as the base from which to explore Italian history, culture, and society from the Middle Ages to the present. Likewise, the in-depth study of a variety of texts (literary, filmic, and cultural) enhances the study of the language. The study of a foreign language and culture complements students' understanding of their own native cultures, enriching their critical understanding of it. Small classes taught through the medium of Italian, along with the extracurricular activities and study abroad opportunities, allow students to study in detail and collaborate on a variety of critical topics and foster abilities considered essential in an ever-globalizing world, such as critical thinking, intercultural interpretation and literacy, and effective citizenship. These skills, in turn, prepare students for a variety of professions and lifelong inquiries.

ADDITIONAL INFORMATION

- Students may apply up to four units for courses taken in Spanish in related fields on selected programs abroad. (See criteria for related-field courses taken in Spanish and English and list of selected programs below.)
- Of the nine required courses, students may take one course in a related field through the medium of English (bearing in mind they must take at least 5 courses in Spanish on the Wesleyan campus).
- Students who do not study abroad may, with approval from the advisor, take up to two courses in a related field through the medium of English.

RELATED-FIELD COURSES TAKEN ABROAD IN SPANISH OR AT WESLEYAN IN ENGLISH

Courses in related fields that count toward the major have a strong interpretive dimension, with a focus on reading, writing, discussion, form (e.g., how genre, rhetoric, and/or style shape meaning), representation, and/or reflection on the discipline's or subject's history or on debates within it. Such courses will not, therefore, be about gathering, measuring, evaluating, or memorizing empirical data or theories in that field, nor will they be about research, mathematical, or statistical methods. Courses that meet the above criteria are commonly found in anthropology, art history, history, music, philosophy, and sociology. They can also be found in economics, government, and psychology when the goal is not mastery of critical terms, concepts, and methods proper to the field in question but rather critical engagement with how the field is represented, conceived, or used in public (i.e., not just disciplinary) debates or contexts. Normally, the kinds of knowledge and information learned in these courses bear more or less directly on the kinds typically conveyed in our department courses. The idea is to ensure intellectual coherence in your study plan, i.e., that the courses you take for the major in related fields complement the kinds of knowledge we impart and the problems we explore in the Spanish section's courses on campus.

STUDY ABROAD

The following programs abroad are recommended for majors in Hispanic Literatures and Cultures:

- Vassar-Wesleyan Program in Madrid (Spain)
- CIEE in Buenos Aires (Argentina)
- Middlebury in Chile (Various cities)
- CIEE in Santo Domingo (Dominican Republic)
- IFSA Butler at the Universidad Autónoma (Mérida, Mexico)

Students may petition for ad hoc approval of other programs abroad. For more information concerning study-abroad opportunities, visit the Office of International Studies, 105 Fisk Hall.

CAPSTONE EXPERIENCE

Students are encouraged to present a substantial piece of work during their senior year that is comparative and transnational in nature, either within the framework of a single course (a term paper, for instance) or as their senior essay or thesis.

ADVANCED PLACEMENT | TRANSFER OF CREDIT | HONORS

See wesleyan.edu/romance/spanish and click on AP, Transfer of Credit, Honors, Capstone & Ampersand Courses.

ADMISSION TO THE MAJOR

Students qualify for this major with a grade of B or better in **ITAL111** or the equivalent.

MAJOR REQUIREMENTS

- Nine courses above the level of **ITAL102** (i.e., **ITAL111** and higher) are required. Sophomores who are satisfactorily completing **ITAL102** and intend to pursue Italian will be admitted to the major even though that course does not itself count for the major;
- All courses that count toward the major must be taken for a grade. Normally, only courses passed with a B or better will count for the major. Students are expected to request permission from the Italian section to count courses with a lower grade toward the major;
- Essay, thesis, and other (e.g., CA/TA) tutorials and language courses do not count toward the major, although they are encouraged;
- One of the nine required courses may be taken in English;
- For students placing into **ITAL221** or higher, three of the nine required courses may be taken in English;
- One course in Italian at Wesleyan following study abroad is required;
- All students are required to take at least one course for the major in their senior year.

ADDITIONAL INFORMATION

- Students are highly encouraged to satisfy the post study-abroad course requirement in the semester they return to campus.
- Four credits from the ECCO program in Bologna are accepted: Only one of these may be on a topic that is not Italian in nature (i.e., economy of Russia taken at the UniBo).
- Lecce credit is accepted only for students who have completed **ITAL102** only before study abroad.
- If a student attends a study-abroad program other than ECCO, a review of the number of credits that will be accepted into the major is required.

STUDY ABROAD

ECCO program in Bologna, Italy. Wesleyan University cosponsors with Vassar College and Wellesley College a program in Italy for up to 15 students from each of the three colleges without regard to their choice of major. **ITAL102** or the equivalent of one year of college-level Italian is the prerequisite for participation. Students may choose to participate in either the fall or spring semesters, or (optionally) both. For fall or full-year participants, the program begins with a seven-week (two-credit) intensive language and culture course that consists of three weeks in Lecce in the month of August, followed by a short break, and then four more weeks in Bologna before the beginning of the academic year. Spring-only participants will have a similar three-week (one-credit) course in Bologna in January. A full complement of courses taught in Italian dealing with Italian literature, history, government, art history, and other areas is offered at the program's center, taught by faculty from the Università di Bologna and by the program director.

Qualified students are strongly encouraged to enroll in courses at the Università di Bologna, and, thus, students with good language skills will have a wide range of fields from which to choose, including economics, government, and the natural sciences. All courses carry one Wesleyan credit. Since the Italian studies major emphasizes linguistic and cultural competency, most courses taken at the Università di Bologna in Italian will normally count for the major. Only one course that is not Italian in nature, yet taught in Italian (i.e., The Economy of Russia) taken at the Università di Bologna will be accepted.

MAJOR DESCRIPTION—ROMANCE STUDIES

The Romance studies (RMST) major provides students the opportunity to develop a broad knowledge of two or more of the Romance cultures taught at Wesleyan (French, Italian, Spanish) through a flexible, interdisciplinary program combining course work in a number of fields that may serve as the basis for future work or further academic or professional studies. Students who are interested in this major should contact the chair of the department.

STUDENT LEARNING OUTCOMES

The Romance Studies major provides students with the proficiency in two Romance languages (among French, Italian, and Spanish) to live, study, and work successfully in the corresponding French-, Italian-, and/or Spanish-speaking environments. They learn about their literatures and other cultural forms such as film and, through them, about their modes of thought, expression, and creative achievement. As a result, they improve their ability to communicate in French, Italian, and/or Spanish as well as their native language, become more adept at understanding other points of view, and learn to draw on a wide range of sources to stimulate their own creative and critical capacities. Students are encouraged to bring the resources of their two Romance cultures to bear together on problems that interest them, providing a depth of perspective unavailable in English only or a single foreign language. Finally, students explore the enormous cultural diversity of the French-, Italian, and/or Spanish-speaking worlds through a flexible, interdisciplinary program (often including study abroad), which can serve as the basis for future work or further academic or professional studies.

ADMISSION TO THE MAJOR

Students qualify for this major with a grade of B or better in any combination of two of the following courses or the equivalent: **FREN215**, **ITAL111**, or **SPAN221**.

MAJOR REQUIREMENTS

- Determination of a major (five courses in your primary language) and minor (four courses in your secondary language) focus.
- A minimum of two comparative projects. The idea is to suspend, for a moment, the nationalist assumption that languages and cultures exist in isolation from each other. Writers, artists, scientists, and businesspersons routinely cross borders and languages. We ask you to do the same in two short or long papers, to be completed at Wesleyan or during study abroad. A comparative project means simply that, in consultation with a course instructor, you will draw substantially on both your Romance major languages and cultures to explore a problem that interests you. The project could be about border-crossing movements, reception, influence or adaptation, intertextuality, or dialogue between languages, literatures, and/or cultures. Or it could be an exploration of an issue that interests you (the environment, health care, urban planning, food, science, queer identities, fashion, etc.) in cross-cultural perspective, drawing on both your major languages and cultures. The projects may also be more informal or essayistic reflections (the equivalent of two short papers in length) on something significant you have learned or a perspective gained through study of two languages and cultures that you are unlikely to have learned through English only, a single foreign language, or another major. These essays may draw on work or study abroad or on the multiple courses you have taken at Wesleyan in your major languages. They may be written in English or in one of your major languages. If you write in English you are expected to draw on sources in your major languages.
- Nine courses at or above determined levels (**FREN223**, **ITAL111**, **SPAN221**) in two Romance languages.
- At least one course taken in both your primary and your secondary languages following the student's study-abroad experience.

The cost of the program is approximately equivalent to that of staying on the home campus for the same period, and it includes round-trip air transportation between New York and Italy. Applications for the fall semester are due by March 1, for the spring semester, by October 1, and must be submitted to the Office of International Studies. (wesleyan.edu/ois/)

Students participating in Wesleyan's Program in Bologna for any duration may receive credit for four courses. Students attending study-abroad programs other than ECCO are required to have those credits reviewed by their advisor before they will be accepted for the major.

Learn more at: wesleyan.edu/romance/italian/studyabroad.html

ADVANCED PLACEMENT | TRANSFER OF CREDIT | HONORS

See wesleyan.edu/romance/ and click on AP, Transfer of Credit, Honors, Capstone & Ampersand Courses.

ADDITIONAL INFORMATION

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.

- At least one course taken in both your primary and secondary languages in the student's senior year.
- Students are expected to earn a B or better in courses that count for the major. Students wishing to count a course with a lower grade toward the major are expected to consult with the chair of Romance Languages and Literatures (who will consult with the department) about it as soon as the grade is recorded.
- Courses must be taken for a letter grade, unless the student is also majoring in COL.

ADDITIONAL INFORMATION

- Study abroad is expected to take place on a Wesleyan-sponsored study-abroad program. Alternatively, students may, with the advisor's prior statement of support, study on another approved program. This practice is intended to promote the intellectual coherence of a major in which students acquire one language more recently than another.
- Students may take one course in English centered on the culture of their primary language.
- With the advisor's approval, students may satisfy the comparative requirement by way of course work and/or written work conducted on a study abroad program.
- Students whose primary language placement is higher than **FREN215**, **ITAL112**, **SPAN221** are required to complete nine courses, two of which may be in English in the primary languages's culture only.
- You may count up to three courses taken during study-abroad toward the major. These courses may be taken in one or both of the major languages.
- Except in rare circumstances, students may not double major in any of the majors sponsored by the Department of Romance Languages and Literatures: RMST, IBST, SPAN, FRST, ITST.
- Senior essays or theses must be comparative and involve the literatures and/or cultures of the student's major languages.
- Essay, thesis, and other (e.g., CA/TA) tutorials and language courses do not count toward the major, although they are encouraged.

STUDY ABROAD

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).

ADVANCED PLACEMENT | TRANSFER OF CREDIT | HONORS

See wesleyan.edu/romance/ and click on AP, Transfer of Credit, Honors, Capstone & Ampersand Courses.

ADDITIONAL INFORMATION

Students are responsible for ensuring that major communications with the primary language advisor about the essay or thesis work also go to the secondary language advisor at the same time (and vice-versa: communications with the secondary language advisor should go to the primary language advisor).

COURSES

ROMANCE LITERATURES IN TRANSLATION

FIST121 Making a Killing: Murder and True Crime Non/Fiction Narratives

This course explores the genre of true crime in a comparative setting and by way of a study of different typologies of murder: spree killing, fratricide, serial killing, infanticide. Roland Barthes wrote in *Mythologies* that, "Periodically, some trial, and not necessarily fictitious like the one in Camus's *The Stranger*, comes to remind you that the Law is always prepared to lend you a spare brain in order to condemn you without remorse [...] it depicts you as you should be, not as you are." What does murder reveal about the society and historical context in which it takes place? How are the murders in question "made"? How, for example, does the "judicial media circus" condition the trial's outcomes? What is the relationship between real crimes and the narratives they generate and their fictional counterparts? What does the consumption of murder narratives tell us about the state and perception of law and order? How does this perception differ over time and in different (post)-national contexts? These are some of the questions this course will take up through an analysis of literary (fictional and nonfictional) and cinematic texts in a variety of national settings. Some of the murder cases we will explore include the serial killings attributed to the "Monster" of late 20th-century Florence and H. H. Holmes in Chicago of the World's Fair (1893); the 1996 murder of six-year-old JonBenet Ramsey; the 1959 murder of the Clutter Family (the basis for *In Cold Blood*); the murder of Meredith Kercher in Perugia, Italy, and Amanda Knox's conviction; and the death of Azaria Chamberlain in 1980 in Australia, for which her mother, Lindy, was accused of infanticide.

GRADING: CRJU CREDIT: 1 GEN ED AREA: HA PREREQ: NONE

FIST122 Visions, Dreams, Nightmares: The Sacred and Profane in Italy from Medieval to Modern Times

This course examines one of most controversial topics in both premodern and modern Italy, the subject of divine visions, namely, visions of or inspired by God. From the Middle Ages to today, Italian writers, artists, and theologians have hotly debated three related questions: (1) Does God exist? (2) Can God be known? and (3) If so, how should one represent the divine? We will explore various responses to these questions, ranging from those of devout mystics to those of skeptical atheists. In addition, reflecting on the divine will also foreground debate about many key issues underlying human existence: the purpose and limits of art, the relationship between the individual and society, the nature of knowledge and gender roles, and the value of sacred versus mundane experience. In this course, students will also examine some examples of Italian visionary art from the origins of Italian literature to modern film. Premodern and modern debate about the veracity, purpose, and sources of visionary-mystical experience will be addressed. The course will utilize texts and films by Angela of Foligno, Catherine of Siena, Augustine, Dante, Boccaccio, Petrarch, Machiavelli, Freud, Rossellini, Pasolini, and Olmi. Texts will be read in English, and Italian-language films will be viewed with subtitles.

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

FIST123 Love, Sex, and Marriage in Renaissance Europe

This writing-intensive seminar will compare literary and artistic depictions of love, sex, and marriage during the Renaissance by authors and artists from England, Spain, France, Flanders, Germany, and Italy. We will read both male and female writers in genres ranging from poetry, the short story, and theater to the essay, the travel narrative, and the sermon. We will also examine other arts such as painting, sculpture, and the decorative arts (e.g., wedding chests). Questions we will explore include, but are not limited to, How were love and marriage related during the Renaissance? What role did sex, gender, and violence play in relationships between couples and within society? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers' and artists' interpretations of love, sex, and marriage? And what about same-sex unions? Other topics will include virginity and celibacy, erotic literature, family and class structures, and divorce.

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

IDENTICAL WITH: COL123 OR FGSS123 OR MDST125 OR FRST123 PREREQ: NONE

FIST124 Literature as a Form of Knowledge

Fiction and literature (poiesis) overlap but are not the same. While all literature may be said to be fiction, not all fiction is literature (consider legal fictions and medical cases). What is literature? And can we regard literature as a specific domain of knowledge? We explore the origins, meanings, uses, and logic of our modern conception of literature by looking closely at one of its foundational moments—the notion of literature that emerged in the 16th and 17th centuries as part of a broader early modern revolution that challenged tradition through personal experience. The Spanish encounter with the New World and the political tensions of the period went hand-in-hand with highly innovative, problematic, and productive historical, religious, and fictional genres such as the New World Chronicle (the *crónica de Indias*), mystical poetry (Saint Theresa, Saint John of the Cross), picaresque novels, and commercial theater (Lope de Vega, Calderón). This course will examine how different literary genres and fictional modes promote the idea that literature offers its own kinds of knowledge. Some of the topics studied will include (a) the uses of fiction as an instrument of knowledge in

such Renaissance and Baroque genres as utopian narratives, the dialogue, and religious and political satire; and (b) the interplay of science, mythology, love poetry, pastoral, and adventure novels. Since Cervantes worked in all major literary genres of the period and remains a hugely influential writer to this day, we will use his works in the second half of the course as a test case for how fiction's place in society was radically reimagined in this period. All the texts will be read in English translations ranging from 16th century to today.

GRADING: CRJU CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: SOUTO ALCALDE, DAVID SECTION: 01

FIST125 Jungle and Desert Adventures

This course analyzes the constellation of images and sensations conjured up by the terms "jungle" and "desert," which are opposite but equally extreme. We will explore European adventure tales and travelogues, contemporary non-western novels, children's books, and films in a quest to understand the imaginative power of these landscapes. Through our readings of such a wide range of texts, we will ask questions such as, what do these landscapes signify? How do descriptions of landscape convey a sense of individual and collective identity? What psychological terrain is explored when writing about extreme landscapes? And finally, how do we each see ourselves in relation to landscape? What is our own version of an "extreme" landscape?

GRADING: CRJU CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: WEISBERG, MEG FURNISS SECTION: 01

FIST126 Being Golden: The Life and Afterlife of the Spanish Masters

The achievements of Spanish artists in painting, sculpture, and drawing reached unprecedented heights in the 17th century that justly made them protagonists of a Golden Age. Centuries later, their works took on new roles as artists of other times and cultures found their own inspiration in works of the past: Manet copied Ribalta, Picasso copied Velázquez, and (famously in Project Runway) Christian Soriano copied Murillo. Is such influence automatically a sign of success? Do works of art fully function once separated from the context for which they were created, or do they serve as gateways for greater cultural understanding? And finally, what allows these complex works to resonate so strongly in another era? Students will be introduced to the reading of visual art for stylistic, historical, and political content, and develop a critical understanding of the religious, social, and cultural context of that gave rise to the great artists of Golden Age Spain, as well as insights into the role of art as a cultural currency.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE | FALL 2015 INSTRUCTOR: KATZ, MELISSA R. SECTION: 01

FIST226 The Cosmos of Dante's Comedy

In this course we will explore Dante Alighieri's 14th-century masterwork as a point of entry into concepts that have been at the core of Western literature, philosophy, and science: What does the afterlife look like? What is the soul's relation to the divine? What are our obligations to each other? We will study intensively Dante's encyclopedic poem in relation to the culture and history of Medieval Europe. Major topics include concepts of modernity and antiquity in the Middle Ages; shifting notions of authorship during the 13th and 14th centuries; gender and genre in Dante's poem; intertextuality and imitation; poetics in the "vulgar" tongue (that is, not Latin) and the different medieval literary genres; the culture and materiality of manuscripts in the Middle Ages; classical and medieval language theory; the role of the classics in the Middle Ages; Dante's concepts of governance; myth and theology in Dante's Christian poetics; the reception history of Dante's work 14th century to the present. This course will be conducted in English.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA
IDENTICAL WITH: ITAL226 OR COL234 OR RELI218 OR MDST226 PREREQ: NONE
SPRING 2016 INSTRUCTOR: ARESU, FRANCESCO MARCO SECTION: 01

FIST228 The Absurdity of Modernity: The Meaning of Life on the Modern Stage

The indescribable horror of two bloody world wars in the twentieth century gave rise to numerous artistic movements that questioned the validity of science and the discourse of reason and logic to help human beings to make sense of our world. Among these were dadaism, surrealism, and the Theater of the Absurd. Confronted with the perceived failure of the promise of science, theater practitioners took to staging life unfettered by logic, reason, order, or meaning. How do we act if we think that life has no meaning? Without the scientific method to guide us, what happens to our understanding of how the world around us works and where we fit in? Where do hopelessness and despair lead us as a species? Can we somehow find meaning in an apparently meaningless existence? In this course, we will examine how dramatists in Europe and Latin America have staged these existential conundrums that threaten to undermine centuries of social and scientific "progress." All class work is in English.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: THEA228 PREREQ: NONE
SPRING 2016 INSTRUCTOR: TREME, MATTHEW JAMES SECTION: 01

FIST230 War, Resistance, and the Holocaust in Italy: Reflections on Conflict and Violence

This course is an examination of Italian cultural production in response to the bloody conflicts of the first half of the 20th century. The texts we will explore together span the length of the *Novecento* and pertain to various genres, including short stories, movies, protest songs, visual art, poems, and novels. Over the course of the semester, we will examine the many forms of Italian literary/artistic

representation of conflict and the plurality of Italian attitudes toward violence. Students will encounter universal and timely themes—such as war and peace, revenge and forgiveness, defiance and obedience, love and hate, memory and forgetting, family and outsiders, etc.—from a specifically Italian perspective.

Close analysis of these varied texts will help us develop answers to the following questions: What is specifically Italian about these texts? Did Italian attitudes toward violence transform over the course of time? What is the value of fictional accounts of historical events? Can they teach something that historical accounts cannot? What has been the effect on Italian culture of two world wars, a civil war, and the Holocaust? Have these conflicts left an indelible mark, or have the experiences of war and resistance receded into a remote past? What perspectives can students in 21st-century America bring to these texts?

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ITAL230 PREREQ: NONE

FIST245 Italian Cinema, Italian Society

This introductory course, taught in English, investigates major silent and sound films and contextualizes them, their production, and the subjects they treat within a historical, cultural, and political framework. We will trace the intersection among politics, ideology, and Italian cinema, from its Golden Age of silents through fascism, neorealism, and beyond. Featured filmmakers include Pastrone, Rossellini, De Sica, Fellini, Bertolucci, Antonioni, Wertmuller, Cavani, Pasolini, the Taviani Brothers, and others. Additional material includes readings in film theory and criticism, Italian history, literary sources, screenplays, and interviews.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ITAL245 OR FILM302 PREREQ: NONE

FIST247 Boccaccio: The Black Death and the Birth of Erotica

Boccaccio's *Decameron*, a collection of 100 tales narrated by ten young Florentines fleeing the Black Death of 1348, is arguably the first great European novel. While often seen as a representation of Renaissance culture, it is mainly famous due to the amount of overtly erotic-sexual and humorous-comical material. The text's "low" or "humble" aspects have alternately been celebrated as inherently "modern" but also denigrated as "immoral." The stories have thus been censored by the Church; provided material for porno-erotic films in the 1970s and '80s; and inspired authors such as Chaucer, Shakespeare, Poe, and Pasolini. This interdisciplinary seminar explores why Boccaccio's erotic text has provoked contrasting responses, as well as why it continues to be relevant today, by drawing on ideas from literary theory to cultural studies and theology. We will read selections of the book in translation (students of Italian will consult the original), and survey its reception in literature, art, and film.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ITAL247 OR MDST248 PREREQ: NONE

FIST251 The Banished and the Damned: Italian Writers in Exile, from Dante to Galileo

Italy in the Renaissance was not a single nation but a patchwork of small states and shifting alliances. Those who ended up on the wrong side of power were in danger of reprisals. Many left their native cities to avoid this, while others were formally banished. Together, these educated exiles created a "contrary commonwealth" who maintained links to fellow intellectuals through correspondence. This course will consider what it meant to write literary and intellectual works from exile in Italy of the period 1250–1650, especially whether exclusion served to silence or to stimulate these writers. We will read from famous authors such as Dante, Petrarch, Machiavelli, and Galileo and also from less-well-known figures such as Brunetto Latini, Guittone d'Arezzo, Cino da Pistoia, and Veronica Franco.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ITAL251 PREREQ: NONE

FIST262 City, Mobility, and Technology: Toward the Modern City in Spain

IDENTICAL WITH: CHUM316

FIST276 Days and Knights of the Round Table

This course will study the evolution of the Arthurian legend from its origins in 6th-century Britain to its fullest development in the 13th-century French Lancelot-Grail cycle. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDST235 OR FRST232 PREREQ: NONE

FIST290 Reading Texts

IDENTICAL WITH: ENGL295

FIST301 The History of Spanish Cinema

This course explores the development of Spanish cinema from the early 20th century to the present. We will evaluate how social, political, and economic circumstances condition Spanish cinematography at key junctures of Spanish cultural history in terms of the production and distribution of films, cinematographic style, and thematic. The course will highlight as well key facets of the Spanish star system as well as the auteurism of those directors who have achieved international acclaim by reworking a national film idiom within international frames of reference.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: SPAN301 OR FILM301 OR COL334 PREREQ: NONE

FIST302 The View from Abroad on the Early Modern Stage

This course looks at the ways in which seven fascinating early modern plays by Cervantes, Shakespeare, Lope de Vega, John Webster, and Philip Massinger emerged from, responded creatively to, and still challenge narratives about a

period in which many situate the origins of globalization. Written from 1580 to 1630 for the first public, commercial theaters of the Western world (in Madrid and London), these plays explore the anxieties, hopes, dangers, and pleasures generated by a century of displacements—of peoples, ideas, goods, capital, and diseases—that had transformed the look, feel, and taste of daily life even in remote villages of Spain and England. From Cervantes' use of Roman history to dramatize the contemporary wages of empire, to Massinger's and Cervantes' evocations of Christian captivity in Tunis and Algiers (which Cervantes experienced in the flesh for five years), to Lope's and Webster's markedly distinct versions of a celebrity murder (of the Italian Duchess of Amalfi, killed by her brothers for marrying the commoner steward of her household), to Shakespeare's and Lope's romantic comedy exploration of conflicting loyalties and shifting gender roles in a world of accelerated social mobility, these plays often resort to seemingly remote places (ancient Rome, Islamic Algiers and Tunis, Renaissance Milan and Naples) to examine the exoticism, immorality, internal conflicts, and injustices of the supposedly familiar worlds of their audiences in Madrid and London. Organized around the careful reading of seven key play-texts in English, together with historical, critical, and theoretical readings, this seminar will offer students multiple ways to approach early modern plays through printed, online, and Olin Special Collections resources. We will pay particular attention to the local conditions that help explain why Spanish and English theatrical cultures were so similar despite divergent political and religious trajectories (their commercial orientation, for instance) and also why, on the other hand, even plays that drew on the same sources could differ so markedly (because, for instance, of the prominence of actresses on the Spanish stage). Those interested in translation and performance will have opportunities to pursue them in class presentations, papers, and final projects.

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

IDENTICAL WITH: SPAN302 OR THEA322 OR ENGL377 OR COL314 OR CHUM360 PREREQ: NONE

FIST310 French Crowds, Mobs, and Mobilities

IDENTICAL WITH: CHUM310

FIST401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

FIST409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

FIST411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

FIST465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

FIST467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

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 GEN ED AREA: HA PREREQ: NONE

FALL 2015 INSTRUCTOR: OSTROW, CATHERINE R. SECTION: 01-03

FREN102 French in Action II

This multimedia course combines video, audio, and print to teach French language and culture as complementary facets of a single reality. It puts you in the presence of authentic, unsimplified French and trains you to use it in the dynamic context of actual communication. A complete, carefully sequenced course, it involves you actively in your own learning and emphasizes communicative proficiency—not the study of rules and regulations, but the development of skills, self-expression, and cultural insight. **FREN102** is the second semester of the four-semester introductory and intermediate French language sequence.

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

SPRING 2016 INSTRUCTOR: MEERE, MICHAEL SECTION: 01

INSTRUCTOR: OSTROW, CATHERINE R. SECTION: 02

INSTRUCTOR: LALANDE, CHRISTINE SECTION: 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 2015 INSTRUCTOR: RIDER, JEFF SECTION: 01

INSTRUCTOR: LALANDE, CHRISTINE SECTION: 02

FREN112 Intermediate French

The fourth semester of our language program features an intensive review of basic grammar points that frequently cause problems. A variety of readings will introduce contemporary literature and serves as a springboard to conversation. Movies will be used to develop students' listening skills.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 FALL 2015 INSTRUCTOR: LALANDE, CHRISTINE SECTION: 01-02
 SPRING 2016 INSTRUCTOR: RIDER, JEFF SECTION: 01
 INSTRUCTOR: POISSON, CATHERINE SECTION: 20

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 2015 INSTRUCTOR: POISSON, CATHERINE SECTION: 02
 INSTRUCTOR: MEERE, MICHAEL SECTION: 01, 03
 SPRING 2016 INSTRUCTOR: LALANDE, CHRISTINE SECTION: 01-02

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, and television and radio broadcasts, as well as other selected readings. This course is designed for highly motivated students with a firm foundation in French who wish to refine their skills in listening, speaking, reading, and writing while gaining more insight into French life and culture.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 SPRING 2016 INSTRUCTOR: OSTROW, CATHERINE R. SECTION: 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

FREN225 20th-Century Franco-Caribbean Literature and the Search for Identity

IDENTICAL WITH: COL225

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

FREN229 Classic French Comics: *Bande-dessinée classique en français*

We will study a series of classic French comic books (*Tintin*, *Asterix*, *Lucky Luke*, *Spirou*, and *Fantasio*), both as a form of visual and literary art and for what they can tell us about 20th-century Francophone European society.

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

FREN236 Going South: "Le Sud" and Its Representations in French Literature and Culture

The course explores representations of "le Sud" across media, from myths and legends to songs, literature, film, and television. We will learn the origins of Provençal identity and how its portrayal has evolved over time. We will gain a greater knowledge of the many artists and thinkers who have been drawn to the South. Eventually, we will work out a new definition of "le Sud," from Provence to one that includes other Souths such as the global South represented by immigrants from former French colonies.

Although a geographical denomination, a cardinal point, "le Sud" is a contradictory and moving space. The French anthem was first sung on one of Marseille's streets (rue Thubaneau), and the city remains a cosmopolitan port, open to migrations. The 2005 riots did not affect Marseille, yet the first elected mayors from the far-right Front National were in Orange, Toulon, and Vitrolles. The South remains a place of light and sun that attracted numerous painters and a place of dark and shady business run by local and international mafias. How have these contradictions shaped "le Sud" as territory, community, and idea, and how do they function within definitions of French identity?

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

FREN237 Literary Translation I

A nontheoretical practicum in the art and craft of translating free verse and "prose poems." Class discussion of one another's work, fidelity, matters of style, technique—"tune and tone."

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 FALL 2015 INSTRUCTOR: SHAPIRO, NORMAN R. SECTION: 01

FREN250 Cannibals of the Terrible Republic: The Haitian Revolution Past and Present

In addition to being the first and only successful slave revolution in the history of the human race, the Haitian Revolution created the first black republic, the first modern nation to abolish slavery definitively, and the first modern, decolonized space. In this course, we will study the colorful, complex, and eventful history of that revolution and, just as important, representations both of the conflict and its aftermath that firmly ensconce Haiti and the foundation of contemporary postcolonialism.

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

FREN254 Paris to Saigon: French Representations of Asia

The course explores the ways in which French explorers, writers, and artists traveled to Asian countries, such as Japan, China, and Vietnam, in the 19th and 20th centuries and represented "Extrême-Orient," a Eurocentric designation. Attentive analysis of their works will allow us to question the colonial construction of the Far East as "other"; examine Asian influences on cultural, aesthetic, and literary expressions; and discuss Asian presence in postcolonial France. Issues such as orientalization, eroticization, and hybridization of genres and identities will be the subjects of our study.

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

FREN259 Power, Perversion, and the Pen: The Literature of *Libertinage*

"*Libertinage*" as a distinct literary genre will emerge at a period in French history deeply conflicted over the heady questions of universalism, egalitarianism, and expressions of power. In this course, we will examine the architecture of libertine literature, both in its intimate articulations that redefine relationships between the sexes, as well as its subtle subversion of existing political paradigms that both anticipate and facilitate the events of 1789.

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

FREN260 The Novel and Its Masks

In the late '50s, the death of the novel seemed as imminent as the death of its author. However, the novel is not only still alive but also quite invigorated. The purpose of this course is to examine the major transformations of the novel in France in the 20th century and the beginning of the new century. From Marcel Proust to Michel Houellebecq (the latest, *Romancier à scandale*), the authors of novels have sought to achieve various purposes. Narrative techniques have changed, new themes have appeared. Particular attention will be paid to the role of women writers, readers' response, and the growing interplay between autobiography and fiction.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 SPRING 2016 INSTRUCTOR: POISSON, CATHERINE SECTION: 01

FREN280 French Cinema: An Introduction

IDENTICAL WITH: COL286

FREN281 French and Francophone Theater in Performance

This course offers students the opportunity to put their language skills in motion by discovering French and Francophone theater in general, and acting in French in particular. This transhistorical course will introduce students to acting techniques while allowing them to discover the richness of the French and Francophone dramatic repertoires. A particular emphasis will be placed on improving students' oral skills through pronunciation and diction exercises. The course will culminate in the performance of the students' work at the end of the semester. Based on the "*cours d'interprétation*," and offered exclusively in French, this course gives French language students a chance to improve language skills and discover the art of acting.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: THEA291 PREREQ: NONE
 FALL 2015 INSTRUCTOR: MEERE, MICHAEL SECTION: 01

FREN285 Fables, Foibles, Messages, and Morals: Varieties of French Moralistic Literature

The course will attempt to acquaint the student with the broad range of works—poetry, fiction, theater, etc.—from the Middle Ages to the present, whose didactic intent—sometimes primary, sometimes a thin pretext for artistic expression—serves as a unifying theme. Works studied will be as diverse as medieval *Aesopica* and courtesy-books on the one hand and dramatic *Proverbes* of Musset on the other. Among the other authors studied will be La Fontaine, Voltaire, Vigny, Dumas fils, and Gide.

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

FREN302 Workshop in Literary Translation II

This course is an equally nontheoretical practicum in translating traditional formal verse. Works ranging from the 16th century to the present, all respecting the elements of rhyme and meter, from a variety of poetic schools and in a variety of forms. Class discussion of one another's work, fidelity, matters of style, technique—"tune and tone".

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 SPRING 2016 INSTRUCTOR: SHAPIRO, NORMAN R. SECTION: 01

FREN303 Negotiating Gender in the Maghreb

Since 1989, the fractious debate over a Muslim woman's right to wear a veil in France (from the short *hijab* to the all covering *niqab*) has focused attention on the relationship between secularism and religion in the French public sphere. Less discussed, but perhaps even more significant, is the question of gender and Islam. This class will contextualize the question of Islam and gender in the Maghreb, the

Muslim region most linked (historically, geographically, and demographically) to France. Using religious, literary, historical, and sociological sources, the first part of the course will focus on gender in the early days of Islam, before charting the evolution of gender issues before and during the era of French colonialism in the Maghreb. The second part of the course will focus on women's issues in the contemporary Maghreb, from independence until the recent Arab revolutions, as represented through literature, film, and various news media from or about the region. Class participation, papers, and most readings are in French.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL304 OR FG55304 PREREQ: NONE

FREN304 Nomadic Islanders: Contemporary Caribbean Diasporas and Identities

IDENTICAL WITH: COL305

FREN305 Negotiating French Identity: Migration and Identity in Contemporary France

With the largest minority in France being of Maghrebi origin, Islam has become the second largest religion in France today. What are the repercussions of this phenomenon for French identity? How did French society understand its identity and regard foreigners in the past? What do members of the growing Franco-Maghrebi community add to the ongoing 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 IDENTICAL WITH: COL307 PREREQ: NONE

FREN311 The Franco-Arab World: Religions & Conflicts in Francophone Literatures and Films from the Arab World

The course explores the Franco-Arab literary and cinematographic portrayals of several major contemporary events affecting the Francophone Arab world: the Arab-Israeli conflict, the Lebanese civil war, the Algerian civil war, and September 11th.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL331 PREREQ: NONE

FREN328 Women and Literature in France, 1945–2002: A Complete Revolution?

This course investigates the writings of women in France since the publication of Simone de Beauvoir's *Le Deuxieme Sexe* in 1949. Through a study of novels and other texts by women writers such as Beauvoir, Mansour, Duras, Cardinal, Redonnet, we will explore the role of politics, psychoanalysis, and the question of memory in women's writing, as well as the themes of maternity, sexuality, and the relationship between the public and the private. In a more sociological perspective, we will also determine the influence of feminism on literature.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FG55228 PREREQ: NONE

FREN331 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 IDENTICAL WITH: COL232 PREREQ: NONE

FREN334 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 development in the 12th-century romances of Chrétien de Troyes. The course will look at the way the various developments of the legend were rooted in specific historical circumstances and yet contributed to the elaboration of a rich and complex narrative that has been appropriated in different ways by each succeeding period of Western European culture.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MD5T234 PREREQ: NONE

FALL 2015 INSTRUCTOR: RIDER, JEFF SECTION: 01

FREN339 Paris, 19th Century

IDENTICAL WITH: COL239

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

FALL 2015 INSTRUCTOR: POISSON, CATHERINE SECTION: 01

FREN382 Jungle and Desert in Francophone African Literature

This course analyzes the constellation of images and sensations conjured up by the terms "jungle" and "desert," which are opposite but equally extreme. We will explore European adventure tales and travelogues, contemporary non-Western novels, children's books, and films in a quest to understand the imaginative power of these landscapes.

Through our readings of such a wide range of texts, we will ask questions such as, What do these landscapes signify? How do descriptions of landscape convey a sense of individual and collective identity? What psychological terrain is explored

when writing about extreme landscapes? And, finally, how do we each see ourselves in relation to landscape? What is our own version of an "extreme" landscape?

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

FREN383 Poets and Playwrights of Negritude

This course studies the works of the major black poets and playwrights of the French-speaking world—Africa and the Caribbean—from the mid-'20s to the present.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AFAM229 PREREQ: NONE

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

FREN397 Forbidden Love: From the Middle Ages to the French Revolution

This advanced seminar explores the theme of "forbidden love" in prose fiction, memoirs, poetry, and theater in France from the Middle Ages to the French Revolution. We approach it from three vantage points. The first step will be to establish a theoretical, historical, and conceptual basis for understanding of the forbidden, the taboo, transgression, and subversion. This will enable us to contextualize concepts such as love, desire, sexuality, and "gender." Then we will study the texts themselves, focusing on three main themes: adultery, same-sex relations, and incest. Finally, we will watch film and theatrical adaptations of some of the core texts in the 20th and 21st centuries to understand how and why we appropriate them today. By the end of this course, students will improve their knowledge of a central but often neglected dimension of French literature and culture, become familiar with a method combining a historical approach with the use of essential theoretical concepts, explore how attention to noncanonical and/or "nonliterary" material can extend their knowledge of the period, and provide evidence of competence in critical reading and in the presentation of independent research.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FG55397 OR COL289 OR FRST397 PREREQ: NONE

FREN398 Minorities in French Cinema

IDENTICAL WITH: COL298

FREN401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

FREN409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

FREN411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

FREN465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

FREN467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

FRENCH STUDIES

FRST123 Love, Sex, and Marriage in Renaissance Europe

IDENTICAL WITH: FIST123

FRST212 France Since 1870

IDENTICAL WITH: HIST220

FRST232 Days and Knights of the Round Table

IDENTICAL WITH: FIST276

FRST241 Introduction to European Avant-Garde, 1880–1940

IDENTICAL WITH: ARHA241

FRST290 Modernism and Modernity in 19th-Century French Painting

IDENTICAL WITH: ARHA240

FRST292 European Architecture and Urbanism, 1750–1910

IDENTICAL WITH: ARHA244

FRST295 Reading Theories

IDENTICAL WITH: ENGL295

FRST297 Comparative French Revolutions

IDENTICAL WITH: HIST377

FRST299 African History and Art

IDENTICAL WITH: ARHA299

FRST310 French Crowds, Mobs, and Mobilities

IDENTICAL WITH: CHUM310

FRST339 Modernism and the Total Work of Art

IDENTICAL WITH: ARHA339

FRST397 Forbidden Love: From the Middle Ages to the French Revolution

IDENTICAL WITH: FREN397

FRST401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

FRST409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

FRST411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

FRST465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

FRST467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

HISPANIC LITERATURES AND CULTURES**HISP401/402 Individual Tutorial, Undergraduate**

GRADING: OPT SECTION: 01

HISP409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

HISP411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

HISP465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

HISP467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

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 as you develop the ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture.

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 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 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: ZAMBONI, CAMILLA SECTION: 01-02
INSTRUCTOR: ARESU, FRANCESCO MARCO SECTION: 03**ITAL102 Elementary Italian II**

This course is the second half of a two-semester elementary sequence. Our emphasis is on the continuing development and strengthening of oral and written competence, and reading and comprehension skills. Specifically, you will master the linguistic skills necessary to describe and narrate simple events in the past and in the future, make comparisons, express possibility, express your point of view, and agree and disagree with the opinions of others. You will also reach a better understanding of culture, society, and everyday life in Italy as you develop the ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture. 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 GEN ED AREA: HA PREREQ: ITAL101
SPRING 2016 INSTRUCTOR: ZAMBONI, CAMILLA SECTION: 01
INSTRUCTOR: BELLOCCHIO, LETIZIA SECTION: 02-03**ITAL111 Intermediate Italian I**

This course is the first half of a two-semester intermediate sequence and an ampersand (&) course. Authentic artifacts such as literary excerpts, films, newspaper articles, songs, and commercials constitute the starting points of this course. These include topics ranging from stereotypes and perceptions of Italy to significant moments in Italian history and politics, family and student life, employment, immigration/emigration, organized crime, and environmental awareness, all of which shed light on the rich diversity and complexities within Italy and offer you a variety of opportunities to improve and refine your ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture.

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 2015 INSTRUCTOR: ZAMBONI, CAMILLA SECTION: 01
INSTRUCTOR: BELLOCCHIO, LETIZIA SECTION: 02**ITAL112 Intermediate Italian II**

This course is the second half of a two-semester intermediate sequence and an ampersand (&) course. Authentic artifacts such as literary excerpts, films, newspaper articles, songs, and commercials constitute the starting points of this course. These include topics ranging from stereotypes and perceptions of Italy to significant moments in Italian history and politics, family and student life, employment, immigration/emigration, organized crime, and environmental awareness, all of which shed light on the rich diversity and complexities within Italy and offer you a variety of opportunities to improve and refine your ability to speak and understand Italian in a communicative and meaningful context. The course also challenges you to recognize, explore, and understand cultural differences and similarities between your native culture and Italian culture.

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: ITAL111
SPRING 2016 INSTRUCTOR: ZAMBONI, CAMILLA SECTION: 01-02**ITAL221 Advanced Italian Practice in Context I**

This course is designed for students who have completed at least two years of college-level Italian or who have achieved equivalent competency through study in Italy. Our primary objective is to enhance students' speaking abilities and Italian cultural literacy through exposure to a variety of Italian texts and contexts. The course will be organized both thematically and chronologically, taking into consideration a group of three themes that could change from one year to the next. Some groups or themes that might organize the course include the following groupings: *l'amore, la morte, e l'altro; la città, la campagna, i sogni; il passato, il presente, e il futuro*. We examine these themes in literary texts, paying attention to the different genres, and in opera and film. Students are expected to participate actively in this seminar setting. Class is conducted entirely in Italian.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: ITAL112
FALL 2015 INSTRUCTOR: ZAMBONI, CAMILLA SECTION: 01
INSTRUCTOR: ARESU, FRANCESCO MARCO SECTION: 01**ITAL222 Advanced Italian Practice in Context II**

This course may be repeated for credit. If you are an Italian studies major and have already taken this course, you should enroll in a different advanced course.

This course is the counterpart to ITAL221 in the fall. Whereas that course addresses specific themes in Italian texts (e.g., of love, death, and the other) from Dante until the end of the 20th century, this course focuses instead on key events in Italian culture and history. Each event narrates a particular moment in Italian history and will be examined 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, which is why students are allowed to repeat.

Typically, the course will use three to four events as anchors for its teaching units. Some of the possible thematic events that will structure the three or four making up the course include the return of Marco Polo (1295), the kidnapping of Edgardo Mortara (1858), Marconi invents the radio (1895), the battle of Caporetto (1917), the retreat from the Russian front in World War II, the deportation of the Jews beginning in 1943, introduction of the Fiat 500 (1957), 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 election of Denny Mendez as Miss Italia (1997), 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, and the earthquake in Aquila in 2009.

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 GEN ED AREA: HA PREREQ: ITAL112
SPRING 2016 INSTRUCTOR: BELLOCCHIO, LETIZIA SECTION: 01**ITAL226 The Cosmos of Dante's Comedy**

IDENTICAL WITH: FIST226

ITAL230 War, Resistance, and the Holocaust in Italy: Reflections on Conflict and Violence

IDENTICAL WITH: FIST230

ITAL232 Portraits of Power: Machiavelli and Ideologies of the Renaissance Italian State

What did the face of power look like in Renaissance Italy? Who wore it and how did they come by it? What did it reveal or hide? Politics is a forum where truth is often subjected to power and power often mingles with lies. Machiavelli was the mastermind of Renaissance Italy's political game, the great spokesperson for "power as perception." We learn from him that politics is, among other things, an arena of and for appearances, the place for fashioning identities and for controlling the fashions that condition, and thereby predetermine, popular tastes and attitudes. This course takes as its subject the portrait of power as it was crafted by Machiavelli and his contemporaries, writers, painters, and sculptors alike. We seek to situate the very representations of authority, taste, and style that characterized culture in Renaissance Italy and, eventually, Renaissance Europe. As precursors, contrasts, and comparisons to Machiavelli's writing, we will examine the portraits of the powerful by such painters as Piero della Francesca (1420–92), Mantegna (1431–1506), Giovanni Bellini (1438–1516), Botticelli (1445–1510), Titian (1490–1576), and Bronzino (1503–72) and sculptors like Michelangelo (1475–1564). Taught in Italian, this course allows students to conduct careful, detailed readings of Machiavelli's work in its original social, historical, and linguistic contexts.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: ITAL221

ITAL234 Art of Love: Expressions of Eros in Early Modern Italy

Medieval and Renaissance authors believed that God had created the universe "with love," and therefore they considered the role of love in nearly every facet of their lives. Writers, philosophers, and theologians debated what role love played in the relationships between the human and divine, physical and metaphysical, individual and society, and sex and compassion, as well as what role love played in the creation of art itself. In this course, students will examine notions of love and sex in relationship to a variety of cosmological, literary, and existential early-modern issues. Students will first be introduced to the origins of erotic literature, for example the Bible, Latin elegy, and medieval social codes of behavior. Students will then read selections of the Italian lyric tradition, as well as works by Dante, Petrarch, and Boccaccio, the so-called "Three Crowns" of vernacular eloquence. Finally, students will study the Neoplatonic-inspired erotic literature and art of the Renaissance.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MDS2737 PREREQ: NONE

ITAL239 The Courtier and the Courtesan in Renaissance Italy

This course will use the issue of gender as a lens through which to examine questions of power and authority in the Renaissance Italian court. We will study the self-fashioning of courtiers in 15th- and 16th-century Italy, asking to what extent this role was exclusively "male" and what women's participation in the intellectual life of the court says about contemporary power relations. Then we will draw comparisons with the more traditional female figure of Renaissance courtly culture—the courtesan—investigating the status that these women sought to establish through their literary and amorous exchanges.

Our understanding of these figures will come from texts in a variety of genres written by and about courtiers and courtesans. We will read from female and male authors; we will also study closely two fundamental reflections on Renaissance courtly culture—Castiglione's *Il cortegiano* (*The Book of the Courtier*) and Machiavelli's *Il principe* (*The Prince*). Like our own culture, Renaissance Italy was steeped in visual media, and we will pay attention to the cross-fertilization between the texts we study and works by artists such as Botticelli, Michelangelo, and Tintoretto. Finally, we will also engage with some modern reflections on courtly culture and the Italian Renaissance.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: (ITAL221 & ITAL222)

ITAL240 Fascism, Futurism, and Feminism: Forces of Change in 20th-Century Italy

This course investigates three forces at work in Italy in the first half of the 20th century. We explore Italian fascism, futurism, and feminism through a variety of media, including literary, cinematic, and artistic expressions, and will consider each movement in its sociohistorical context. Marking its centennial, World War I and Italy's engagement with it will also offer an important chapter for study. Some of the questions we will contemplate: How did the radical annihilation of standard mores and culture proposed by the futurists help pave the way for Italian fascism? How did feminism in the first half of the century offer examples of resistance to both fascism and futurism? The texts we will consider include the paintings, sculpture, manifestos, 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's political prisoner of the regime, *Quaderni dal carcere* and *Lettere dal carcere*; and at least one film made under the conditions (economic, industrial, and propagandistic) of fascism. The class concludes with examination of Alba de Cespedes's runaway bestselling melodrama from 1938, *Nessuno torna indietro*. Our goal is an understanding of the ideological dis/connections between fascism, futurism, and feminism in the Italian collective unconscious in a historical

conjuncture 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: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: ITAL222 OR ITAL112

ITAL242 Home Movies: Italian Families on Film

What is "the family" in Italy's contemporary social and cultural context? How has it changed over time? How has it responded to the transformations of Italian society since the time of the postwar economic miracle until today? Have its contours changed to adapt to new values? Has it fossilized existing values? Are families limited to flesh-and-blood kinship, or are they constructed along lines of shared values and loyalty? This course seeks some answers to these questions through a sustained exploration of a variety of types of families as they are presented in Italian cinema from roughly 1960 until today. We will take stock of the "traditional" family and the traditional social values connected to it, seeking to understand how filmmakers, through their focus on the family, enter into the debate concerning tradition and change within the social context. In addition to conventional families, we will also examine the elective family that takes shape as the Mafia family. Finally, we will also explore some examples of contemporary families that challenge the traditional paradigm, for example, single-parent and same-sex families. After discussion of critical readings in sociology and anthropology that will help frame our examination throughout the semester, we will concentrate on film texts. This course is conducted through the medium of Italian.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: ITAL221 OR ITAL222

FALL 2015 INSTRUCTOR: BELLOCCHIO, LETIZIA SECTION: 01

ITAL243 Subversion, Liberation, and Redemption in Italian Renaissance Comedy

Avidly in search of fulfillment of body and soul, self-determination, and pleasure of all kinds, Renaissance writers explored comedy both to provoke laughter (in and out of court) and provide conceptual alternatives to reality. This course examines the historical, literary, and anthropological dimensions of comedy and the comic in an array of texts of the Italian Renaissance. We will explore the comic and its various expressions: the novella, the *facetia* (witty anecdote), the apologue, the comic play, the mock-heroic poem, and the treatise. We will seek to understand the various functions of the comic, as a form of political subversion, as mode of social critique, as practice of erotic liberation and marginalization, as opportunity for psychological escape, as spiritual healing, and as the reconciliation of conflict. Along the way, we will investigate contextual elements like dramatic performance, patronage, audience, and the architectural space of Renaissance theaters. The close reading of works by authors such as Niccolò Machiavelli, Ludovico Ariosto, and Giordano Bruno will allow us to probe the subversive and redeeming power of comedy to underscore continuities and ruptures between Renaissance quest for human identity and ours. Conducted in Italian.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: ITAL221 OR ITAL222

SPRING 2016 INSTRUCTOR: ARESU, FRANCESCO MARCO SECTION: 01

ITAL245 Italian Cinema, Italian Society

IDENTICAL WITH: FIST245

ITAL247 Boccaccio: The Black Death and the Birth of Erotica

IDENTICAL WITH: FIST247

ITAL248 Singing the Self: Italian Lyric Poetry 1220–1550

The sonnet was invented in Italy in the early 1200s, the dawn of a vibrant culture of lyric poetry that produced Dante and Petrarch and that continues to this day. This course will give students the technical means to understand early Italian poetry linguistically, rhetorically, and ideologically. Your spoken Italian will advance through analytical recitation exercises illuminating the musical beauty of these works. Meanwhile, our discussions will delve the philosophical and historical context of this remarkable flowering of technical prowess and literary self-expression.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: ITAL221

ITAL249 Contemporary Italian Cultural Identities: Self and Society in Flux

How do Italians' conceptions of themselves and their cultural identities respond to the struggle between the local and the global? How do Italians preserve and/or challenge a sense of themselves while moving forward within a European and transnational framework? How have cultural representations (films, novels, short stories, plays) testified to changes in and pressures on contemporary Italian society? These are some of the questions we will pursue in a study of Italian cultural identities in the age of the "post" nation. In an effort to better understand how categories of cultural identity—family, class, gender, sexual orientation, politics, and religion—function in the contemporary Italian context, we will compare and contrast official discourses (legal and academic documents and texts) with their unofficial counterparts (literary, cinematic, and mediatic representations). Insofar as community forms the individual's gateway to the world, our focus on these group formations will help us evaluate the evolving relationship between self and society in a fluid and evolving historical context. This class is conducted in Italian.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: ITAL221

ITAL251 The Banished and the Damned: Italian Writers in Exile, from Dante to Galileo

IDENTICAL WITH: FIST251

ITAL401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ITAL409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

ITAL411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

ITAL465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

ITAL467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

PORTUGUESE**PORT155 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 2015 INSTRUCTOR: JACKSON, ELIZABETH ANNE SECTION: 01**PORT156 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: PORT155 or LANG155

SPRING 2016 INSTRUCTOR: JACKSON, ELIZABETH ANNE SECTION: 01

PORT401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

PORT409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

PORT411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

PORT465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

PORT467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

ROMANCE LITERATURE**RLIT401/402 Individual Tutorial, Undergraduate**

GRADING: OPT SECTION: 01

RLIT409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

RLIT411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

RLIT465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

RLIT467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

SPANISH**SPAN101 Elementary Spanish I**

This introductory course is designed for students without prior Spanish language study and focuses on the development of receptive and productive language skills (reading, listening, writing, and speaking) within a strong cultural framework.

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

FALL 2015 INSTRUCTOR: NEARY, LOUISE C. SECTION: 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 GEN ED AREA: HA PREREQ: SPAN101

SPRING 2016 INSTRUCTOR: NEARY, LOUISE C. SECTION: 01

SPAN103 Elementary Spanish for High Beginners

This course provides an intense review of elementary Spanish to allow students to advance to the intermediate level. Emphasis is placed on the four basic skills: speaking, listening, reading, and writing. Attention is also given to cultural issues concerning the Spanish-speaking world. Conversational fluency is practiced and highly expected on a daily basis.

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

FALL 2015 INSTRUCTOR: FLORES-CUADRA, OCTAVIO SECTION: 01

SPAN110 Spanish for High Beginners

Intermediate-level language course following SPAN103, with emphasis on the development of four basic language skills (reading, listening, writing, and speaking,) within a cultural framework.

This course is comparable to SPAN111 and can be followed by SPAN112. Those seeking to follow with SPAN113 require permission of instructor.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: SPAN102 & SPAN103

SPRING 2016 INSTRUCTOR: FLORES-CUADRA, OCTAVIO SECTION: 01

SPAN111 Intermediate Spanish I

This intermediate language course places continued emphasis on the development of reading, listening, writing, and speaking skills within a strong cultural framework. The sequence SPAN111 and SPAN112 seeks to expand students' active and passive control of vocabulary and grammar and for students to gain experience in using formal and informal registers of Spanish.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: SPAN102 or SPAN103

FALL 2015 INSTRUCTOR: NEARY, LOUISE C. SECTION: 01-02

INSTRUCTOR: PEREZ-GIRONES, ANA M. SECTION: 03

INSTRUCTOR: FLORES-CUADRA, OCTAVIO SECTION: 04

SPAN112 Intermediate Spanish II

This course leads students through a review and in-depth examination of advanced Spanish grammar issues and vocabulary expansion within a cultural framework that explores an array of topics connecting to other academic disciplines. Students will experience working with written texts and other media materials and produce a variety of written pieces.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: SPAN111

SPRING 2016 INSTRUCTOR: SOUTO ALCALDE, DAVID SECTION: 01

INSTRUCTOR: FLORES-CUADRA, OCTAVIO SECTION: 02, 05

INSTRUCTOR: NEARY, LOUISE C. SECTION: 03

INSTRUCTOR: TREME, MATTHEW JAMES SECTION: 04

SPAN113 Intermediate—Advanced Spanish

Within a cultural framework focused on Spain, this course leads students through a review and in-depth examination of advanced Spanish grammar issues and vocabulary expansion while providing the experience of working with written texts and other media materials. Students will explore an array of topics that connect to other academic disciplines.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: SPAN110 or SPAN111

FALL 2015 INSTRUCTOR: PEREZ-GIRONES, ANA M. SECTION: 01-02

SPAN203 Spanish for Heritage Speakers

This course is designed to meet the specific needs of students who are heritage speakers of Spanish to increase their language skills and confidence. Students who take this course must have placed into SPAN112 or above. Emphasis is placed on the following: development of linguistic strategies that advance students' written and oral expression beyond the colloquial level, grammatical and orthographic norms of Spanish, critical reading (reading for understanding and analyzing what is read), and expansion of vocabulary. The linguistic work will be conducted through course materials that explore, through a variety of literary and nonliterary texts, the use of Spanish in the United States. Materials include a textbook or manual and topics related to the experience of Spanish speakers in the United States.

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

SPAN201 Introduction to Hispanic Literatures 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 improve speaking and writing skills and to 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 with a Spanish TA.

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

FALL 2015 INSTRUCTOR: CONN, ROBERT T. SECTION: 01

INSTRUCTOR: PARK, PAULA CHUNG SUN SECTION: 02

INSTRUCTOR: SOUTO ALCALDE, DAVID SECTION: 03

INSTRUCTOR: TREME, MATTHEW JAMES SECTION: 04

SPRING 2016 INSTRUCTOR: SENDRA FERRER, OLGA SECTION: 01

INSTRUCTOR: PARK, PAULA CHUNG SUN SECTION: 02

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 IDENTICAL WITH: COL229 or MDST228 PREREQ: NONE

SPAN231 Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage

From 1580 to 1680, Spanish playwrights created one of the great dramatic repertoires of world literature, as inventive, varied, and influential as the classical Greek and Elizabethan-Jacobean English traditions. This profit-driven popular entertainment of its day appealed to the learned and illiterate, to women and men, and to rich and poor alike. And the plays correspondingly mixed high and low characters, language, genres, and sources, with results regularly attacked by moralists. Vital, surprising, and ingenious, they exposed the creative tension between art and profit on a new scale, a tension that remains alive for us. We will examine six of the greatest of these plays by Cervantes, Lope de Vega, Calderón

de la Barca, and Tirso de Molina, in a variety of genres and modes (history, epic, romantic comedy, tragedy, Islamic borderland, parody, siege play, philosophical and theological drama), with their deft character portraits (the original Don Juan by Tirso, Calderón's "Spanish Hamlet" Segismundo, and Lope's spitfire diva Diana the Countess of Belflor) and their virtuosic dialogue, inventive plots, and dazzling metrical variety. We look at the social conditions that enabled the Spanish stage to serve as a kind of civic forum, where conflicts between freedom and authority or desire and conformism could be acted out and the fears, hopes, dangers, and pleasures generated by conquest, urbanization, trade, shifting gender roles, social mobility, religious reform, regulation of matrimony and violence, and clashing intellectual and political ideals could be aired. We pay particular attention to performance spaces and traditions and the shaping influence of women on the stage (in contrast to England). Organized around the careful reading of six key play-texts in Spanish, together with historical, critical, and theoretical readings, this course assumes no familiarity with the texts, with Spanish history, or with literary analysis. However, an interest in engaging these wonderful texts closely, imaginatively, and historically is essential. There will be opportunities to pursue performance, adaptation, and translation.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL313 OR THEA231 PREREQ: NONE

SPAN232 Dialogue of Poets: Classical and 20th-Century Poetry in Spain and Latin America

This course samples the rich tradition of Spanish-language verse from its beginnings to the present. It is structured by four primary dialogues: (1) the creative reception of classical poets (Saint John of the Cross, Góngora, Quevedo, and Sor Juana Inés de la Cruz) by leading 20th-century poets from Spain and Latin America (Neruda, Lorca, Machado, Borges, Paz, and Rossetti, among others); (2) the interplay of poetry and essays by those same poets; (3) the round-trip fertilization of popular and elite, oral and written forms of poetry; and (4) the crossing of linguistic, ethnic, religious, and gender boundaries that has shaped Spanish-language verse from its beginnings as love lyrics embedded in Hebrew and Arabic poems (*jarchas*) to the creative stimulus of other Romance languages (especially Galician and Catalan) in Spain, through Latin American poets open to Amerindian and African influences, and Hispanic American poets exploring bilingualism in the United States. 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 GEN ED AREA: HA IDENTICAL WITH: LAST232 OR COL226 PREREQ: NONE

SPAN233 The Picaresque Hero: Rogue (*Picaro*), Anti-Hero, Citizen

A new type of character, the rogue or *picaro*, emerges in early modern fiction, in a new genre (we now call the picaresque) built around an anti-hero. This course explores how and why the anti-hero displaced the virtuous ideal of the hero prevailing in classical and medieval literature. Through Spanish picaresque novels written between 1554 and 1647, we will trace the *picaro* as a character who evokes, parodies, and subverts the attributes associated with the ideal citizen. To understand how the picaresque accomplishes this, we will look at its interplay with competing, often idealizing, genres (such as autobiography, lives of saints and soldiers, inquisitorial confessions, the arts of letter writing, etc.), together with political theory and natural-law theories of the period. Finally, we will look ahead to 20th-century examples of picaresque narrative such as Louis-Ferdinand Céline's *Journey to the End of the Night* or E. L. Doctorow's *Billy Bathgate*, considering what picaresque characters mean for us now.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL223 PREREQ: NONE
FALL 2015 INSTRUCTOR: SOUTO ALCALDE, DAVID SECTION: 01

SPAN236 Cervantes

Cervantes is known chiefly for *Don Quixote*, often described as the first modern novel and fountainhead of one of the great modern myths of individualism. *Don Quixote* also reimagines virtually every fashionable, popular, and disreputable literary genre of its time: chivalric, pastoral, picaresque, sentimental, adventure, and Moorish novels; the novella; verse forms; drama; and even the ways these forms of literary entertainment were circulated and consumed, debated, celebrated, and reviled. It is a book about the life-enhancing (and endangering) power of books and reading and the interplay of fiction and history, truths and lies. Cervantes' art remains fresh and unsettling, sparing no one and nothing, including itself. Distinguished by its commitment to the serious business of humor, make-believe, and play, the novel is at once a literary tour de force and a fascinating lens through which to examine the political, social, religious, and intellectual debates of its moment. Characteristic themes: social reality as artifact or fiction, the paradoxical character of truths, the irreducible diversity of taste and perception, the call for consent in politics and love, and personal identity (including gender) as a heroic quest. In this course, 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 IDENTICAL WITH: COL327 OR MDST254 PREREQ: NONE

SPAN246 Rethinking the Baroque

The Baroque has been defined as the quintessential Hispanic (Spanish and Latin American) aesthetic, in literature and the visual arts. It has also been defined as an essentially conservative, orthodox, pessimistic, and world-denying aesthetic. Instead, this class will examine the aesthetic in terms of its embrace of the sensual, material world; its love of fragmentation, and its imagining of a new citizen-reader able to participate in civic debate. We will examine fundamental categories of the literary Baroque, such as wit (*agudeza*) and *desengaño* (disenchantment), and the 17th-century equivalent of the nature-nurture debate (nature-art) and situate them in relation to scientific, political, and religious revolutions of the period. We will therefore explore ways in which 17th-century Spanish culture—far from being focused on decline and decay—optimistically embraced change and pioneered a proto-democratic aesthetic. We will look at diverse Baroque literary phenomena, from poetry to satire, from theories of invention and wit (Gracián, Tesauro, Pallavicino) to picaresque narrative, and from New World Baroque expressions (*Barroco de Indias*) to political treatises. The democratic thrust of the Hispanic baroque will become apparent in the figure of the reader-citizen and in literary works that functioned as a civic space for public debate.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL284 PREREQ: NONE
SPRING 2016 INSTRUCTOR: SOUTO ALCALDE, DAVID SECTION: 01

SPAN250 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 emerged.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL219 PREREQ: NONE

SPAN251 Urban Fantasies: The City, Sexuality, and National Identity in the Modern Spanish Novel

The novel as we know it today reached maturity in Europe in the 19th century against the backdrop of a rapidly changing social and economic context and the emergence of the metropolis as a "capital" coordinate (literally and figuratively) on the map of national cultures. The rapid growth of a powerful bourgeoisie is equally important within this cultural dynamic, manifesting itself as it does through demographic changes, urban expansion, and the predominance of a bourgeois aesthetic in art and literature. In Spain, these phenomena are acutely reflected by two novelists, Benito Pérez Galdós and Leopoldo Alas ("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 IDENTICAL WITH: COL248 PREREQ: NONE

SPAN254 The World of Federico García Lorca: Tradition and Modernity in the Spanish Avant-Garde

Our focus will be the Spanish avant-garde as mirrored in the poetry and plays of Federico García Lorca, one of Europe's most celebrated authors. A substantial portion of the syllabus includes the poetry and plays of writers who represent the literary traditions (classical, medieval, Golden Age) and contemporary intellectual context (1900–1936) that influenced Lorca. These readings will help us to understand how the modern and the popular interact in the literature and visual arts (Picasso, Dalí, Buñuel) of this period of intense intellectual ferment. Since intellectual and ideological ferment run parallel during these years, we will also study the relationship between the arts and ideology, concentrating on the portrayal of Lorca as a modern bard or public intellectual 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 IDENTICAL WITH: COL237 OR THEA254 PREREQ: NONE

SPAN255 Constructing Barcelona Through Its Margins: Contemporary Spanish Culture Through Catalonia

This course seeks to examine the physical and cultural construction of Barcelona through the ways it has been understood across artistic mediums, social and historical periods, and political spectrums, especially along its margins. This marginality will allow us to look into contemporary Spanish culture from a new perspective, understanding the complexities that lie under the idea of a nation. The course also explores some of the tensions between modernization projects and cultural

production during the 20th and 21st centuries, examining representations of the city in literature (poetry and prose), maps, films, performance, and photography.

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

SPAN257 Performing Ethnicity: Gypsies and the Culture of Flamenco in Spain

In this course, we will analyze how Gypsies and flamenco are associated, in fact and in fiction, and how and why they have emerged into the limelight of Spanish national cultural discourses. Although they represent discrete realities—not all Gypsies identify with flamenco; not all flamenco artists are Gypsies—correlations between the two have nonetheless been exploited by the media and by artists as an often unwanted emblem of Spanishness. The tensions surrounding this practice seem related to an undisputed fact of Spanish cultural history: flamenco is unique within European culture; with a population of nearly one million Gypsies are Spain's dominant minority; yet recognition of the artistic value of the former and acceptance and assimilation of the latter have been slow to congeal within Spanish society.

Our practical aim will be to analyze these important aspects of Spanish culture in their historical context. We will study how the connection between Gypsies and flamenco has emerged; we will evaluate the extent to which it is valid; and we will attempt to assess what seems to be at stake in the struggles between those who promote and those who resist this connection as distinctive of Spanish national culture. In doing so, we seek to foster a deeper understanding of the importance of the Roma community within the framework of European and Spanish culture and a deeper appreciation for flamenco as a unique form of cultural expression. On the theoretical plane, we seek to understand how music, dance, literature, cinema, performance, and art can give expression to ethnicity, how cultural hegemonies emerge, and what role artists play in supporting or contesting those hegemonies. In general, this course is designed to help students develop critical skills of cultural analysis while increasing their proficiency in Spanish.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: COL271 PREREQ: NONE
FALL 2015 INSTRUCTOR: GONZALEZ, BERNARDO ANTONIO SECTION: 01

SPAN258 The Intercultural Stage: Migration and the Performing Arts in the Hispanic World

Hybridity, heterogeneity, transnationalism, and interculturalism are just a few of the terms that have proliferated within the marketplace of ideas over the past several years as reflections, from within the field of critical theory, of one of the contemporary world's dominant social realities: the massive displacement of peoples across borders and the creation of constricted multicultural zones of interaction and conflict within the confines of single nations. The Spanish-speaking world has been affected by this phenomenon in particular ways, in both Spain and North America. In this course, we will study how Spanish, Mexican, and Chicano playwrights and stage artists working in various genres have responded to this reality, how and why they have chosen to craft the collective experience of the border as performance, and how they have addressed the cultural and political tensions that are associated with this experience. The framework for our study will be comparative in both content and format. We will focus on two borders—the Strait of Gibraltar and the Río Grande (Río Bravo)—and on the two corresponding migratory experiences: from North and sub-Saharan Africa into Spain; from Latin America into the United States. This course will be taught simultaneously at Wesleyan and at the Universidad Carlos III in Madrid, Spain. When possible, classes will be linked through videoconferencing. Wesleyan students will collaborate with their counterparts in Spain on various projects and presentations. In general, this course is designed to help students develop skills of critical analysis while increasing their Spanish language proficiency and intercultural awareness.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: THEA238 PREREQ: NONE
SPRING 2016 INSTRUCTOR: GONZALEZ, BERNARDO ANTONIO SECTION: 01

SPAN259 Detective Fiction: Procedure and Paranoia in Spanish Narrative

The detective genre is the point of departure for an investigation that will lead us to solve a mystery: How do fictions about the detective—a person who is generally outside the law and sometimes crazy or paranoid—help us to understand the social construction of Spain? We will follow this figure through time (from the 19th century to the present) and space (visiting many Spanish cities) to build a theory of the genre in Spain and a panorama of Spanish society and culture. Following the trail left by novellas, novels, and short stories, together with critical texts, our investigation will allow us to unravel the mysteries of a multi-dimensional society.

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

SPAN261 Sites of Resistance and Memory: Theater, Performance, and Political Consciousness in Contemporary Spain

Compared to other literary genres, and given its essentially social (public) format, the theater is an especially vulnerable mode of cultural expression and therefore becomes the natural prey of both overt (institutionalized) and covert (social) systems of censorship. The tendency for authoritarian regimes to scrutinize stage practices is exemplified by the official (state) censorship that prevailed under Franco (1939–1975) and that prompted Spanish playwrights to develop subtle strategies for resisting authority in the name of democracy and for dialoguing with their society, as playwrights are wont to do, regarding the crucial social and political concerns of the day. The parliamentary regime born in aftermath of the dictator's death ushered in an era of fervor and experimentation unprecedented in recent

Spanish cultural history, one in which playwrights have increasingly embraced the struggle against more covert (social) forms of censorship in attempting to craft a new social order for a new political context: a democratic mindset that will serve to solidify the foundations of the young democratic state. Our goal in this course is to trace these trends through a close reading of key works by the major Spanish playwrights active since 1939. We will focus on context, on how the theater, society, and politics are intertwined, through evaluating both works of dramatic literature and the place and meaning of the public, commercial, and alternative theater circuits where many of these plays were premiered. Our aim, broadly, is to understand the extent to which collective memory and national identity, as staged over the past three-quarters of a 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

SPAN262 Through Foreign Eyes: The United States in Spain in the 20th Century

Although the relationship between Spain and the United States has a long history that can be traced back to colonial times, during the 20th century an extensive corpus of literature in which Spanish authors portray the United States prominently becomes visible. The appearance of this body of work gives rise to a series of questions: How do Spaniards see the United States? What are the consequences of this understanding? Why is there such interest in portraying the United States from a Spanish point of view? Of course, cultural and social definitions are constructions always limited to historic, social, and cultural events, be they of a military, political, or purely commercial nature. One could think that these portraits dwell on stereotypes; nonetheless, we are before a literary production that uses the United States to create a narrative about how Spain enters a global economic market through a cultural exchange. These are texts about traveling, the construction of the individual, and the shaping of a nation; texts that cross the boundaries of literary genres to define Spanish identity. We are before the construction of a narrative that questions the building of alterity and shapes the identity of modern Spain. In our approach to the main historic events that define the relationship between Spain and the United States during the 20th century, we will examine novels, poems, and movies that result from such events to analyze questions related to identity, globalization, localism, modernity, and nation. What we will engage in is, in fact, a debate about how we define ourselves, whether we are Spanish or American, through foreign eyes.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: SENDRA FERRER, OLGA SECTION: 01

SPAN264 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 centuries. 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 IDENTICAL WITH: COL231 PREREQ: NONE

SPAN270 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 including Las Casas, Sor Juana, Bolívar, Sarmiento, Martí, Rodó, Mariátegui, Neruda, Borges, García Márquez, 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.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST226 PREREQ: NONE
SPRING 2016 INSTRUCTOR: CONN, ROBERT T. SECTION: 01

SPAN272 Nation and Narration in Latin America

Since the early 19th century, "gauchos," "mestizos," "indios," and "negros" have been repeatedly used as symbols of cultural identity in Latin America. By analyzing narrations concerning ethnic difference, cultural heritage, and political integration, this course will examine the opposing ways in which intellectual discourses have constructed literary versions of subaltern and minority groups to address specific

issues: European immigration, state formation, capitalist expansion, and radical political transformations. This exploration will eventually lead us to a reflection on how representations of particular groups have contributed to forge, endorse, or challenge political and cultural traditions in several countries of the continent.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST265 PREREQ: NONE

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 IDENTICAL WITH: LAST273 PREREQ: NONE

SPAN274 Resistance and Discourse: The Place of the Indigenous in Modern Latin America

This course will examine how intellectuals and writers of the postcolonial period have made use of indigenous cultures as well as of the first European reflections on those cultures: the chronicles of discovery and conquest. Excerpts from *Vision de los vencidos* and from texts of Cristóbal Colón, Bernal Díaz, Hernán Cortés, and Bartolomé de Las Casas will be read in conjunction with 19th- and 20th-century essayists, novelists, short story writers, and poets. An important premise of this course is that the indigenous is not only a complex reality in Latin America, it is also an object of discourse, a kind of wild card in the intellectual's hand. The major question we will consider is the following: How have so-called pre-Columbian and contemporary indigenous cultures been brought forth in the highly polemical context of nation building in the 19th and 20th centuries?

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST234 PREREQ: SPAN221

SPAN276 Body, Voice, Text: Theater and the Transmission of Experience

Theater can and does exist as a written text, but we all know that its existence on the page is meant as a precursor to its live performance out in the world. In this course, our approach to a series of Latin American plays will be informed by competing notions of the theater as both a field of academic inquiry (built on reading, study, research, and interpretation) and also as an art form (built on reading, rehearsal, repetition, direction, and interpretation). We will combine traditional academic study of the written dramatic text with theater workshop exercises meant to train actors for the delivery of the staged performance text. Students will thus gain an understanding of how academic study and workshop rehearsal take different approaches to what is essentially the same goal/problem: how to interpret the text written by the dramatist, whether for meaning or performance. This course will be taught in Spanish.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: THEA276 OR LAST276 PREREQ: NONE
FALL 2015 INSTRUCTOR: TREME, MATTHEW JAMES SECTION: 01

SPAN278 Dangerous Plots: Fictions of the Latin American Jungle

This course is an exploration of the ways in which nature has been plotted in fiction, films, and popular culture, focusing on the tropical jungle, a space that has been central to the way Latin America has been imagined for centuries. We will investigate the construction of jungle as a cultural space where diverse anxieties about sovereignty, nationhood, race, development, gender, and subversion collide. We will evaluate this topography in relation to diverse projects of modernization and development, to the global angst over the environment and its destruction, and to a number of cultural and economic struggles that have shaped the region over the last century.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST278 PREREQ: NONE

SPAN279 Latin American Theater and Performance

This course will focus on the history, theory, and practice of theater and performance in Latin America in the 20th century. We will be particularly interested in the intercultural aspects of Latin American theater and performance that have reinvented and reinvigorated European dramatic forms through their constant interaction with non-Western cultural expressions in the Americas. We will examine a wide variety of performance practices, including avant-garde theater, community theater, street performance and agitprop, solo, and collective theater. The syllabus is loosely organized in a chronological fashion, structured more importantly around critical themes in Latin American history, culture, and society in the 20th century. We will take as our primary source material both readings and video recordings, when available, that will be supplemented by a wide variety of historical, critical, and theoretical background readings, including texts written by theater practitioners, theorists, and critics.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST266 OR THEA297 PREREQ: NONE
FALL 2015 INSTRUCTOR: TREME, MATTHEW JAMES SECTION: 01

SPAN280 Screening Youth in Contemporary Latin American Cinema

This course will examine some of the most important Latin American films to emerge in the past three decades that have cast children and teenagers as protagonists. As such, this seminar will focus on a wide array of issues such as poverty, education, cultural identity, historical memory, national and regional belonging, revolution, political activism and repression, immigration, violence, sexuality, and marginalization. Students will explore the aesthetic and social dynamics at play in the representation of young protagonists and develop interpretative filmic skills through an exploration of the connections between the technical composition of the works and the social, political, and cultural contexts that they address.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST280 PREREQ: NONE

SPAN281 *Islas sonantes*: Music and Sound Technologies in Hispanic Caribbean Literature

Cuban author Alejo Carpentier once stated that the Antilles (the Caribbean islands) could easily be referred to as *islas sonantes* (sounding islands) because of their strong musical tradition. Music, according to him, is their common denominator. Inspired by this statement and extending it, in this course we will examine the role of music, as well as other sound and vocal productions in Hispanic Caribbean literature from the end of the 19th century to the present. Through close readings, we will reflect on how music and other sound media or communication devices (such as radio, audio recordings, sound magnification, and telephone) have helped reconceptualize social identities, notions of time and space, and human interaction. We will also look at their, at times, ideological, political, or purely aesthetic functions. No knowledge of music or sound technologies is required for this course.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST281 PREREQ: NONE
FALL 2015 INSTRUCTOR: PARK, PAULA CHUNG SUN SECTION: 01

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 IDENTICAL WITH: LAST285 PREREQ: NONE

SPAN283 Literature and Culture of Peru

This course offers a panoramic study of the Andean nation from pre-Columbian times to the present with a focus on seminally polemic issues such as intercultural hybridity, ethnic and political violence, colonialism, postcolonialism, *indigenismo*, and modernity and beyond. We will study a wide variety of authors' takes on how to approach and understand Peru's multiethnic and multilingual heritage. Readings include poetry, short stories, novels, essays, theater, and critical theory.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST283 PREREQ: NONE

SPAN284 Tales of Resistance: Modernity and the Latin American Short Story

Latin American writers from the early 20th century forward have regarded the short story as a vehicle through which to make their mark and engage the great cultural issues of the day. Jorge Luis Borges and Julio Cortázar, two of Latin America's most well-known literary figures, dedicated their careers almost exclusively to the genre. In this course, as we consider the privileged status of the short story in Latin American letters, we will examine the ways in which writers have used the genre to comment on important aspects of modernization, both within and outside their respective countries. Some of those aspects will concern the Mexican Revolution, bourgeois and mass culture, nationalism, globalization, as well as immigration to Europe and the United States.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST254 PREREQ: NONE

SPAN285 Asian Latino Encounters: Imagining Asia in Hispanic America

This course will explore the distinctive, and overlooked, Asian connection in Hispanic-American cultures: the fascinating literatures, songs, paintings, and films about "Asian Latinos" in Spanish America, the United States, as well as the Philippines, a Spanish colony for over three centuries that developed its own Spanish-language literature after 1898—in part as a response to the subsequent Americanization of the Philippines. We will begin examining "Orientalist" or exoticizing views of Asian culture and Asian women of early 20th-century Spanish American and Filipino writers (such as Darío, Tablada, and Jesús Balmori). Then, we will assess travel writings produced across the Pacific—from Mexico to India (Paz), from Chile to Southeast Asia (Neruda), and from the Philippines to Chile (Elizabeth Medina). Finally, we will examine diverse works by writers/artists of Asian descent in Hispanic America. Some of the questions we will address are: How has the view of Asia or Asians changed throughout the past century in Hispanic America? How does Philippine literature in Spanish change our conception of "Latinidad"? By looking at the trans-Pacific reach of the Hispanic, we will be in a better position to appreciate the complexity of the cultural, social, and political legacies of both Spanish and U.S. colonialism.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST241 PREREQ: NONE
SPRING 2016 INSTRUCTOR: PARK, PAULA CHUNG SUN SECTION: 01

SPAN286 Simón Bolívar: The Politics of Monument Building

No figure has been seized upon more as a symbol of cultural and political unity in Latin America than the liberator Simón Bolívar. In this course, we will examine not only the case of contemporary Venezuela with its cult-like tradition but also several of the countless appropriations of Bolívar that have occurred across the Americas and in Europe in the 180 years since his death. From the Cuban José Martí to the Colombian García Márquez, from the Spaniard Miguel de Unamuno to the U.S. socialist Waldo Frank, from, to be sure, the powerful tradition of the Latin America essay with its identity politics to the U.S.-led Pan Americanism of the 1920s, 1930s, and 1940s, Bolívar has been made to serve complex and important functions in discourse about national and continental identity. To consider all this, we will study a number of rewritings of Bolívar's life and works, focusing on the dynamic process in which literary, cultural, and political traditions have been formed around him, while giving special attention to issues bearing on race, gender, and modernization. A wide range of texts will be examined, including letters, essays, poems, novels, screenplays, and films.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST258
PREREQ: SPAN270 OR LAST226 OR SPAN221 OR SPAN250 OR COL219
SPRING 2016 INSTRUCTOR: CONN, ROBERT T. SECTION: 01

SPAN287 Constructions of the Self

How does one define oneself? What forces are active in the creation of our personal identities? How much control do we exercise over these processes? What role do writing and literature play in the construction of notions of the self? While these questions are timeless and know no geographical boundaries, we will examine how several different Latin American and U.S. Latino authors have addressed these concerns in their art, with an eye toward understanding the cultural specificity of each of their propositions, as well as how writing itself becomes the subject of writing in the search for subjectivity.

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

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 essays, historians, and theorists, as well as films, will assist us in defining context.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST288 PREREQ: NONE

SPAN289 Contemporary Latin American Fiction: Writing After the Boom

One of the characteristics of recent Latin American fiction is the interest in more open, relaxed forms of narration that focus on individual lives against the backdrop of specific social issues. In this course we examine this new experimentation with novelistic form as we look at several matters, including social and political violence, gay and heterosexual subjectivity, literary tradition, as well as artistic production. Several films will also be discussed.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST287 PREREQ: NONE

SPAN290 The Public Intellectual in Mexico

Mexican writers, intellectuals, and artists have long been recognized for the brilliance with which they have used their work to comment on and shape the direction of the Mexican state. In this course, we will examine the writings of several major figures with the goal of understanding how they see and imagine Mexico. At the same time, we will consider how the concept of the public intellectual has changed over the past decades. Students will analyze novels, essays, poetry, and film.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: LAST291 PREREQ: NONE
FALL 2015 INSTRUCTOR: CONN, ROBERT T. SECTION: 01

SPAN301 The History of Spanish Cinema

IDENTICAL WITH: FIST301

SPAN302 The View from Abroad on the Early Modern Stage

IDENTICAL WITH: FIST302

SPAN401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

SPAN409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

SPAN411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

SPAN465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

SPAN467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES

PROFESSORS: Susanne Fusso, *CHAIR, SPRING*; Priscilla Meyer, *CHAIR, FALL*; Peter Rutland, *Government*

ASSISTANT PROFESSOR: Victoria Smolkin-Rothrock, *History*

ADJUNCT PROFESSOR: Irina Aleshkovsky

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Susanne Fusso; Priscilla Meyer; Peter Rutland; Victoria Smolkin-Rothrock

The major in Russian, East European, and Eurasian studies is designed to provide a broad background in the history, politics, society, and culture of the area. To be accepted into the program, students must have a minimum overall average of B in courses related to the major.

ADMISSION TO THE MAJOR

There are two possible concentrations in the REES major.

- **Language, literature, and culture.** Majors must complete three years of college-level Russian or the equivalent, as well as five more courses, three of which must be in literature or culture, one of which must be in either politics and economics or history and religion, and one of which must be either a course or a full-credit tutorial conducted in Russian. If a student places out of one or more semesters of language, he or she must take enough courses in REES to add up to a total of eleven. For example, a student who places out of two semesters of first-year Russian would take four more semesters of language plus seven more courses.
- **Social sciences.** Majors must complete two years of college-level Russian or the equivalent, as well as seven more courses, chosen in consultation with an advisor. These courses must include at least one in the category of politics and economics, one in the category of history and religion, and one in the category of literature and culture. If a student places out of one or more semesters of language, he or she must take enough courses in REES to add up to a total of eleven. For example, a student who places out of two semesters of first-year Russian would take two semesters of language plus nine more courses.

ADMISSION TO THE MINOR

Any student who intends to earn the minor in REES should speak with the program chair by the end of the junior year at the latest.

MINOR REQUIREMENTS

The minor in REES consists of six courses, in which the student must achieve a GPA of B. These courses must include **RUSS101** and **102** or two semesters of Russian language study at the appropriate level and four more REES courses, of which one must be taken in each of the three areas of politics and economics, history and religion, and literature and culture (see course list). The fourth course may be in any of the three areas or may be a semester of intermediate or advanced Russian. Two

of the courses may be taken during study abroad (with prior approval). All courses except **RUSS101** and **102** must be taken for a grade. Students should plan the minor in consultation with REES faculty.

Satisfactory completion of the minor will be certified by the program.

STUDY ABROAD

Majors are strongly encouraged to participate in either a summer or a semester program of study in the former Soviet Union (FSU), for which academic credit will be given. Students may study in Eastern Europe as long as the program includes a language component. For a semester of study abroad on an approved program, four credits will count toward graduation, of which two will count toward the REES major. For a summer of study abroad on an approved program, two credits will count toward graduation, of which one will count toward the REES major.

HONORS

To qualify to receive honors or high honors in Russian, East European, and Eurasian studies, a student must write a senior thesis that will be evaluated by a committee consisting of the tutor, a second reader from the REES faculty, and one additional reader either from REES or from the faculty at large. This committee makes the final decision on departmental honors. Only a two-semester senior thesis may be submitted for honors in REES.

REES COURSES**POLITICS AND ECONOMICS**

- GOVT274 Russian Politics

HISTORY AND RELIGION

- HIST218 Imperial Russia 1682-1917
- HIST219 Russian and Soviet History, 1881 to the Present
- RELI299 Imagining Communities: National Religions and Political Rituals

LITERATURE AND CULTURE IN ENGLISH

- RUSS205 Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel
- RUSS206 A Matter of Life and Death: Fiction in the Soviet Era
- RUSS222 Dr. Jekyll vs. Dr. Frankenstein: Doubles in Literature
- RUSS232 The Real McCoy: Constructing Identity
- RUSS240 Reading Stories: Great Short Works from Tolstoy to Petrushevskaya
- RUSS251 Dostoevsky

- RUSS252 Tolstoy
- RUSS255 Empire, Love, and War: 20th-Century Novels from Central and Eastern Europe
- RUSS263 Nabokov and Cultural Synthesis
- RUSS265 Kino: Russia at the Movies
- RUSS277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses
- THEA214 Theater of Anton Chekhov: Research, Analysis, and Performance

LITERATURE IN RUSSIAN

- RUSS209 The Fantastic: Hoffmann and Gogol (Russian)

COURSES**RUSSIAN AND EAST EUROPEAN, AND EURASIAN STUDIES****REES205 Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel**

IDENTICAL WITH: RUSS205

REES206 A Matter of Life and Death: Fiction in the Soviet Era

IDENTICAL WITH: RUSS206

REES209 The Fantastic: Hoffmann and Gogol (Russian)

IDENTICAL WITH: RUSS209

REES216 Secularism: An Introduction

IDENTICAL WITH: RELI271

REES218 Imperial Russia, 1682–1917

IDENTICAL WITH: HIST218

REES219 Russian and Soviet History, 1881 to the Present

IDENTICAL WITH: HIST219

REES220 Speak, Memory: The Russian Memoir

IDENTICAL WITH: RUSS220

REES222 Dr. Jekyll vs. Dr. Frankenstein: Doubles in Literature

IDENTICAL WITH: RUSS222

REES232 The Real McCoy: Constructing Identity

IDENTICAL WITH: RUSS232

REES234 Woody Allen and the Russian Novel

IDENTICAL WITH: RUSS234

REES240 Reading Stories: Great Short Works from Tolstoy to Petrushevskaya

IDENTICAL WITH: RUSS240

REES251 Dostoevsky

IDENTICAL WITH: RUSS251

REES252 Tolstoy

IDENTICAL WITH: RUSS252

REES255 Empire, Love, and War: 20th-Century Novels from Central and Eastern Europe

IDENTICAL WITH: RUSS255

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

REES270 The Russian and English Novel

IDENTICAL WITH: ENGL266

REES277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses

IDENTICAL WITH: RUSS277

REES279 Theater of Anton Chekhov: Research, Analysis, and Performance

IDENTICAL WITH: THEA214

REES280 Russian Politics

IDENTICAL WITH: GOVT274

REES282 Modern Shamanism: Ecstasy and Ancestors in the New Age

IDENTICAL WITH: RELI239

REES284 Pushkin

IDENTICAL WITH: RUSS250

REES299 Imagining Communities: National Religions and Political Rituals

IDENTICAL WITH: RELI299

REES332 Stalinism

IDENTICAL WITH: HIST332

REES344 "If there is no God, then everything is permitted?" Moral Life in a Secular World

IDENTICAL WITH: CHUM344

REES353 The Communist Experience in the 20th Century

IDENTICAL WITH: HIST353

REES375 The End of the Cold War, 1981–1991

IDENTICAL WITH: HIST375

REES401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

REES409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

REES411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

REES465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

REES467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

- RUSS250 Pushkin
- RUSS260 Dostoevsky's *Brat'ia Karamazov*

LANGUAGE

- RUSS101/102 Elementary Russian
- RUSS201/202 Intermediate Russian
- RUSS301/302 Third-Year Russian
- RUSS303 Advanced Russian: Stylistics

RUSSIAN LITERATURE IN ENGLISH**RULE205 Murder and Adultery: Dostoevsky, Tolstoy, and the 19th-Century Russian Novel**

IDENTICAL WITH: RUSS205

RULE206 A Matter of Life and Death: Fiction in the Soviet Era

IDENTICAL WITH: RUSS206

RULE220 Speak, Memory: The Russian Memoir

IDENTICAL WITH: RUSS220

RULE222 Dr. Jekyll vs. Dr. Frankenstein: Doubles in Literature

IDENTICAL WITH: RUSS222

RULE232 The Real McCoy: Constructing Identity

IDENTICAL WITH: RUSS232

RULE234 Woody Allen and the Russian Novel

IDENTICAL WITH: RUSS234

RULE240 Reading Stories: Great Short Works from Tolstoy to Petrushevskaya

IDENTICAL WITH: RUSS240

RULE251 Dostoevsky

IDENTICAL WITH: RUSS251

RULE252 Tolstoy

IDENTICAL WITH: RUSS252

RULE255 Empire, Love, and War: 20th-Century Novels from Central and Eastern Europe

IDENTICAL WITH: RUSS255

RULE258 Russia's Storyteller Playwrights

IDENTICAL WITH: RUSS258

RULE263 Nabokov and Cultural Synthesis

IDENTICAL WITH: RUSS263

RULE265 Kino: Russia at the Movies

IDENTICAL WITH: RUSS265

RULE270 The Russian and English Novel

IDENTICAL WITH: ENGL266

RULE277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses

IDENTICAL WITH: RUSS277

RULE279 Theater of Anton Chekhov: Research, Analysis, and Performance

IDENTICAL WITH: THEA214

RUSSIAN LANGUAGE AND LITERATURE**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: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: ALESHKOVSKY, IRENE SECTION: 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: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: RUSS101
SPRING 2016 INSTRUCTOR: ALESHKOVSKY, IRENE SECTION: 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 & RUSS102)
FALL 2015 INSTRUCTOR: ALESHKOVSKY, IRENE SECTION: 01

RUSS202 Intermediate Russian II

Exercises in class and in the language lab develop fluency in speaking and understanding spoken Russian while teaching the rules of Russian grammar. Readings for the course (short works of Russian prose and poetry) will be listened to as well as read.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: RUSS101 & RUSS102 & RUSS201
SPRING 2016 INSTRUCTOR: ALESHKOVSKY, IRENE SECTION: 01

RUSS205 Murder and Adultery: Dostoevsky, Tolstoy, and 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 IDENTICAL WITH: REES205 OR RULE205 PREREQ: NONE
FALL 2015 INSTRUCTOR: FUSSO, SUSANNE GRACE SECTION: 01

RUSS206 A Matter of Life and Death: Fiction in the Soviet Era

The great Russian writers of the 20th century risked their lives 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 IDENTICAL WITH: REES206 OR RULE206 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: MEYER, PRISCILLA SECTION: 01

RUSS209 The Fantastic: Hoffmann and Gogol (Russian)

We will follow the evolution of realism in the first half of the 19th century starting with E. T. A. Hoffmann's effect on Pushkin's and Gogol's Petersburg stories. Through close reading, we will see how Russian authors of the naturalist school reworked the devices of German literature to create their own tradition. Conducted in Russian, the course is designed for both advanced students of Russian and native speakers.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: REES209 PREREQ: RUSS302
 FALL 2015 INSTRUCTOR: MEYER, PRISCILLA SECTION: 01

RUSS220 Speak, Memory: The Russian Memoir

Memoirs 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 prison memoirs by Fyodor Dostoevsky and Eugenia Ginzburg; visions of childhood by Lev Tolstoy, Vladimir Nabokov, and poets Osip Mandelstam, Marina Tsvetaeva, and Joseph Brodsky; and works of autobiography by Viktor Shklovsky and Sergey Gandlevsky that create their own poetic world. The course will also consider the theoretical problems of autobiographical writing. Students will write a memoir of childhood (3-5 pages) to better understand the technical problems faced by Tolstoy in writing about his childhood. Students will also write a piece of memoiristic prose, or a parody or imitation of one of the writers in the course (minimum 10 pages), as one of their three papers. We will devote one class session to a writing workshop session on the creative project.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: REES220 OR RULE220 PREREQ: NONE
 FALL 2015 INSTRUCTOR: FUSCO, SUSANNE GRACE SECTION: 01

RUSS222 Dr. Jekyll vs. Dr. Frankenstein: Doubles in Literature

We will trace the evolution of the idea of the literary double from its origins in German Romanticism, observing the degradation of the opposition between ideal and real into the struggle of good versus evil. The entire process is parodied in Nabokov's *Lolita*.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: REES222 OR RULE222 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: MEYER, PRISCILLA SECTION: 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. We will practice our own authorship in three peer-edited papers.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: REES232 OR RULE232 PREREQ: NONE
 FALL 2015 INSTRUCTOR: MEYER, PRISCILLA SECTION: 01

RUSS234 Woody Allen and the Russian Novel

In addition to parodies of other films, Woody Allen's films are full of literary references. We will read the great Russian novels that inspired some of them and analyze the way Allen transposes the Russian material. Will our analysis make the films even funnier? There will be seven evening screenings.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: REES234 OR RULE234 PREREQ: NONE

RUSS240 Reading Stories: Great Short Works from Tolstoy to Petrushevskaya

This course is designed to help students improve their writing through the close reading and analysis of short stories and novellas by Russian masters of the form. In each class, we will discuss one literary work. Students will be asked to bring to each class their ideas on how to construct an argument that could be developed into a written interpretation of the work. These discussions, along with work on English grammar and style as elucidated by Strunk & White and R. L. Trask, will inform students' own writing (four five-page papers). We will read works in the realist tradition from the mid-19th century to the late 20th century that include Tolstoy's novellas of Cossacks and adulterous members of the nobility, Chekhov's subtle psychological tales, Bunin's reflections from exile on a lost Russia, Babel's stories of the Civil War and of Jewish Odessa, Bulgakov's sketches of life as a country doctor, and Petrushevskaya's modern stories of the tortured lives of women in the late Soviet period.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: REES240 OR RULE240 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: FUSCO, SUSANNE GRACE SECTION: 01

RUSS250 Pushkin

This seminar is for students who are at or above the third year of language study. We will spend the semester reading *Evgeny Onegin* in the original Russian. Class discussions will be in Russian to the degree possible; some biographical reading will be in English. There will be regular listening assignments as well as written ones.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: REES284 PREREQ: RUSS202

RUSS251 Dostoevsky

Dostoevsky is widely recognized as one of the world's greatest novelists. His career begins at the end of Russian Romanticism, is interrupted by nine years of prison and exile in Siberia, and resumes at the beginning of the age of the great realist novel. Dostoevsky's major works grapple with the themes of sin and crime, the disintegration of the family, and the difficulty of believing in God in a world full of evil.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: REES251 OR RULE251 PREREQ: NONE

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. 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 IDENTICAL WITH: REES252 OR COL262 OR RULE252 PREREQ: NONE
 SPRING 2016 INSTRUCTOR: FUSCO, SUSANNE GRACE SECTION: 01

RUSS255 Empire, Love, and War: 20th-Century Novels from Central and Eastern Europe

This course is a survey of 20th-century prose fiction of Central and Eastern Europe, with an emphasis on the Czech novel. The novels we will read make history come alive through the eyes of vividly individual characters. In Joseph Roth's *Radetzky March*, the collapse of the Austro-Hungarian Empire is viewed through the lens of a single heartbroken family; in Bohumil Hrabal's *I Served The King Of England*, the Czech experience in World War II and postwar Stalinization is embodied in the figure of a diminutive hotel waiter; Milan Kundera's *The Unbearable Lightness of Being* refracts the Soviet domination of Czechoslovakia through the traumas and love affairs of a quartet of characters; in Witold Gombrowicz's *Trans-Atlantyk* and Aleksandar Hemon's *The Question Of Bruno*, the main characters find themselves in a foreign land when their home countries (Poland and Yugoslavia, respectively) are torn apart by war. All the works we will read exemplify the high level of narrative sophistication, in realist, absurdist, and experimental modes, that is a hallmark of Central and Eastern European literature.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: REES255 OR RULE255 PREREQ: NONE

RUSS258 Russia's Storyteller Playwrights

Many of the classics of Russian theater were written not by pure playwrights, but by authors like Gogol, Chekhov, and Bulgakov, who dedicated themselves primarily to narrative genres of story and novel. This trend continues today: Writers like Petrushevskaya are experimenting, both with plays and novels, as they work to create a new, post-Soviet Russian literature. Russian literature has been enriched by its playwright/storyteller tradition. When Gogol moved from writing short stories to writing plays in mid-career, he brought new principles of narrative form into the theater with him while at the same time embracing old conventions of dramatic comedy. When he exited the theater to write *Dead Souls*, he took with him principles of comedy that would shape his novel. A similar synergy can be seen in Chekhov, Bulgakov, and others. While reading play/story pairs by some of Russia's leading writers, this course will clarify essential formal differences between narratives and plays that operate in all literatures; and it will explore how Russian literature has blended dramatic and narrative forms in innovative ways.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: REES258 OR THEA258 OR COL288 OR RULE258 PREREQ: NONE

RUSS260 Dostoevsky's *Brat'ia Karamazov*

In this seminar devoted to close reading of the original text of Dostoevsky's 1879-80 novel, all students will be required to read the entire text in English, and each week specific passages will be read in Russian. In class, we will analyze and discuss the text in Russian. Students will give presentations about critical works related to the novel and to Dostoevsky's work in general. Conducted in Russian.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: REES260 PREREQ: RUSS301

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 IDENTICAL WITH: COL265 OR REES263 OR RULE263 PREREQ: NONE

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 IDENTICAL WITH: REES265 or FILM365 or RULE265 PREREQ: NONE

RUSS270 The Russian and English Novel

IDENTICAL WITH: ENGL266

RUSS277 Gogol and His Legacy: Witches, Con Men, and Runaway Noses

This course will include close reading and analysis of the works of Nikolai Gogol (1809–1852), who created a phantasmagorical world of devils and witches coexisting with the gritty details of life in St. Petersburg and the Russian provinces. We will also read works by later writers who either explicitly or implicitly placed themselves in the Gogolian tradition: Fyodor Dostoevsky, Fyodor Sologub, Andrei Bely, Mikhail Bulgakov, and Vladimir Nabokov. Gogol's satirical observations delighted socially-conscious contemporary critics, while his linguistic experimentation and subversion of the rules of logic inspired modernist writers of the 20th century. We will consider Gogol's response to Romantic aesthetics, his interest in the demonic, the influence of his formal and linguistic experimentation on later writers, and the history of his reception by Russian and Western writers and critics.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: REES277 or RULE277 PREREQ: NONE

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 2015 INSTRUCTOR: ALESHKOVSKY, IRENE SECTION: 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 2016 INSTRUCTOR: ALESHKOVSKY, IRENE SECTION: 01

RUSS340 Reading Theories

IDENTICAL WITH: ENGL295

RUSS401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

RUSS409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

RUSS411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

RUSS465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

RUSS467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

SCIENCE IN SOCIETY PROGRAM

PROFESSORS: William Johnston, *History*; Jill G. Morawski, *Psychology*, CHAIR, SPRING; Joseph T. Rouse Jr., *Philosophy*, CHAIR, FALL

ASSOCIATE PROFESSORS: Paul Erickson, *History*; Jennifer Tucker, *History*

ASSISTANT PROFESSORS: Gillian Goslinga, *Anthropology*; Anthony Hatch

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Paul Erickson; Gillian Goslinga; Jill Morawski; Joseph Rouse; 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 (SISP) 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.

MAJOR DESCRIPTION

The major consists of three components: courses offered within SISP in the history, philosophy, and social studies of the sciences, medicine, and technology; at least two years of course work in a single scientific discipline; and an area of concentration to provide depth in a related discipline. Students can either complete their area of concentration in anthropology, FGSS, history, philosophy, religion, or sociology or can concentrate in a scientific discipline by completing a major in that science as part of their SISP major (the first two years of the science major satisfy the SISP science requirement).

First- and second-year students interested in the Science in Society Program should begin their science courses as soon as possible. Most students take their first course in the program as a sophomore. The core courses in the history of science or sociocultural studies of science are especially recommended as first courses in the program.

STUDENT LEARNING OUTCOMES

The faculty of the Science in Society Program have approved the following list of learning goals for all students undertaking the major in science in society:

- **Scientific competence:** Competence beyond the major-track introductory level in a scientific discipline, indicated by students' performance in appropriate courses in that science;
- **Core competence in science studies:** Improved understanding of the sciences and/or medicine as historically developing, socially and culturally situated practices of inquiry and conceptual understanding; that understanding should have both multidisciplinary breadth and greater depth within a particular disciplinary area of concentration.
- **Disciplinary depth:** Those students whose area of concentration is in a discipline that incorporates the sciences and medicine as objects of inquiry should improve their understanding of how that discipline conceives and approaches the sci-

ences and/or medicine and how its approach connects to other ways of understanding the sciences and medicine; those students whose area of concentration is fulfilled by a second major in a scientific discipline should improve their understanding of how practices and achievements of that science are historically, culturally, and philosophically situated and how their scientific understanding and their core competence in science studies can be mutually informative.

- **Scientific contextualization:** Improved skills for engaging their scientific understanding in relevant ways with specific issues or concerns of broader social, cultural, political, and/or philosophical significance and for acquiring and assessing relevant technical background for such issues that go beyond their prior scientific training.

ADMISSION TO THE MAJOR

Students who declare their major in SISP must specify the fields in which they plan to complete their science requirement and their area of concentration. Students who seek to add the major after their sophomore year will only be admitted after review to ensure that they are in a good position to complete the major. All students who declare the major must submit a statement of their goals in the major, for advising purposes, and for later evaluation of how well those goals were met. There are no other requirements for admission to the major.

MAJOR REQUIREMENTS

Students may enroll in the program either as a standalone 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 and three additional courses in the program (including at least one 300-level seminar). Students for whom the program is a stand-alone major must also take a minimum of four major-track courses in one of the science departments and a structured three-course area of concentration in either anthropology, FGSS, history, philosophy, religion, or sociology. Students who undertake the joint major with a science must complete all requirements for a science major in place of the area of concentration. Further information about program requirements, policies, and its learning goals can be found at wesleyan.edu/sisp.

STUDY ABROAD

Many SISP students go abroad for a semester as a junior. Students can normally count only one course from study abroad toward the six required courses in SISP, although some students also get credit for science courses or toward their area of concentration.

CAPSTONE EXPERIENCE

The Science in Society Program offers three options for students seeking a senior capstone experience for their work in the major:

1. All students are required to take one or more 300-level seminars in the program. These courses, on a wide range of topics, each with a term paper or other independent research component, provide many opportunities for what can become

capstone projects, and students are encouraged to choose their seminar courses and their research topics in those courses with this possibility in mind.

- Students with a suitable topic and faculty sponsor have an option of writing a senior thesis, which can lead to departmental honors for those eligible. Interested students should consult members of the faculty in the spring of their junior year to help refine their proposed topic and find a suitable advisor. For further information on this option, see wesleyan.edu/sisp/for_majors/honors_thesis.html.
- Students with a suitable topic and faculty sponsor may undertake a senior essay or other independent capstone project as an independent tutorial.

Neither thesis tutorials nor senior essay tutorials can count toward the six courses in the program that are part of the major requirements. The required courses pro-

COURSES

SISP123 The Magic Bullet: Drugs in Modern America

Pharmaceuticals are a powerful presence in our daily lives. Turn on the TV for 15 minutes and you are likely to encounter numerous drug ads; scan the news headlines and you are sure to see reports on drug cost debates, latest miracle cures, or jarring tales of terrifying side effects. We look to drugs for everything from curing minor aches and pains to enhancing our personality. Are we hooked on the quick fix? What comes first—the drug or the condition that it is intended to treat? To begin to answer these questions, one first needs to understand something about the dynamic processes through which drugs are developed, manufactured, and marketed. These are the kinds of issues that will come up in the course, as exemplification of the questions that scholars in the social studies of medicine bring to their inquiries.

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

SISP202 Philosophy of Science

This course is a fast-moving introduction to the philosophy of science. Topics include the relation between finished theories or explanations and ongoing research; the recognition and dissemination of discoveries; the justification of scientific claims; conceptual and technical (revolutionary) change in the science; the significance of instrumentation, experiment, and artifact in science; the places of laws, models, and causal relations in scientific understanding; and whether various sciences differ fundamentally in their aims, methods, and achievements. Considerable attention will be given to examples of scientific practice, both historical and contemporary.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: PHIL287 PREREQ: NONE FALL 2015 INSTRUCTOR: ROUSE, JOSEPH T. SECTION: 01

SISP205 Sciences as Social and Cultural Practices

Philosophers long construed scientific knowledge as achieved and assessed by individual knowers, but recent work has recognized a greater epistemic role for scientific communities, disciplines, or practices and taken seriously the social and cultural context of scientific research. This course surveys some of the social, cultural, and political aspects of the sciences that have been most important for scholars in science studies, including differences between experimental, field, and theoretical science; the role of disciplines and other institutions in the sciences; interactions between science and its various publics; the politics of scientific expertise and science policy; the globalization of science; the social dimensions of scientific normativity, from metrology to conceptions of objectivity; race and gender in science; and conceptual exchanges between sciences and other discursive practices. The concept of the social will also receive critical attention in its purported contrasts to what is individual, natural, rational, or cultural.

GRADING: OPT CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: PHIL288 OR ENV5205 PREREQ: NONE SPRING 2016 INSTRUCTOR: ROUSE, JOSEPH T. SECTION: 01

SISP206 Theorizing Science and Technology

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

SISP211 Reproductive Technologies, Reproductive Futures

IDENTICAL WITH: ANTH211

SISP215 Metabolism and Technoscience

This course will investigate metabolic processes through the lens of technoscience. Metabolism encompasses all of the biological and technosocial processes through which individual bodies and societies create and use different forms of bionutrients, medicines, toxins, and energy. We will interpret the most pressing metabolic crises facing societies including ecological disaster, industrial food regimes, metabolic health problems, industrial pollution, and drug cultures.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SOC220 PREREQ: NONE SPRING 2016 INSTRUCTOR: HATCH, ANTHONY RYAN SECTION: 01

SISP220 Translating Science

IDENTICAL WITH: WRCT220

SISP221 History of Ecology

IDENTICAL WITH: HIST221

SISP222 Disease and Epidemics in Historical Perspective

IDENTICAL WITH: HIST222

vide indispensable background for undertaking independent projects. Students considering writing a thesis are encouraged to be well along with the core major requirements before beginning the thesis as first-semester seniors.

HONORS

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.

SISP225 Medicine and Health in Antiquity

IDENTICAL WITH: CCIV225

SISP230 Anti-Psychiatry

This course will investigate antipsychiatry, the social and scientific movement that has critically analyzed and opposed psychiatry as a field of medicine. No field of medicine is more deeply implicated in creating and legitimating human suffering than psychiatry, from the role that psychiatry plays in managing people's daily lives to the administration of the criminal justice system. We will ask how social and psychic traumas are transformed into discrete psychiatric disorders by exploring the cultural production of diagnostic criteria used to diagnose and the psychopharmacological drugs that are used to intervene on mental states.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE FALL 2015 INSTRUCTOR: HATCH, ANTHONY RYAN SECTION: 01

SISP253 Science and/as Literature in Early Modern England

IDENTICAL WITH: ENGL253

SISP254 Science in Western Culture

IDENTICAL WITH: HIST254

SISP255 Seeing a Bigger Picture: Integrating Environmental History and Visual Studies

IDENTICAL WITH: HIST262

SISP256 Race and Medicine in America

IDENTICAL WITH: AMST256

SISP258 The Evolution of Scientific Medicine

This course will follow the transformation of medicine from the art of healing to the science of disease. What kind of science has medicine become? How has the professionalization of medical practice and the commercialization of medical science altered our experience of being a patient and our understanding of health and illness? These questions will guide our exploration of both historical documents and analytical pieces from the vast scholarship on the social studies of medicine. Though much of the focus will be on the American context, a thorough exploration of these issues, particularly in the 20th century, will require us to venture far beyond our national borders.

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

SISP259 Discovering the Person

IDENTICAL WITH: PSYC259

SISP260 Bioethics and the Animal/Human Boundary

IDENTICAL WITH: AMST260

SISP262 Cultural Studies of Health

This course investigates the intertwining of cultural and medical practices that shape the lived experiences and meanings of human health. Issues of health are, quite literally, matters of life and death. Questions of who thrives, who gets sick, who dies and how we make sense of these questions also constitute core questions for social justice. Drawing on provocative readings and media from diverse fields, this course will investigate these questions with an emphasis on how answers to them might contribute to social justice and improve the conditions necessary for human thriving.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SOC259 PREREQ: NONE FALL 2015 INSTRUCTOR: HATCH, ANTHONY RYAN SECTION: 01

SISP276 Science in the Making: Thinking Historically About Science

IDENTICAL WITH: HIST176

SISP277 Life Science, Art, and Culture, Medieval to Present

IDENTICAL WITH: HIST177

SISP281 Post-Kantian European Philosophy

IDENTICAL WITH: PHIL258

SISP285 History of Science and Technology in Modern China

IDENTICAL WITH: HIST386

SISP286 Philosophy of Mind

IDENTICAL WITH: PHIL286

SISP289 Ritual, Health, and Healing

IDENTICAL WITH: ANTH289

SISP303 Matter, Community, Environment

IDENTICAL WITH: CHUM305

SISP304 Techno-Orientalism

IDENTICAL WITH: AMST304

SISP305 Moral Ecologies and the Anthropology of Vitality

IDENTICAL WITH: ENV5305

SISP306 Disease, Health, and Power in Latin America, 1850–1990

IDENTICAL WITH: LAST307

SISP307 The Economy of Nature and Nations

IDENTICAL WITH: HIST307

SISP312 Farming in America

IDENTICAL WITH: HIST312

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

SISP316 Global Biopolitics

This advanced seminar explores health and disease as issues of global political importance. The course covers both the theoretical roots of the concept of biopolitics and empirical studies of biopolitics in action. We focus on some of the most salient contemporary issues within global health including the politics of clinical trials, population control, and infectious disease containment.

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

SISP317 Disability, Embodiment, and Technology

IDENTICAL WITH: AMST317

SISP320 Life and Death: Biopower and Necropower

This seminar examines how science and technology shape the politics of life and death. From the moment of conception to the postmortem state and beyond, we will consider how science and technology have become handmaidens to life and death, impacting the social, legal, and ethical frameworks we use to define what constitutes the space between “alive” and “dead.” Using theories of biopower and necropower as our guides, we will cover a diverse set of themes including sexual reproduction, birth, population, toxicity, decay, genocide, mortality, and the afterlife.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: SOC320 PREREQ: NONE
SPRING 2016 INSTRUCTOR: HATCH, ANTHONY RYAN SECTION: 01**SISP321 BioFeminisms: Science, Matter, Agency**

IDENTICAL WITH: FGSS321

SISP325 Sociology of Medicine, Health, and Illness

IDENTICAL WITH: FGSS325

SISP336 Science and the State

IDENTICAL WITH: HIST336

SISP340 The History of Rationality: From Moral Philosophy to Artificial Intelligence

IDENTICAL WITH: HIST340

SISP353 Health, Illness, and Power in America

IDENTICAL WITH: AMST353

SISP365 Nature Description: Literature and Theory

IDENTICAL WITH: ENGL367

SISP367 Life of Modern Fact

IDENTICAL WITH: HIST367

SISP373 Religion, Science, and Empire: Crucible of a Globalized World

IDENTICAL WITH: RELB373

SISP374 Food Security: History of an Idea

IDENTICAL WITH: HIST374

SISP377 Worlding the World: Creation Myths from Ancient Greece to the Multiverse

IDENTICAL WITH: RELB377

SISP379 Technology and Culture

Technology is defined as the branch of knowledge that deals with the industrial arts—that is, as the application of scientific knowledge for practical purposes. But this definition belies the complexity and importance of the phenomenon. In this seminar, we will look at technology as more than the handmaiden of science, focusing on the roles we have assigned it in politics, economics, and society writ large. In addition to considering the physical impacts of technology on the environment we live in and on ourselves, we examine technology as an analytical category, a frame of reference we employ in navigating our relationship to the world, and to each other.

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

SISP381 Japan and the Atomic Bomb

IDENTICAL WITH: HIST381

SISP385 Understanding Life and Mind: Topics in the Philosophy of Biology

IDENTICAL WITH: PHIL385

SISP389 Advanced Research in Social and Historical Process

IDENTICAL WITH: PSYC389

SISP393 *Materia Medica*: Drugs and Medicines in America

IDENTICAL WITH: HIST393

SISP397 The Politics of Nature: Modernity and Its Others

IDENTICAL WITH: ANTH397

SISP401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

SISP409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

SISP411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

SISP465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

SISP467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

SOCIOLOGY

PROFESSORS: Mary Ann Clawson; Alex Dupuy; Robert Rosenthal**ASSOCIATE PROFESSOR:** Jonathan Cutler, *CHAIR***ASSISTANT PROFESSORS:** Robyn Autry; Greg Goldberg; Kerwin Kaye; Basak Kus**DEPARTMENTAL ADVISING EXPERTS 2015–2016:** Mary Ann Clawson; Jonathan Cutler; Rob Rosenthal

The program is designed to help students develop new frameworks for analyzing a broad array of social relations—from everyday life interactions to large-scale historical and structural transformations—and to cultivate a critical appreciation for the academic discipline of sociology.

ADMISSION TO THE MAJOR

For classes of 2015 and 2016. Students who wish to declare the major must have successfully completed **SOC151 Introductory Sociology** or be currently enrolled.

For classes of 2017 and beyond. Students who wish to declare the major must have successfully completed **SOC151 Introductory Sociology** and have completed or be currently enrolled in one additional sociology course within the department.

***Note:** **SOC212** and **202** are not required for the declaration of the major, but they are required for the completion of the major.

MAJOR REQUIREMENTS

Majors must complete a total of 10 courses in fulfillment of the major requirements; this includes the capstone requirement.

- Three Wesleyan Sociology Department foundation courses
 - **SOC151 Introductory Sociology**
 - **SOC202 Sociological Analysis**
 - **SOC212 Sociology and Social Theory**
- Three Wesleyan Sociology Department topical courses (**SOC220–399**)
- Three additional topical courses from any combination of:
 - **SOC220–SOC399**
 - **SOC401** or **SOC402** or **SOC469** (Wesleyan Sociology Department Individual Tutorials including Education in the Field)
 - **SOC411** or **SOC412** (Wesleyan Sociology Department Group Tutorials)
 - Advisor-approved courses taken outside the Wesleyan Sociology Department
 - Advisor-approved independent study credit earned while studying abroad

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 and Social Theory**).

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.

CAPSTONE EXPERIENCE

Advanced majors are required to craft a substantial capstone research project. There are two routes toward completion of this project:

- **Advanced Research Seminar.** Students enroll in an advanced research seminar during the sixth, seventh, or eighth semester. Enrollment in these special-topic seminars is limited to 15 student majors per course. These seminars feature in-depth engagement with advanced course materials and culminate in a significant research paper.
- **Essays and Theses.** Students who qualify for the honors program write an honors thesis in the **Thesis Seminar (SOC405–406)** during the seventh and eighth semesters. See below for information on qualifying for honors.

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 and in the Sociology Department office.

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 must submit a thesis proposal by the end of spring semester of their junior year. The department faculty will determine, in light of the thesis proposal and the course and grade point averages stipulated below, if the applicant will be authorized to register as an honors candidate.

To qualify for honors, students must have taken at least five courses in the Wesleyan Sociology Department by the end of the sixth semester and at least six Wesleyan sociology courses by the end of the seventh semester. Students must have an A- (91.7) average in all sociology courses taken at Wesleyan, but a student who has taken only five courses in the department by the end of the sixth semester and has an A- average in them may register as a candidate. **SOC202 Sociological Analysis** and **SOC212 Sociology and Social Theory** must be completed by the end of the sixth semester with a minimum of A- in each.

ADDITIONAL INFORMATION

- **Teaching apprentice credits.** Sociology teaching apprentice credits may not count toward the major and must be taken Credit/Unsatisfactory.
- **Major advising.** Each major is assigned a faculty advisor with whom the student works out a program of study.
- **Transfer students.** Major declaration and completion requirements are subject to the approval of the Sociology Department faculty. Transfer students are encouraged to meet with the department chair and then petition to use prior course work credits toward fulfillment of the Wesleyan Sociology Department declaration and completion requirements.

COURSES

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 2015 INSTRUCTOR: CLAWSON, MARY ANN SECTION: 02
 INSTRUCTOR: KAYE, KERWIN SECTION: 01
 INSTRUCTOR: ASHLEY, COLIN PATRICK SECTION: 05
 INSTRUCTOR: CUNNINGHAM, KIM SECTION: 03-04
 SPRING 2016 INSTRUCTOR: CUNNINGHAM, KIM SECTION: 03
 INSTRUCTOR: AUTRY, ROBYN KIMBERLEY SECTION: 01
 INSTRUCTOR: GOLDBERG, GREG SECTION: 02

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
 FALL 2015 INSTRUCTOR: AUTRY, ROBYN KIMBERLEY SECTION: 01
 SPRING 2016 INSTRUCTOR: KUS, BASAK SECTION: 01

SOC212 Sociology and Social Theory

Through close reading, discussion, and active interpretation, the course will critically examine the basic writings of classical and contemporary social theorists who have influenced the practice of sociology.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: SOC151
 FALL 2015 INSTRUCTOR: CUTLER, JONATHAN SECTION: 01 | SPRING 2016 INSTRUCTOR: KAYE, KERWIN SECTION: 01

SOC220 Metallism and Technoscience

IDENTICAL WITH: SIS215

SOC221 Sociology of Fashion

Clothing is a social product, carries social meanings, and modifies social interaction, thus making it into the system of symbols known as fashion. This course will introduce students to the sociological study of fashion. We will examine early theories that regarded fashion as a "superficial" display of wealth and class distinction, then move into the current moment of worldwide capitalist inequality and postmodern identity formation. We will look at how race, class, gender, sexual orientation, and ethnicity are both articulated and challenged through fashion. We will examine the relationship between fashion, clothing, the body, and body image; how fashion is a system that can discipline or exert power over others and also construct the self. We will ask whether fashion, with its artistic expression and continual reorganization of styles, has the power to exact social change, or whether it simply reinforces and reproduces social inequality. In the process of studying these ideas, we will look at many practical examples, including various fashion experiences and styles, looking for the social and political forces behind the experience of clothing. We will study Jamaican "dance hall" fashion, drag and cross-dressing, hip hop fashion, and many other examples. We will also use fashion as a means of exploring various theories of social life, including Karl Marx's theory of capitalist exploitation, Pierre Bourdieu's theories of social and cultural capital, Foucault's theory of the body as a site of social discipline, Sigmund Freud's work on the unconscious and return of repressed trauma, Roland Barthes's theory of fashion as a social code, and Erving Goffman's theories of symbolic interactionism and impression management.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: SOC151
 SPRING 2016 INSTRUCTOR: CUNNINGHAM, KIM SECTION: 01

SOC222 Political Sociology

This seminar will introduce students to the major themes and debates in political sociology. We will explore a wide variety of questions, including, What is the state? How did the modern nation-state come to being? How is the state related to other societal actors? What accounts for cross-national variations in the adoption

• **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 full list of WesMaps course offerings. Other information about the sociology major is available in the department office, Public Affairs Center 122.

and form of public policies? What is democracy? What is citizenship? How do forms of citizenship vary across the world? What is power? What accounts for the emergence, development, form, and success of social movements?

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: SOC151

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 IDENTICAL WITH: FG55231 PREREQ: SOC151

SOC230 Race and Ethnicity

The purpose of this course is to provide a sociological examination of race and ethnicity in American society. Race and ethnicity continue to have significance in modern American society both as sources of social organization and social conflict. This course will examine the structural and social psychological components of race and ethnic relations in the United States. We will examine the contributions of race and ethnicity to modern economic, political, and social arrangements. We will also discuss the impact of social psychological variables such as prejudice, discrimination, and stereotypes on these arrangements. Finally, social policy analyses will assess contributions of ideas such as multiculturalism, affirmative action, and educational reform to social change.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AFAM227 PREREQ: SOC151

SOC231 Sociology of Crime and Punishment

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: SOC151

SOC234 Media and Society I: Form, Content, Context

This course offers an introduction to the study of media, with a focus on critical social perspectives and controversies. A variety of media formats will be considered, with particular attention to print and visual images. The course takes up questions of representation, participation, consumerism, pleasure, and power that have dominated sociological and cultural studies approaches to media since the Frankfurt School. Topics will include advertising and branding, pornography, photojournalism, alternative media, social control, stereotypes, and objectification. 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

SOC238 Sociology of Emotions

This course is the critical study of the role of emotions in social life, spanning both the macro- and micro-level. We begin with theories of the social nature

of emotions from the symbolic interactionist to the social psychoanalytic to the bio-affective. After critically examining Western assumptions about emotions as private property, emotions as entirely an individual expression, we move on to examine “emotion norms” in studies of grief and compassion, and then studies of “emotional labor” and capitalism’s role in habituating emotions in everyday life. In the second half of the class, the role of emotions and affect in the issue of social inequality is theorized, as we study the emotional roles of colonizer and colonized, oppressor and oppressed through race, class, and gender inequality. The course ends with an examination of theories of collective memory and traumatic experience, focusing on accounts of ethnicity and diaspora. Throughout, the course will examine how new approaches to studying emotion, and possibly, emotions themselves, both support and challenge traditional sociological methodologies.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: SOC151
FALL 2015 INSTRUCTOR: CUNNINGHAM, KIM SECTION: 01

SOC239 Sociology of Music in Social Movements

It has long been noted that social movements typically create movement cultures, but the actual use of music, as one cultural form, is only beginning to receive attention. Is it used for recruiting new members or maintaining the loyalty of those already committed, for internal critique within the movement itself or to educate those who know nothing of a group’s discontent? When, where, and why do each of these, and other functions, develop? We will look at a number of theoretical and activist approaches and then apply these to movements in the United States (including the labor, civil rights, New Left, women’s, and current inner city movements) and elsewhere.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: MUSC280 PREREQ: SOC151 or MUSC103
FALL 2015 INSTRUCTOR: ROSENTHAL, ROB SECTION: 01

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 IDENTICAL WITH: AMST244 PREREQ: SOC151
SPRING 2016 INSTRUCTOR: AUTRY, ROBYN KIMBERLEY SECTION: 01

SOC241 Mental Illness and Society

Psychiatric disorders are commonly viewed through a purely biomedical and/or a psychological framework. In this course, we will apply a sociological imagination to the topic and interrogate the ways in which mental illness, often seen as a supremely private “personal trouble,” is also a public issue. We will read the works of both classic and contemporary scholars, but we will also use memoirs and films to sensitize us to the experience of mental illness itself. We will explore mental illness as a social construction, stigma, and labeling theory, as well as explore issues of gender, race, class, and sexual orientation in mental illness.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | FALL 2015 INSTRUCTOR: KAYE, KERWIN SECTION: 01

SOC242 Nonprofits and Social Change

IDENTICAL WITH: CSPL240

SOC243 Queer Theory/Queer Politics

This course will explore the social construction of sexuality within the United States and the emergence of heterosexuality and homosexuality as sites of identity, belonging, and conflict. In the first section of the course, we will be contextualizing heterosexuality, homosexuality, and queer identities within the theoretical paradigms of social construction, feminist thought, intersectionality, and queer theory. We will begin to consider the relationship of sexuality to other categories of identity. The readings will help us to think about queer identities in relationship to social, cultural, and geographic arenas across space and time. The second part of the course will look more directly at the insights of queer theory and critiques of identity as a category for understanding experience and engaging in politics. Queer theory will be analyzed next to social movement literature. In this section, we will continue to concentrate on how sexuality relates to and is dependent on racial and gendered constructions and dynamics of power. In the last section of the course, using the historical and theoretical knowledge covered so far, we will question what/who exactly is a queer subject and what can be considered LGBTQ issues and politics. In this section, we will seek to expand an understanding of queer politics and LGBTQ studies to incorporate questions of social justice that include sexuality but aren’t limited to sexuality alone. As a whole, this class will address contemporary understandings of LGBTQ studies and politics from both an intersectional and social justice framework to examine ideas of identity, political rights, and changing notions of community.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
FALL 2015 INSTRUCTOR: ASHLEY, COLIN PATRICK SECTION: 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 IDENTICAL WITH: AMST246 or FGSS256 PREREQ: SOC151

SOC248 Death and Dying

Nothing is as certain in life as the inevitability of death. However, our beliefs about death, the extent to which we accept or deny it, and the manner in which we handle it are socially, culturally, and historically variable. In this course, we will utilize classic and contemporary texts, as well as films, memoirs, and fictional accounts, to explore death and dying from a sociological perspective. We will examine the socially constructed nature of death-related beliefs and practices and the ways in which those beliefs and practices differ cross-culturally and over time. We will also take a critical look at how death is portrayed in popular culture in the United States and how issues of class, race, and gender affect those portrayals. Finally, we will spend a good deal of attention on the politicization of death and the wide range of mechanisms through which death can take on meaning with profound political and social import (e.g., abortion, terrorism, mass shootings, euthanasia, etc.).

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

SOC250 Sociology of Markets

This course will introduce students to some of the core theoretical and empirical works on market economies. We will explore (1) the historical and normative foundations of market economies; (2) the questions of how markets work, why they fail, what kinds of social and political institutions they depend upon; (3) the difference between sociological and economic theories of markets; (4) the role of governments, corporations, workers, consumers, epistemic communities, and international forces in the workings of markets; and (5) the different ways in which advanced nations organize the relationship among markets, states, and societies.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: SOC151 | SPRING 2016 INSTRUCTOR: KUS, BASAK SECTION: 01

SOC257 Applied Data Analysis

IDENTICAL WITH: QAC201

SOC259 Cultural Studies of Health

IDENTICAL WITH: SISP262

SOC260 Media and Society II: Music, Video Games, Internet

This course explores contemporary developments in the study of media, focusing on three primary areas—music, video games, and the Internet—that depart from and sometimes challenge earlier frameworks rooted in visual and narrative forms. In the first unit of the course, we will examine the relation of music to identity formation, as well as revisit media scholars’ longstanding interest in questions of meaning in light of music’s particular characteristics. In the second unit of the course, we will investigate the social dimensions of video game play, focusing on the often-overlooked seriousness of play and on the unique properties of games as rule-bound systems. In the third unit, we will review and “unpack” some of the social, psychological, economic, and bodily transformations thought to be instigated by Internet use. Overall, the course aims to revisit sociologists’ and media scholars’ preoccupation with power, inequality, freedom, autonomy, and agency in light of the contemporary prevalence and particular characteristics of sonic and interactive media.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE | FALL 2015 INSTRUCTOR: GOLDBERG, GREG SECTION: 01

SOC263 Education and Inequality

This course will focus on educational institutions as mechanisms of cultural transmission, socialization, and legitimation. How do social characteristics such as ethnicity, gender, and social class influence classroom interactions and performance? In what ways are school experiences related to occupational aspirations and attainment? We will examine how schools produce inequality through peer-group cultures, tracking, measures of achievement, and the distribution of knowledge. Schools and universities often become arenas of cultural and political conflict; we will assess the possibilities and limits of educational organizations as vehicles for social change.

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

SOC266 Sociology of War and Peace

In this class, we will look at what social conditions foster warfare and peace. As we look at the origins of war, one of the first things we will discover is that war is not innate to human nature. Throughout history, there have been largely peaceful societies, many of them tribal, unmarked by war. Given this, the explanations for war must lie not in human nature, but in social structures and cultural norms—some forms of social organization keep large-scale violence from breaking out, while others bring out the worst in human nature and facilitate it. After looking at the general sociological causes of war, we look more in-depth at the status of U.S. foreign policy today—both because we live in the United States and the United States is the world’s sole remaining superpower. We will also look at such phenomena as terrorism, guerrilla warfare, and ethnic conflict. We will close the semester by looking at various ways to build peace, ranging from official diplomacy to peace movements. While the emphasis of the class will be on the sociological causes of war and peace, we will also consider ethical issues, such as when, if ever, war is justified.

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

SOC273 Sociology of Education

This course will address the role of power, culture, race/ethnicity, gender, and class on the development of schools as a social institution and within school dynamics and pedagogy. We will cover the following topics: philosophical debates about pedagogy with readings from Dewey, Piaget, Skinner, Bruner, and Friere; the origins of schools as an institution; the organization of schools with readings about tracking, charter schools, private schools, and school vouchers; the influence of power and political movements on both the explicit and hidden curriculum; educational reforms such as progressive education, the back-to-basics movement, the whole-language movement, the standards movement, and high-stakes testing; and the influence of language, labeling, cultural capital, and social capital on student learning. We also will examine international differences in schools and schooling.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: SOC151

SOC284 Memory and Violence

This course offers historical, theoretical, and empirical perspectives to the study of personal and collective violence and memory. We will examine the intersections of biography, history, and memory in reference to traumatic events, ranging from personal abuse to mass atrocity. The course focuses on issues around memory—from memorialization and truth commissions to memoir and PTSD—in the aftermath of various types of violence. The central questions about the nature and politics of memory following traumatic events will entail conversations about the construction of personal and collective identities and the complexities of justice and healing.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: SOC151

SOC291 Postcolonialism and Globalization

The emancipatory uprisings and postcolonial challenges of the 20th century have irrevocably unsettled the old Eurocentric colonial order. The potent anticolonial insurrections of the last 50 years have posed serious questions for our global future: What does postcolonialism mean for the colonizer and the colonized? Under what circumstances, if any, can the colonial relation be transcended in ways that do not merely reproduce structures of domination (racism, sexism, and homophobia, etc.) within the Third World? Does the term globalization signify a simple return to a neocolonial form of capitalist imperialism? Or does it signify First World anxiety about its own decentered status? To examine these and other questions, this course will take an interdisciplinary approach, examining cases and ideas presented in works of sociology, political economy, and cultural studies.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: AMST289 PREREQ: SOC151

SOC292 Sociology of Economic Change: Latin American Responses to Global Capitalism

Global markets, imperialism, and global capital have shaped the relative wealth of the Americas for centuries. Latin America today has the highest levels of income inequality in the world and a great diversity of economic structures, from Cuba, one of the last socialist states, to Chile, a model of free-market, export-led development. Latin America is an ideal case to study the influence of imperialism, state vs. market control of the economy, and current trends such as neoliberalism, free trade, and fair trade on economic development. This class examines the rise and fall of economies in Latin America since the conquest with a focus on developments from World War II to the present. We will explore conflicting theoretical perspectives such as world-systems theory, dependency theory, and neoclassical economics. We will read about the influence of class, culture, local elites, labor movements, multinational development institutions, and global capital. We will critically examine the influences of colonialism, import substitution, industrialization, the shifts between democracy and dictatorship, austerity measures, and the current left turn in Latin American politics. We will end this class with an in-depth look at the debates around free trade, fair trade, international solidarity movements, worker cooperatives, and traditional labor movements.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS IDENTICAL WITH: LAST1292 PREREQ: SOC151

SOC293 Pleasure 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 IDENTICAL WITH: AMST268 OR FG5293 PREREQ: SOC151

SOC294 Diasporas, Transnationalism, and Globalization

IDENTICAL WITH: COL294

SOC299 The Future Perfect

Sociology is typically preoccupied with the present and, to a lesser extent, the past, favoring empirical methods that aim to reveal a variety of truths: for example, the logics underlying social structures and systems, the causes of social inequality, and the mechanisms by which inequality is reproduced. Where does

this leave the future? Despite the persistence of patterns of social life, the future remains always and ultimately undetermined. We cannot know it, we can only imagine, speculate, and fantasize. The future, it seems, belongs to the world of fiction: to novels, films, television shows, and music that offer visions of what it might hold. These visions are sometimes suffused with hope for a changed world and sometimes with anxiety at the prospect of change. What can we learn about the present from images of the future? Might they offer an antidote to suspicions that we are headed toward a future of increased inequality and scarcity and looming environmental catastrophe? What traps might we find ourselves in when we treat the future as a distinct category of time? This course pairs social theory with works of fiction in addressing these questions.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: SOC151 & SOC212

FALL 2015 INSTRUCTOR: AUTRY, ROBYN KIMBERLEY SECTION: 01

INSTRUCTOR: GOLDBERG, GREG SECTION: 01

SOC301 Social Mobility, Politics, and Morals

IDENTICAL WITH: CHUM301

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

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 social democracy or democratic socialism? Some of the theorists we will consider include, among others, Karl Marx, Emile Durkheim, John Stuart Mill, Amartya Sen, 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 Mandel.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: SOC151 OR SOC212

SOC312 Advanced Social Theory Seminar

This course offers students the opportunity to pursue in-depth advanced work in sociological theory. Students develop close reading strategies to directly engage primary texts from a variety of traditions and perspectives. The seminar requires careful analysis of books and essays that frequently assume a specialized lexicon and grammar. Students enrolled in the course will have already demonstrated a command of foundational material through successful completion of SOC212 or other course work in social theory.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: SOC212

SOC313 Time, Masks, Mirrors: Aging in America

Longevity is almost universally wished for, but its actual accomplishment may also invite fear, even dread, depending on the context in which it occurs. We will study the socio-cultural meanings of aging in the United States as they are informed by history (collective and personal), cultural background, social scripts, caregiving relationships, institutional support/constraint, and current conceptualizations of the life course and the "aging" mind and body that often rely heavily on categorization and vocabulary associated with biomedicine. Enrolled students will have the opportunity to develop and complete an individual or group research project investigating a specific question related to the meanings of aging using interview/story as a primary source, with an introduction to qualitative methods of analysis and interpretation.

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

SPRING 2016 INSTRUCTOR: CAREY BEST, PEGGY SECTION: 01

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 contemporary community health center model of care in response to the needs of vulnerable populations. We explore the concept and history 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 the generation and utilization of community-based research, the role of place and the importance of administrative and cultural boundaries in the variability of health risk, and the idea of just health care. Enrolled students serve as research assistants to preceptors at the Community Health Center (CHC) of Middletown.

GRADING: A-F CREDIT: 1.25 GEN ED AREA: SBS IDENTICAL WITH: SISP315 PREREQ: NONE

FALL 2015 INSTRUCTOR: CAREY BEST, PEGGY SECTION: 01

SOC316 Community Research Seminar

Small teams of students will carry out research projects submitted by local community groups and agencies. These may involve social science, natural science, or arts and humanities themes. The first two weeks of the course will be spent

studying the theory and practice of community research. Working with the community groups themselves, the teams will then move to design and implementation of the research projects.

GRADING: A-F CREDIT: 1.50 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: ROSENTHAL, ROB SECTION: 01

SOC320 Life and Death: Biopower and Necropower

IDENTICAL WITH: SISP320

SOC325 Sociology of Medicine, Health, and Illness

IDENTICAL WITH: FGSS325

SOC399A Advanced Research Seminar: Work and Leisure

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 sub-cultures 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

SOC399B Advanced Research Seminar: Educational Policy

In this course we will research and critique current educational policy debates.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: SOC151

SOC399C Advanced Research Seminar: Culture Three Ways

The terms "culture" and "cultural" have taken on a wide range of meanings in sociology, the humanities, and popular discourse. In this course, we will consider three competing approaches to the study of culture: cultural sociology, sociology of culture, and cultural studies. From declarations of "culture wars" to the rise of reality television, we will discuss the theories, production, consumption, and reception of processes and artifacts labeled cultural. Emphasis will be placed on how relationships among power, representation, and identity are viewed across each approach and in a variety of social, aesthetic, ethical, and historical contexts. This course includes a substantial writing component.

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

SOC399D Advanced Research Seminar: Marx: Capital: A Critique Of Political Economy, Vol. I

This course fulfills the sociology capstone advanced seminar requirement. The course will focus on Vol. I of *Capital*, which is arguably the single most important text in Marx's oeuvre. Students will be asked to write an extensive research paper on any of the key issues Marx dealt with in Vol. I or other relevant topics. The paper can be either an in-depth analysis/critique of Marx's arguments or can use his arguments to show how they are/are not relevant to analyze contemporary issues (e.g., on ideology and fetishism; the working day; surplus value or exploitation; labor issues; ethnicity or race, gender, and class divisions; immigration; the role of slavery or colonialism in the development of capitalism; uneven geographic development/imperialism/globalization, or other relevant topics of their choice).

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: SOC151 & SOC212
FALL 2015 INSTRUCTOR: DUPUY, ALEX SECTION: 01

SOC399E Advanced Research Seminar: Food and Society

This advanced research seminar is open to sociology majors in their senior year or in the second semester of their junior year, and fulfills the capstone requirement for the major. This course is divided into two halves. In the first half, we survey a variety of food-related topics that may include food and identity (class, ethnicity, nation, gender); food systems (the global, national, and local) intersections of production and consumption; food politics, policy formation, and activism. This overview will serve as a foundation for the second half of the course, in which students develop a substantial research paper, with class sessions focused on project-related reading, work-in-progress discussions, and final presentations.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: SOC151
SPRING 2016 INSTRUCTOR: CLAWSON, MARY ANN SECTION: 01

SOC399F Advanced Research Seminar: The Social Body

This advanced research seminar is open to sociology majors in their senior year or in the second semester of their junior year and fulfills the capstone requirement for the major. The course is divided in two halves. In the first half, we will survey topics, perspectives, and approaches within the sociology of the body—a disciplinary subfield that examines the human body as a site where the social materializes and is rendered legible—as well as considering more generally the craft of academic scholarship. Substantive topics will include ADHD, anorexia, pain/pleasure and disability, and racial/ethnic cosmetic surgery. This overview will serve as a foundation for the second half of the course, in which students will develop a substantial and original research essay, with class sessions focused on workshoping and presenting writing-in-progress.

GRADING: A-F CREDIT: 1 GEN ED AREA: SBS PREREQ: NONE
SPRING 2016 INSTRUCTOR: GOLDBERG, GREG SECTION: 01

SOC401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

SOC405 Sociology Thesis Seminar

The purpose of the seminar is to help senior sociology majors develop their senior thesis 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 GEN ED AREA: SBS PREREQ: SOC151 & SOC212 & SOC202
FALL 2015 | SPRING 2016 INSTRUCTOR: CUTLER, JONATHAN SECTION: 01

SOC409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

SOC411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

SOC465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

SOC467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

THEATER

PROFESSOR: Ronald Jenkins

ASSOCIATE PROFESSOR: Cláudia Tatinge Nascimento

ASSISTANT PROFESSOR: Marcela Oteiza

DEPARTMENTAL ADVISING EXPERTS 2015–2016: Ron Jenkins; Marcela Oteiza; Cláudia Tatinge Nascimento

The Theater Department considers the critical and creative study of each theatrical area to be an essential component of a liberal arts education. Offerings include courses in acting; civic engagement and outreach; criticism, ethnography, history, and literature; costume, lighting, scenic, and media-based design; directing; performance studies; theory; performance art; playwriting; puppetry; and solo performance.

Many theater courses are cross-listed with academic departments in all divisions, as well as Wesleyan's colleges. Theater faculty and majors are committed to collaboration within and across departments. The Theater Department strongly encourages students to attend performances and lectures sponsored by all performing and visual arts departments.

Each year the department sponsors productions and other events in a variety of theatrical forms; some are directed by faculty members or guest artists, while others are directed by undergraduates. Theater courses and productions reflect the interdisciplinary and multiple interests of the faculty and majors. Theater department productions take place in the Center for the Arts Theater, the Patricelli '92 Theater, and other spaces on campus. The Center for the Arts is a state-of-the-art facility with 400 seats. The Patricelli '92 Theater is a historic brownstone building with a traditional proscenium. Both theaters are highly flexible and can be used as black boxes. Site-specific performances take place across campus: in the Davison Art Center, the Center for African American Studies, and the Russell House, to name a few. All theaters and alternative spaces are available to faculty and senior thesis productions. The theater department is part of the Center for the Arts (CFA), a complex of studios, classrooms, galleries, performance spaces, depart-

ments, and programs that provide a rich, interdisciplinary environment for study and performance.

GENERAL EDUCATION

Completion of Stage 1 and 2 of General Education Expectations is a prerequisite for high honors in theater.

MAJOR DESCRIPTION

The theater major is an integrated program of study, one that provides a solid knowledge of the different areas of expertise that are involved in stage production and criticism. Gateway courses provide an introduction to theater techniques, principles, literatures, and discourses. Advanced courses prepare students to articulate their visions of theater both on stage and in writing. Honors theses, essays, and creative endeavors present majors with the opportunity to engage in in-depth scholarly and/or artistic research.

Students with strong interest in both theater and other fields of study may wish to pursue a double major. The option offers attractive possibilities for maximizing the benefits of Wesleyan's broad curriculum. Such an option is not uncommon but requires careful and early planning.

Declaration to become a major is usually made in the second semester of the sophomore year. The department embraces a broad definition of theater and believes in embodied learning: process, performance, and critical perspectives are equally stressed. Our majors focus on two or more aspects of theater and learn to articulate their artistic vision both on stage and in writing. The department welcomes analysis, criticism, artistic innovation, and theater inquiry of all sorts.

ADMISSION TO THE MAJOR

Gateway Courses. (Please note that these courses must be completed in the theater department by the second semester of sophomore year):

- **THEA105 Production Laboratory.** One .50 credit in the technical aspects of scenic, costume, or lighting design
- **THEA203 Special Topics in Theater History**
- **THEA245 Acting I**

MAJOR REQUIREMENTS

- One course in scenic, costume, or lighting design
- **THEA302 Contemporary Theater: Theories and Aesthetics.** Please note that certain courses in departments may fulfill one of two theater history prerequisites (the gateway **THEA203** or **THEA302**) only if approved by the theater faculty. Please consult the section "Courses cross-listed with other Wesleyan departments, colleges, and programs" in the Theater Handbook.
- Two courses in dramatic literature, visual literacy, theory, criticism, and/or service-learning. One of them may be an FYI course. Specialty courses in other departments may fulfill one of the two requirements only if approved by the theater faculty. Please consult the section "Courses cross-listed with other Wesleyan departments, colleges, and programs" in the Theater Handbook.
- One credit of **THEA329/331 Technical Practice** (earned in .25- and .50-credit increments)
- One credit of **THEA427/431/433/435/437, Performance Practice**

STUDY ABROAD

Students are encouraged to spend a semester at Wesleyan-approved programs abroad or to petition for approval of other programs in countries of their choice. For information, contact the Office of Study Abroad: wesleyan.edu/studyabroad/

Wesleyan preapproved programs with focus on theater:

- British American Drama Academy, London
- Moscow Art Theatre Semester
- CIEE, Buenos Aires
- C.V. STARR, Chile
- For Wesleyan policy on the programs not on the approved list, contact the Office of Study Abroad.

COURSES**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. All sections will participate in the backstage work of the Theater Department's productions. Forty to 60 hours (to be determined) of production crew participation outside of the regular class meetings are required. 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/UCREDIT: .5 GEN ED AREA: HA PREREQ: NONE
 FALL 2015 INSTRUCTOR: FOSTER, REBECCA SECTION: 01, 03
 INSTRUCTOR: MILIK, CHRISTIAN L. SECTION: 02
 SPRING 2016 INSTRUCTOR: FOSTER, REBECCA SECTION: 01, 03

THEA115 Introduction to Applied Theater: Working in Prisons and Hospitals

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. Students will have the opportunity to create collaborative performance projects in local prisons and/or hospitals. 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
 SPRING 2016 INSTRUCTOR: JENKINS, RONALD S. SECTION: 01

THEA120 Shakespeare in Performance: Speak the Speech

This course will give students the opportunity to analyze and experience Shakespeare's plays in performance. They will write critical essays that discuss the performance techniques required to bring Shakespeare's plays to life. They will also memorize and perform monologues and short scenes from Shakespeare's plays, putting the insights from their written papers into action. The focus will be on linking critical insights and performance practice rather than creating polished performances, so students will be welcome even if they have never acted before. The course will introduce students to the department's mission of integrating performance and practice. The final exam will consist of a performance accompanied by a research paper.

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

THEA135 Documentary Performance: Theater and Social Justice

This course will introduce students to theater as a medium for exploring issues related to social justice and political activism. We will examine techniques used by documentary theater artists like Emily Mann, Doug Wright, Moises Kaufman, Anna Deavere Smith, and Jessica Blank, who create plays based on interviews, newspaper articles, memoirs, and other documents related to controversial social issues.

HONORS

Preliminary honors proposals with a bibliography are due one week after the end of spring break in the junior year. Students can submit proposals for either critical or creative honors theses.

Preliminary proposals will be judged based on clearly expressed objectives and evidence of research and preparation. Judgments will be based equally on preliminary research, clarity of the objectives of the process, and rationale for staging a given production. Please consult the section "Application Guidelines for Honors in Theater" in the Theater Handbook.

The Honors Committee will award honors on the basis of the readers' evaluations. All departmental readers must recommend honors for a candidate to be successful. Students are entitled to copies of the readers' comments. The honors tutor is responsible for assigning a grade for the courses **THEA409** and **THEA410**; this grade need not reflect the decision of the Honors Committee to award or deny departmental honors.

High honors in theater is by invitation only and requires an oral exam conducted by the Honors Committee. The Honors Committee will invite qualified students according to the following criteria: consideration of the readers' evaluations, originality of research and thesis topic, the student's performance in courses as reflected in his or her transcript, compliance with the general education expectations, and the extent to which the student's educational experience reflects the philosophy, goals, and diversity of the department.

Please see wesleyan.edu/theater for details on prerequisites for applying for honors theses.

PRIZES

- **Rachel Henderson Theater Prize**—Awarded annually to the 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.
- **Outreach and Community Service Prize**—Awarded to the senior theater major who, through his or her work in the Theater Department, has done a significant service in the community.

The course will begin with an investigation of the issue of mass incarceration and will include visits from formerly incarcerated individuals who have agreed to recount their experiences in prison. These prison stories will be the primary sources for the course's initial writing assignments, which will consist of short performance scripts and analytical papers. Subsequent weekly assignments will include performance scripts and analytical papers based on issues that will range from gay rights and racism to sexual violence and the stereotyping of Muslim women.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 FALL 2015 INSTRUCTOR: JENKINS, RONALD S. SECTION: 01-02

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

THEA150 Plays and Performances

This course is designed to introduce students to a wide range of plays that are representative of different theatrical genres, styles, and canons. We will read scripts, attend productions on and off campus, and engage in discussions about the artistic merits and sociocultural contexts of these works. The course is divided into two greater units: The Meanings of Avant-Garde—the making of 20th-century theater, and Representations of the Margins: theater and identity. Some of the plays examined in this seminar are *A Doll's House* (Ibsen), *The Jewish Wife* (Brecht), *Fefu and Her Friends* (Fornes), *They Alone Know* (Tardieu), *Spring Awakening* (Wedekind), *Endgame and Act Without Words* (Beckett), *Cloud Nine* (Churchill), *Kiss of the Spider Woman* (Puig), *The Laramie Project* (Kaufman), *Irma Vep* (Ludlam), *Fires in the Mirror* (Anna Deavere Smith), and *M. Butterfly* (David Henry Hwang).

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 SPRING 2016 INSTRUCTOR: NASCIMENTO, CLAUDIA TATININGE SECTION: 01

THEA167 Women and Women First: The Theater of Gender and Sexuality

Exploring theater and other performance “sites” as resources for critical and creative worldmaking, this writing-intensive FYS will provide an introduction to feminist and queer performance. We will analyze the representation of women on stage, examine different ways in which people “do” gender and sexual identity in daily life, and articulate different strategies artists use to convey feminist or queer messages to their audiences. Over the course of the semester, students will be expected to produce 20 pages of critical writing (three short performance reviews and one 10-page research paper), perform staged readings, and workshop their writing. Whenever possible, we will pair performance studies texts alongside plays, performance art pieces, and other scenes of visual and cultural production. Selected playwrights, theorists, and performers may include Sue-Ellen Case, Cherrie Moraga, Judith Butler, Karen Finley, C. Carr, Nao Bustamante, José Muñoz, Ana Mendieta, Sharon Hayes, RuPaul, Jennie Livingston, Eileen Myles, Larry Kramer, Susan Sontag, Todd Haynes, Carrie Brownstein/Fred Armisen, and Carmelita Tropicana.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: FG55167 PREREQ: NONE
FALL 2015 INSTRUCTOR: BREWER BALL, KATHERINE SECTION: 01

THEA170 Lives of 20th-Century American Theater Artists

The seminar provides an overview of groundbreaking moments in 20th-century American theater history through a comparative examination of the autobiographies, biographies, diaries, journals, and letters of important actors, designers, directors, and theater critics. Many of these artists are members of minority groups, and all have contributed to significant changes in the nation’s theatrical landscape.

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

THEA172 Staging America: Modern American Drama

IDENTICAL WITH: ENGL175

THEA175 August Wilson

IDENTICAL WITH: ENGL176

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 of class. Approximately 60 hours rehearsal and performance time are required.

GRADING: CR/U CREDIT: 5 GEN ED AREA: HA PREREQ: NONE | FALL 2015

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 and provides new tools that will enable students to realize their own creative projects.

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

THEA199 Introduction to Playwriting

This course provides an introduction to the art and craft of writing for theater. In the course of the semester, students will create plot and characters, as well as compose, organize, and revise a one-act play for the final stage reading. The course will help students develop an artistic voice by completing additional playwriting exercises, as well as reading and discussing classic and contemporary plays. The instructor and students’ peers will provide oral and written feedback in workshop sessions.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL269 PREREQ: NONE | FALL 2015

THEA202 Greek Drama: Passions and Politics on the Athenian and Modern Stage

IDENTICAL WITH: CCV202

THEA203 Special Topics in Theater History

This course uses historical examples, from preliterate Yoruba ritual performances to early 17th-century European theater, to consider the ways in which theater historians reconstruct and analyze theatrical events of the past. Our investigation is chronologically and thematically designed to pinpoint major epochs in the development of theater as well as to comparatively approach the ways in which scholars uncover evidence regarding such issues as character, criticism, gender, nationalism, race, religion, sexuality, spectatorship, and spectacle in performance.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 INSTRUCTOR: BREWER BALL, KATHERINE SECTION: 01-02

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

THEA208 History of Musical Theater

IDENTICAL WITH: ENGL233

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
IDENTICAL WITH: COL215 OR REES279 OR RUSS279 OR RULE279 PREREQ: NONE

THEA220 Balinese Performance and Culture

This course will examine the theater, dance, and puppetry of Bali in the context of its cultural significance in Indonesia and in the West. Students will read the *Mahabharata* and *Ramayana*, central texts for Balinese performances held in Hindu temples as part of village festivals. Students will also read books and essays by anthropologists Hildred Geertz, Clifford Geertz, and Margaret Mead to understand how the arts in Bali are integrated into the overall life of the island. Artifacts of physical culture will also be examined, including the palm-leaf manuscripts that are quoted in many performances; the paintings that depict the relationship between humans, nature, and the spirit world that is the subject of many plays; and the masks and puppets that often serve as a medium for contacting the invisible world of the gods and ancestors. Translations of Balinese performance texts will be studied to analyze the sophisticated wordplay that accompanies the spectacle of Balinese performance. The direct and indirect influence of Balinese performance on the West will be discussed by examining the work of theater artists like Robert Wilson, Arienne Mnouchkine, Lee Breuer, and Julie Taymor, who have all collaborated with Balinese performers. Students will be evaluated on the basis of class presentations, a midterm exam, a research paper, and a final project.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CEAS229 PREREQ: NONE

THEA224 Medieval Drama: Read It and Be in It

IDENTICAL WITH: ENGL224

THEA228 The Absurdity of Modernity: The Meaning of Life on the Modern Stage

IDENTICAL WITH: FIST228

THEA231 Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage

IDENTICAL WITH: SPAN231

THEA237 Performance Art

This course can be understood as an ephemeral, time-based art, typically centered on an action or artistic gesture that has a beginning and an end, carried out or created by an artist. It also contains the elements of space, time, and body.

This hands-on course explores the history and aesthetics of performance art and how it relates to the performing arts (dance and theater). In a project-based format, students conduct performance assignments and conceptual research within the gaps that exist between performative art forms. The course focuses on analyzing and studying artists that utilized the concepts of chance, failure, or appropriation in their work.

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

THEA238 The Intercultural Stage: Migration and the Performing Arts in the Hispanic World

IDENTICAL WITH: SPAN258

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 exercises, improvisation, psychophysical actions, and text work. The course explores approaches to and theories about acting that are rooted in the techniques of Konstantin Stanislavsky.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
FALL 2015 | SPRING 2016 INSTRUCTOR: SWEDBERG, ANNE KRISTIN SECTION: 01-02

THEA249 Contemporary Plays: Writing and Reading

Students will read plays currently or recently produced around the nation and write short-form dramatic pieces in response to and in conversation with the techniques and styles encountered. Course may be taken alone, but is intended as a prelude to THEA399 **Advanced Playwriting: Long Form**.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL249 PREREQ: THEA199
SPRING 2016 INSTRUCTOR: HUDES, QUIARA ALEGRIA SECTION: 01

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

THEA267 Revolution Girl Style Now: Queer and Feminist Performance Strategies

Looking to the rich cultural history of queer and feminist performance in the United States, this course examines performances of gender, sexuality, obscenity and refusal. In this class, we will ask how the terms “feminist” and “queer” come to determine a specific piece of theater or performance art. Is it the author’s own political affiliation that establishes the work as feminist? Is it the audience’s reading that gathers a work of art under a queer rubric? Furthermore, where does feminist performance meet queer performance? Topics will include feminist body art, AIDS activism, queer nightlife, installation and performance art, video art, and memoir. Focusing-in on strategies for engaging the many meanings of the words “queer” and “feminist,” we will pair theoretical readings with

theatrical sites. Authors and artists to be discussed will include Judith Butler, Paula Vogel, Holly Hughes, Beth Henley, Karen Finley, Samuel Delany, Nao Bustamante, Rebecca Schneider, Anna Deavere Smith, José Muñoz, Jill Dolan, Sylvia Rivera, Sharon Hayes, Sharon P. Holland, Bikini Kill, boychild, Lucy Lippard, Laurie Weeks, and Dean Spade.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST276 OR FGSS267 PREREQ: NONE

THEA276 Body, Voice, Text: Theater and the Transmission of Experience

IDENTICAL WITH: SPAN276

THEA279 Music Theater Workshop

This writing workshop will be comprised of half composers and half librettists, who will pair up throughout the semester and practice the art of collaboration. It is this collaborative element that makes this artistic process so distinct from nonmusical playwriting, therefore necessitating a separate classroom inquiry, rather than including music theater under the auspices of preexisting playwriting classes. Students, in pairs, will write songs based on classic structural models: the "I want song" and "double hook song," for example. In addition to practicing the art of collaboration and peer critique, students will explore the history and various artistic genres of the American musical. We will study the works of Gershwin, Bernstein, and Sondheim, among others, in addition to reading about the collaborative process involved in the making of great American musicals including *West Side Story*, *Fiddler on the Roof*, and others. Students will leave the class with a firm grasp on the legacy and components of this art form, as well as an understanding of the particular challenges of collaborative art making.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: MUSC230 PREREQ: THEA199 OR MUSC103 OR MUSC201 FALL 2015 INSTRUCTOR: HUDES, QUIARA ALEGRÍA SECTION: 01

THEA280 Award-Winning Playwrights

IDENTICAL WITH: ENGL281

THEA281 Introduction to Directing

In this basic and practical introduction to the work of a 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 2015

THEA285 Acting II

This course is the continuation of **THEA245**, deepening the investigation of contemporary actor training methods grounded in the work of Konstantin Stanislavsky. Through advanced scene study, students apply their exploration of technique and training. This is an advanced acting course in studio format.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: THEA245

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

THEA291 French and Francophone Theater in Performance

IDENTICAL WITH: FREN281

THEA297 Latin American Theater and Performance

IDENTICAL WITH: SPAN279

THEA299 A Playwright's Workshop: Intermediate

This course will help students discover the power of research as a source of theatrical inspiration. We will research the techniques of playwrights like Suzan-Lori Parks, Dario Fo, Doug Wright, Caryl Churchill, and Arthur Kopit (along with others you will choose on your own) to find out what can be learned by borrowing, adapting, transforming, rejecting, inverting, or reimagining elements of their work. We will also research historic and contemporary events as sources for the creation of effective theatrical characters and situations. To use Parks' metaphor, we will use research as a way to dig for the bones, hear the bones sing, and write it down.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL299 PREREQ: THEA199 OR ENGL269

THEA302 Contemporary Theater: Theories and Aesthetics

By examining key moments in Western theater history, 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 ENGL269 | OR THEA185 OR THEA140 OR THEA214 OR COL215 OR REES279 OR RUS5279 OR RULE279

SPRING 2016 INSTRUCTOR: BREWER BALL, KATHERINE SECTION: 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 FALL 2015 INSTRUCTOR: NERENBERG, ELLEN SECTION: 01

THEA309 The Actor's Work on Psychophysical Actions: A Nonrealist Approach

The course offers an in-depth studio experience in Jerzy Grotowski's approach to the creation of psychophysical actions outside of the frame of realism. The term psychophysical action was coined by Russian director and pedagogue Konstantin Stanislavsky, who dedicated his life's work to the elaboration of the first Western acting system. Stanislavsky viewed the acting conventions of Romanticism and melodrama as "false," inadequate, and passé. As a proponent of realism, then an emerging theatrical genre, Stanislavsky sought to develop an acting system that would support the creation of "truthful" actions on stage. The late Polish director Jerzy Grotowski continued Stanislavsky's research on the method of psychophysical actions. In response to the theatrical trends of his time, Grotowski's own research aimed at freeing actors from the conventions and materials of realism.

Instead of departing from dramatic literature, students in this course will learn how to create psychophysical actions using points of departure such as personal memory, short stories, poems, visual materials, objects, traditional song, and so forth. The goal is to guide them to create repeatable scores of psychophysical actions; select, extend, and/or omit specific fragments in their score; juxtapose text or song to the physical score; and use objects in a manner that is precise and expressive.

During the second half of the semester, students will learn how to "edit" their scores of psychophysical actions in partner and ensemble work. This portion of the course provides actors with insight into directorial work a knowledge that gives them greater autonomy in the creative process.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: THEA245

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 GEN ED AREA: HA PREREQ: THEA245

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 performance, including the study of theoretical frames and audience reception. Performance is broadly defined to include cultural events and nontraditional performances. We will look at a number of theoretical texts as well as case studies, performances, and theories to examine theatrical modes of action and presence, as well as the limits between real and fictional.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: RELI385 PREREQ: NONE

THEA317 One Night Only: Performance and Technology in the American Avant-Garde

Performance is usually defined by its presence on a stage, by its noise, mess, and theatrical flourish in the here-and-now. Media on the other hand is thought of as fixed, repeatable, and unchanging. In this course we will ask: What does it mean for media to perform and, conversely, what does it mean when performance is taped, digitized, and mediated? Using the perceived tension at the intersection of performance and technology, we will explore key performance studies terms such as liveness, presence, ephemera, performance, and documentation. We will examine technology and its uses in performances, as well as the relationship technology has to theories of performance more broadly. We will focus in particular on the relationship between media and performance in contemporary American performance. Students will be asked to contribute to a class website conversation, archive live performance, and produce keyword video dialogs. Texts and artistic sites will include Reza Abdo, Dynasty Handbag, Adrian Piper, Vito Acconci, Nam June Paik, Todd Haynes, Genesis Breyer P-Orridge, My Barbarian, Walter Benjamin, Wendy Chun, Donna J. Haraway, Lev Manovich, Peggy Phelan, Brian Massumi, Lisa Nakamura, Alexander Galloway, and Mladen Dolar.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: AMST277 OR CHUM338 OR FGSS317 PREREQ: NONE

THEA319 Voice and Heightened Text

This is an advanced acting class in studio format focusing on the skills of voice and speech needed for the performance of classical texts. Students will follow a progression of in-class exercises designed to uncover a voice that is flexible, responsive, and sensitive to impulse. Students also will explore scene study techniques specifically developed in connection with performing Shakespeare's plays and designed to engage them physically and vocally with the demands of almost any play written in heightened text. During the course of the semester, students will memorize, rehearse, and perform scenes and monologues.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: THEA245 SPRING 2016 INSTRUCTOR: SWEDBERG, ANNE KRISTIN SECTION: 01

THEA321 Adaptation

This is a writing course for students interested in the study and practice of adapting texts for performance from a variety of source materials. The primary source material for adaptation will be Dante's *Inferno* that is itself adapted from numerous sources including the Bible, political feuds, classical myths, and contemporary scandals. We will examine other performance texts adapted from unusual

sources, including the South African satire of apartheid—*Woza Albert*. Ancient Greek drama will also be studied for its dramatic structure and for its significance as both a source and product of adaptation that is endowed with new meaning in whatever era it is reimagined. Students will write their own short adaptations of scenes from these texts in weekly writing assignments before creating a final project, an adaptation of any source material they choose. This course counts as a workshop and techniques course for the Writing Certificate.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 SPRING 2016 INSTRUCTOR: JENKINS, RONALD S. SECTION: 01

THEA322 The View from Abroad on the Early Modern Stage

IDENTICAL WITH: FI5T302

THEA323 Survey of African American Theater

IDENTICAL WITH: ENGL385

THEA325 The Contemporary Stage and the Antitheatrical Prejudice

IDENTICAL WITH: CHUM384

THEA329 Technical Practice A

The course will involve assignment to a responsible position in one of the various areas of technical theater, as crew head, stage manager, etc. THEA329/THEA331 may be repeated to a total of 1.5 credits.

GRADING: OPT CREDIT: .25 GEN ED AREA: HA PREREQ: THEA105
 FALL 2015 | SPRING 2016 INSTRUCTOR: FOSTER, REBECCA SECTION: 01-02
 SPRING 2016 INSTRUCTOR: OTEIZA, MARCELA SECTION: 03

THEA331 Technical Practice B

The course will involve assignment to a responsible position in one of the various areas of technical theater, such as crew head, stage manager, etc. THEA329/THEA331 may be repeated to a total of 1.5 credits.

GRADING: CRJU CREDIT: .5 GEN ED AREA: HA PREREQ: THEA105
 FALL 2015 | SPRING 2016 INSTRUCTOR: FOSTER, REBECCA SECTION: 01-02
 SPRING 2016 INSTRUCTOR: OTEIZA, MARCELA SECTION: 03

THEA348 Music and Theater of Indonesia

IDENTICAL WITH: MUSC111

THEA357 Space and Materiality: Performing Place

IDENTICAL WITH: CHUM317

THEA359 Design and the Performative Space

In this course, we will explore, construct, and deconstruct the performative space, whether theatrical, site-specific, or virtual. We will analyze the space as a context to be activated by the body of the performer and witnessed by an audience. Through theoretical and practical assignments, we will study the aesthetical 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 (Vector Works and Sketchup), model making (3D printing and modeling), and drafting.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: THEA105 OR ARST131 OR THEA150
 SPRING 2016 INSTRUCTOR: OTEIZA, MARCELA SECTION: 01

THEA360 Media for Performance

The course examines the use of technology in performance, from the creation of mechanical moving scenery to 3D scenography. We will look into the development of the theatrical technology from the Renaissance to today's conception of the digital theater, virtual reality, and online performances. The class format will be divided into lectures and studio class, where students will develop practical work creating their own digital performances.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: DANC364 PREREQ: NONE

THEA366 The Sounds of Black and Brown Performance

IDENTICAL WITH: CHUM366

THEA370 Engaging Audiences: Spectatorship Within Black Popular Culture and Performance

IDENTICAL WITH: CHUM370

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 & THEA281)

THEA383 Costume Design for Theater and Dance

An intensive exploration of the interaction of materials, the human form, and text in performance. The topics covered will include draping the human form, basic design, costume research, design presentation, styles of design, character analysis, and text analysis. The class examines a variety of texts that utilize the mythic figure of Medea as its central character. We will begin with the Euripides, the text that has primarily shaped Western stereotypes of the character. It will provide us with a baseline for understanding the story.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: THEA105 OR ARST131 OR ARST445
 FALL 2015 INSTRUCTOR: MOON, CYBELE ELISE SECTION: 01

THEA384 Introduction to Puppetry: The Creation of Puppet Performance from Oral Histories and Factual Events

We will begin our exploration with a two-session intensive workshop with Dan Froot and the *Who's Hungry?* Puppeteers, where we will be working with stories collected in New England at homeless shelters and food banks. Based on

this introduction, students will then create their own fact-based performances on topics or individuals of their own choice. The emphasis of the course is on the-attricalization and performance rather than the creation of technologically complex puppets.

GRADING: OPT CREDIT: .5 GEN ED AREA: HA PREREQ: NONE

THEA390 Performance Ensemble

Since theater is an art of collaboration, this course will offer advanced acting and directing students an opportunity to develop their skills in an ensemble environment and collaborate on the final presentation in the form of public performance. Students will be able to choose acting or directing concentration. Acting techniques will include intense work on one or two chosen characters, developing three-dimensionality of the part, performing in an ensemble, and Michael Chekhov's acting method. Directing techniques will focus on adaptation, production concept, and the orchestration of that concept in terms of research, work with actors, ground plan, set, lights, costumes, props, sound, etc.

Students will go through all stages of preparing a public performance: selecting the script, its analysis, adaptation, conceptualization through design elements, casting, rehearsing, collaboration with designers, and performing.

The course will fulfill an advanced directing requirement for students interested in pursuing senior theses in directing and offers an additional level of acting training to advanced acting students.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA PREREQ: THEA245

THEA398 Theater Criticism

This course is designed to give students experience in analyzing, interpreting, and researching performances in preparation for writing dramatic criticism suitable for publication in newspapers, magazines, journals, blogs, and dramaturgical portions of theater programs.

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

THEA399 Advanced Playwriting: Long Form

This is an immersive workshop for students working at a rigorous, committed level of playwriting. We will focus on long-form as students begin, develop, and rewrite full-length plays, challenging themselves to expand their technique as they articulate their creative vision. Examinations of craft and art will spring dynamically from each student's individual work in the workshop setting.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL399
 PREREQ: ((THEA199 OR ENGL269) & (THEA249 OR ENGL249)) OR ((THEA199 OR ENGL269) & (THEA299 OR ENGL299)) OR ((THEA199 OR ENGL269) & THEA321)

THEA427 Performance Practice A

Assigned advanced work done under faculty supervision in the departmental production program. Entails 60 hours of participation.

GRADING: OPT CREDIT: .25 GEN ED AREA: HA PREREQ: NONE
 FALL 2015 INSTRUCTOR: NASCIMENTO, CLÁUDIA TATINGE SECTION: 02

THEA431 Performance Practice 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 2015 INSTRUCTOR: NASCIMENTO, CLÁUDIA TATINGE SECTION: 02

THEA433 Performance Practice C

Assigned advanced work done under faculty supervision in the departmental production program. Entails 120 hours of participation.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 FALL 2015 INSTRUCTOR: NASCIMENTO, CLÁUDIA TATINGE SECTION: 02

THEA435 Performance Practice in Design A

Assigned advanced work in technical theater. Program A entails commitment of 60 hours of time.

GRADING: OPT CREDIT: .5 GEN ED AREA: HA PREREQ: NONE
 FALL 2015 | SPRING 2016 INSTRUCTOR: OTEIZA, MARCELA SECTION: 01

THEA437 Performance Practice in Design B

Assigned advanced work in technical theater. Program B entails a commitment of 120 hours of time.

GRADING: OPT CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
 FALL 2015 | SPRING 2016 INSTRUCTOR: OTEIZA, MARCELA SECTION: 01

THEA401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

THEA409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

THEA411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

THEA465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

THEA467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 01

WRITING PROGRAM

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 at 167 High Street 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 Distinguished 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; and editor Anne

Greene. Recent visiting faculty includes such distinguished writers as Hilton Als, Andre 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 Writing Certificate. The University's 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 course work 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 Writer's Block. This small residential community provides an opportunity for first-year students and upperclass students with a particular interest in writing to live together and collaborate on formal and informal programs.

COURSES

WRCT220 Translating Science

This course is geared both to science majors (including pre-meds) and to students with little background in the sciences. Students will practice explaining complex ideas and processes in the sciences to broad audiences; they will also learn to evaluate how well others have done so. Class members with differing backgrounds will help each other to prepare and to revise.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CSPL220 PREREQ: NONE

WRCT221 Writing about Science and Other Specialized Topics: A Journalistic Perspective

This seminar teaches students—both scientists and nonscientists—how to become more effective writers. Students will learn the basics of news reporting and feature writing, including the best ways to develop ideas, how to efficiently conduct research, how to organize information, how to ask effective questions, and how to craft different types of articles and essays on deadline. While science journalism is the course's primary focus, students will also explore reportage in other specialized subjects such as business, education, technology, and politics.

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

WRCT222 Writing about Science and Other Specialized Topics: A Journalistic Approach

This seminar emphasizes journalistic writing and will help students learn to present specialized material in a way that will interest general readers. While science journalism is one focus of the course, students may also explore reportage in other subjects such as technology or education. Students will learn the basics of news reporting and feature writing, including the best ways to develop ideas, efficiently conduct research, organize information, ask effective questions, and craft different types of articles and essays on deadline.

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

WRCT250C Topics in Journalism: Techniques of Narrative Journalism

Techniques of narrative journalism, with an emphasis on profile-writing as a means of powerful storytelling that captures both internal and external action. Weekly reading and writing assignments, resulting in each student's production of a narrative profile suitable for publication.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CSPL250C PREREQ: NONE

WRCT250D Topics in Journalism: Writing (and Arguing) about Inequality: How to Make Your Case

In this nonfiction seminar, students will explore how to write about social issues by identifying inequity, understanding the logic and rhetoric used to both defend and criticize it, and developing their own skills to effectively communicate their opinion. Modeled after journalistic work, the course will also develop students' abilities to conduct first-person research and observation and then translate them into written form for use in nonfiction. We will also explore questions of authenticity, voice, and dominant narrative, allowing students to examine what it means to write about communities other than their own—and the issues implicit in doing that work. Work from across the political spectrum will be addressed.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CSPL250D PREREQ: NONE

WRCT250E Topics in Journalism: War Stories—Fact, Memory, and Imagination: Conflict Reporting and Literature of War

War stories occupy a unique place in public life. They reflect on a nation's character in ways that many other stories don't. They are also notoriously slippery, especially when told and retold back home. Yet even when we doubt them, war stories are endlessly rich in high-stakes human drama. From the Iliad and the Bible to the videotaped beheadings of ISIS hostages in Iraq, these tales and images grab our attention and don't let go. This course will have dual aims: to help students understand how journalists have historically covered conflict and how that work

is done today; and to explore war stories, both fictional and journalistic, with special attention to style, technique, narrative coherence, reliability, and the relationship between facts and truth. Our conversations will be guided by an emphasis on the complex and shifting relationships between combatants, journalists, and other kinds of storytellers and the role of perspective in war reporting. Who is telling the story, and how does the narrator's experience influence what she sees and recounts? War correspondents have an important responsibility to hold governments and militaries accountable. Yet it's worth asking whether war stories can ever be truly "objective"—and even whether they should be. We'll look closely at the way contemporary journalists cover war, the practice of "embedding" reporters with military forces, and how the expansion of propaganda and "information warfare" have changed and complicated the work of war reporting. In an age of instant messaging and online news, battlefield correspondents find themselves grappling with spin at a dizzying pace. The avalanche of information and disinformation has coincided with an acute dearth of resources to support foreign reporting, particularly by traditional media outlets in the United States.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CSPL250E PREREQ: NONE

WRCT250F Topics in Journalism: Journalism, Nonfiction Writing, and the Search for Truth

Journalism is a kind of nonfiction writing about the present, in the service of the public. Journalists seek to give an accurate depiction of the world around us—the hell of war, the horror of poverty and exploitation, the beauty of art and dance, the delight of travel. All too often, especially in today's world of wonks and publication at the speed of Twitter, journalism falls short of describing the world with accuracy—sometimes because of deliberate distortion, personal or political; sometimes because of a failure to do adequate research; and sometimes because it isn't always easy to give a fair description of the truth. Truth can be a slippery thing—there can be many competing versions. Who is to say which version is right? The course will examine examples of journalism and other nonfiction writing that do an exemplary job capturing the world and reporting the "news." It will also examine and dissect articles where writers have fallen short. We will discuss methods, tools, and strategies for trying to depict the world truthfully—interviews, investigative reporting, document searches, pursuing conflicting voices and viewpoints. We will also explore personal memoirs and the tensions between being faithful to memory and being faithful to truth. In this course, we are likely to examine truth, fairness, and distortion when it comes to writing about economics and labor issues and abuses.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: CSPL250F PREREQ: NONE

WRCT250G Topics in Journalism: Literary Journalism

In this course, we will explore the art and craft of magazine-length journalism that strives to do something different than reporting the news—it aspires to achieve the goals of literature. While this kind of writing tends to be timely, as almost all journalism must be when it's first published, at its best, it ought to be worth reading for decades to come. Truman Capote, for example, conceived of *In Cold Blood*, which he first published as a series of articles in *The New Yorker* in 1965, as a "non-fiction novel": a work of journalism that employed the techniques and artistry of fiction. We will study the writing of new journalists like Joan Didion, Tom Wolfe, Nora Ephron, and Gay Talese, who pioneered the idea that there is no such thing as unbiased reporting: The writer can't help but bring a point of view to his or her storytelling, so why not admit it? These writers broke with journalistic convention and admitted that there was an "I" behind the typewriter, a mediator between the "true" story and the reader.

We will focus on reading and writing two forms in particular, the profile and the essay. While an excellent profile can be a straightforward examination of another person and his or her place in the world, in the hands of a master like Janet Malcolm or George Trow, it can become an eruption of invention. Essays ask a question or argue a point—but how? There are as many ways as there are writers who explore the form, and in this course we will seek to join them.

This course is offered by Ariel Levy of *The New Yorker*, Wesleyan's Koepfel Journalism Fellow.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL257 OR CSP250G PREREQ: NONE
FALL 2015 INSTRUCTOR: LEVY, ARIEL VICTORIA SECTION: 01
INSTRUCTOR: GREENE, ANNE F. SECTION: 01

WRCT256 Writing for Television

IDENTICAL WITH: FILM455

WRCT259 Writing about Film

IDENTICAL WITH: FILM452

WRCT260 Advanced 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. This course previously carried the title **Reading and Writing Fiction II**.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL381 PREREQ: NONE

WRCT263 Writing for Television II

IDENTICAL WITH: FILM459

WRCT264 Creating Children's Books

In this course each student will create and illustrate a children's book, at the picture book or illustrated chapter book level. Assignments include examining a variety of children's books (from 1930 to the present) and emulating specific authors and illustrative techniques as we develop original work. We will discuss both text and illustration in published picture books, and the creative assignments and workshop discussions will focus on both components, and their interaction.

We will look at a range of questions: What is this book for? Who is it for? Does it appeal to children and adults in different ways? What assumptions does it make about the world of childhood and the relationships children have? How does it obscure, reveal, comment on, or attempt to change the truths of life—things like love, desire, satisfaction, hurt, difference, sickness, and death? What values or norms does it establish—or subvert? What do the words and pictures do to each other? What values or expectations are at stake as the story or pattern unfolds? We'll use questions like these to help drive our experiments and revisions as we workshop all stages of our books.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL297 PREREQ: NONE

WRCT265 Identity and Alterity in Israeli Literature

Contemporary Israeli literature attests to a significant turn in Israeli identity. We will read and discuss contemporary texts that reflect different conceptions of various aspects of "traditional" Israeli identity. We will start with the modernist Israeli canon and proceed to contemporary writing. Our questions will focus on the gap between the public national ethos and private, nonnational identities. At the center of our attention will be some of the alternative spaces and discourses that have recently moved to the center of Israeli literature: the individual vs. society, Zionism vs. anti-establishment, Sabre (Israeli-born) vs. immigrants, the powerful vs. the vulnerable, center vs. periphery, monolithicity vs. pluralism, the major vs. the minor, etc. We will ask to what extent representations of the "other" in the Israeli texts parallel those present in American culture and society. Writing assignments include a series of review essays.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: HEST220 PREREQ: NONE

WRCT267 Creative Criticism and Inquiry: Writing Documentary Nonfiction and Poetry

As readers we often assume an inherent distinction between critical and creative forms of writing. In this class we will bridge such a divide by designing and completing semester-long creative nonfiction or poetry-based writing projects that incorporate archival research from Wesleyan's renowned Special Collections and Archives. We will read creative and critical texts that engage archival research in distinct ways, but much of the emphasis of the course will be on your own research and reading in the archives, as well as your work as a writer experimenting with different forms to incorporate this research into your writing. In class, we will collaborate as a group to assist with writing and revision through workshops and peer critique, in addition to discussions of reading.

GRADING: A-F CREDIT: 1 GEN ED AREA: HA IDENTICAL WITH: ENGL268 PREREQ: NONE

WRCT317 Special Topics: Plot

IDENTICAL WITH: ENGL317

WRCT347 Special Topics: Day Books, Diaries, Notebooks, Etc.

IDENTICAL WITH: ENGL347

WRCT350 Writing Certificate Senior Seminar: The Future of Reading, Writing, and Publishing

This is the capstone course of the Writing Certificate Program. The course offers an opportunity to work closely with other students completing the certificate and to receive advice from professionals about editing and compiling work for publication.

Digital media are transforming the nature of books and magazines. In this class, we'll talk about how writers, editors, and publishers might think about the new landscapes of reading and writing. How can writers use digital media to create new forms? What's the value of materiality? How do social media affect or define what writers do? Guest speakers from the world of writing and publishing will talk about their experiences with new and old media.

GRADING: CR/U CREDIT: 1 GEN ED AREA: HA PREREQ: NONE
SPRING 2016 INSTRUCTOR: GREENE, ANNE F. SECTION: 01-02

WRCT355 Special Topics: The Use of Humor

IDENTICAL WITH: ENGL355

WRCT401/402 Individual Tutorial, Undergraduate

GRADING: OPT SECTION: 01

WRCT409/410 Senior Thesis Tutorial

GRADING: OPT SECTION: 01

WRCT411/412 Group Tutorial, Undergraduate

GRADING: OPT SECTION: 01

WRCT465/466 Education in the Field, Undergraduate

GRADING: OPT SECTION: 01

WRCT467/468 Independent Study, Undergraduate

GRADING: OPT SECTION: 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 eleven certificate programs in place.

CERTIFICATE IN CIVIC ENGAGEMENT

Civic engagement encompasses a wide range of activities in which individuals work to strengthen their communities, to realize common goods, to enhance the capacities and dispositions necessary for democratic self-rule, and, in general, to deliberately shape their common life. Wesleyan University prides itself on enrolling and nurturing students with a strong social consciousness. Students participate in a wide variety of formal and informal “civic” activities in Middletown and around the world. These activities include volunteer work, practica, and service-learning courses. This certificate is designed for students interested in reflecting upon these activities and integrating their civic and academic efforts.

Requirements. During their sophomore through senior years, CEC students will complete a series of structured academic and cocurricular activities including courses, volunteering, practica, 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 5 below). As “applied,” mastery of civic engagement requires the practical understanding of social processes that results from actual engagement in the community (Requirements 3 and 4). Thus, the certificate requires students to take a set of courses to acquire an understanding of how democratic processes (including the practices and institutions of civil society) work; to acquire the firsthand experience of civic engagement and civic life by participating in approved civic activities; and, finally, through both course work and other means, to reflect on the connections among these and to integrate them effectively (Requirements 1, 2, and 5).

- **Requirement 1:** Six courses dealing with Civic Engagement are required. Courses are grouped into the following categories (listed on WesMaps)
 - **The Individual in Society**
 - **The Practice of Democracy**
 - **Ethical Reasoning**
 - **Volunteerism and Activism**
 - **Education and Public Scholarship**
 - **Civic Engagement in Cross-Cultural Perspective**

The six courses must come from at least *three* of these categories and one must be from The Practice of Democracy category.

- **Requirement 2:** Three reflection papers are required, one per year of the certificate. These papers, along with one document from each relevant course, will be archived during the process of completing the certificate.
- **Requirement 3:** A minimum of 40 hours of service work coordinated through the Office of Community Service and Volunteerism (OCS)
- **Requirement 4:** A practicum
- **Requirement 5:** The senior seminar, a .25 credit capstone course (CSPL302)

Note: CEC requirements fulfilled before a student is admitted may be counted toward the certificate at the discretion of the CEC Advisory Panel.

Admission. Students will be admitted to the CEC by self-declaration. They will be considered part of the certificate group after they have formally applied to participate and discussed their plans with the director of service-learning. The application will consist, in part, of a reflection paper explaining the place of civic engagement in the applicant’s own life and plans to fulfill the CEC requirements.

Additional Information. Contact the director of service learning, Barbara-Jean Juhasz, 860-685-4978 (bjjuhasz@wesleyan.edu)

CERTIFICATE IN ENVIRONMENTAL STUDIES

Environmental studies is a multidisciplinary, integrative study of a broad range of environmental issues. Environmental science (such as climatology or conservation biology) is one aspect. But environmental studies also brings together the spectrum of foci that are necessary to solve, evaluate, comprehend, and communicate environmental issues. Thus, environmental studies includes sciences, economics, government, policy, history, humanities, art, film, ethics, philosophy, and writing.

For students to engage 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:

1. Either **BIOL/E&ES197 Introduction to Environmental Studies** or **E&ES199 Introduction to Environmental Science**
2. Plus six courses related to the environment as follows:
 - Three must come from one department
 - Six 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 increasingly emphasizes these approaches. The Certificate Program provides a framework to guide students in developing these analytical skills based on the following two pathways:

- **Computational Science and Quantitative World Modeling (CSM)**
- **Integrative Genomic Sciences (IGS)**

These pathways share several common themes but have components that make them distinct. Both pathways emphasize informatics and quantitative reasoning and share certain courses.

The CSM pathway introduces students to modeling techniques and provides students with a solid foundation in the quantitative simulation, evaluation, and prediction of natural and social phenomena such as the collision of galaxies, protein folding, and the behavior of markets. Its principal pedagogical and intellectual goal is to make students aware of the power of the quantitative, algorithmic method for understanding the world. The idea is to provide a course of undergraduate studies that

imparts sufficient general knowledge, intellectual depth, and experience with quantitative reasoning and modeling techniques for students to be comfortable and proficient in incorporating this intellectual experience for a better understanding and more control of the natural and social worlds. Students can use this experience as an enrichment of their major and liberal arts education or as a stepping-stone to pursue, if desired, a more intensive specialization in any of Wesleyan's quantitative reasoning departments.

The pathway requires **COMP211 Computer Science I**; one of the following courses: **COMP212 Computer Science II**, **COMP231 Computer Structure and Organization**, **COMP312 Algorithms and Complexity**, or **PHYS340 Computational Physics: Algorithms and Clusters**; two courses from a list of approved computer science, economics, or science courses; a project and minithesis on a quantitative modeling theme (including a required seminar talk); and one semester's attendance at a specialized undergraduate seminar.

The IGS pathway introduces students to the emerging interdisciplinary field of bioinformatics and its relationships to molecular genomics, evolution, structural biology, and bioethics. The sequencing of genomes of humans and several other model organisms has led to new challenge in the life sciences—to successfully integrate large amounts of information to build and evaluate models of how organisms work. This is inherently an interdisciplinary problem that involves bridging conceptual frameworks and ways of thinking among the life sciences, information sciences, and philosophy. Faculty in complementing fields such as biology and computer science are working together to explore and develop new courses in this emerging field. As the disciplines advance, tomorrow's students in the life sciences and in information sciences will benefit from strong conceptual frameworks in informatics, biology, and bioethics, and in the links between them.

The pathway requires an introductory biology course, (such as **BIOL/MB&B181**), one introductory computer science course (typically, **COMP112** or **211**), one more advanced computer science course (such as **COMP211 Computer Science I**, **COMP212 Computer Science II**, **COMP331 Computer Structure and Organization**, **COMP312 Algorithms and Complexity**, or **COMP354 Principles of Databases**), 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 and cell biology, structural biology, evolutionary biology, bioethics and philosophy of biology, and applied quantitative reasoning.

Students who are interested in the CSM pathway should contact Reinhold Blumel (rblumel@wesleyan.edu), and students who are interested in the IGS pathway should contact either Michael Weir (mweir@wesleyan.edu) or Danny Krizanc (dkrizanc@wesleyan.edu).

CERTIFICATE IN INTERNATIONAL RELATIONS

Students seeking the Certificate in International Relations (CIR) are required to take a foreign language to the intermediate college level and introductory international politics, economics, and modern history courses relevant to the development of the contemporary international system. To be on pace, these courses should be taken or at least identified during the student's first two years at Wesleyan. In addition, students are required to take five courses from the Advanced Courses list provided on the Certificate in International Relations website (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 website.

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.

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 major credit. Once this approval has been given, the Certificate Committee will determine which of the certificate requirements the course might fulfill.

Wesleyan courses that count toward the certificate are listed on the CIR website. 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 will be required to have an overall average of B+ or higher in the advanced courses submitted for certification (if only five courses are listed). Certification will appear on the student's transcript after graduation.

The foreign language requirement is met by course work through the intermediate college level in any foreign language or demonstration of proficiency gained elsewhere. Intermediate normally means any of the following: **FREN215**, **GRST211** or **GRST214**, **SPAN112**, **ITAL112**, **JAPN205**, and **HEBR202**.

CERTIFICATE IN JEWISH AND ISRAEL STUDIES

The Center for Jewish Studies offers interdisciplinary courses in Jewish and Israel Studies. All courses (required and elective) are counted towards the Certificate in Jewish and Israel Studies. The Center for Jewish Studies courses and workshops are taught by its core and affiliated faculty, as well as by distinguished visitors and scholars including film directors and internationally acclaimed writers and artists. The Center for Jewish Studies offers an innovative Hebrew program based on a unique model of incorporating language skills with cultural events, and all Hebrew courses are counted towards the Israeli track in the Certificate for Jewish and Israel Studies. In addition, the Center for Jewish Studies offers Wesleyan and the general community rich and innovative events and series linked to other departments, programs, and colleges at the University; among them, the annual fall series Contemporary Israeli Voices, the annual spring series The Ring Family Wesleyan University Israeli Film Festival, the annual Samuel and Dorothy Frankel Memorial Lecture, the annual Jeremy Zwelling Lecture, and the new series in Jewish Cultures of the World. To be engaged with the larger Wesleyan community, the Center for Jewish Studies sponsors Weseminars presented by its faculty. The Center also has a web page and a blog (wesleyan.edu/cjs).

CERTIFICATE IN MIDDLE EASTERN STUDIES

The Certificate in Middle Eastern Studies requires eight courses, of which at least one course must be from the courses listed under the Jewish and Israel Studies Certificate 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). Elementary language courses do not count toward the eight required courses for this certificate.
- 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).

Admission to the Certificate. Students may apply for admission to the certificate at any point in their undergraduate career at Wesleyan. For tracking, advising, and occurricular purposes, they are encouraged to sign on early. Seniors who wish to obtain the certificate should contact Professor Bruce Masters at the start of their spring semester to establish their eligibility. They will need to provide copies of their transcripts for certification.

Interested students should contact Bruce Masters bmasters@wesleyan.edu.

CERTIFICATE IN MOLECULAR BIOPHYSICS

Molecular biophysics is an interdisciplinary area of research situated at the intersection of molecular biology, chemistry, chemical biology, and molecular physics. Molecular biophysics, as a field of endeavor, is distinguished by analytical and quantitative research inquiry based on molecular and macromolecular structures, diverse molecular spectroscopic methods, biophysical chemistry, functional bioenergetics, statistical thermodynamics, and molecular dynamics. Topics of active research interest in molecular biophysics include protein structures and folding, molecular models of enzyme mechanisms, protein-DNA and protein-RNA interactions, and the nature of gene expression and regulation at the molecular level. As a consequence of recent advances stemming from the human genome project, the field of structural bioinformatics finds an increasingly important emphasis in our program. A parent organization for this field of research is the USA-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 Professor David L. Beveridge (dbeveridge@wesleyan.edu) or Professor Ishita Mukerji (imukerji@wesleyan.edu).

CERTIFICATE IN SOCIAL, CULTURAL, AND CRITICAL THEORY

To help students develop proficiency in the study of social, cultural, and critical theory, this certificate encourages students to seek out theory-intensive courses in a wide range of disciplines and departments at Wesleyan.

To qualify for the Social, Cultural and Critical Theory (SCCT) Certificate, a student must successfully complete six authorized courses, hosted by at least three different departments or programs. All classes must be taken on a graded (A-F) scale. The minimum grade required in each course is a B-. Courses taken on a CR/U scale count only in the case of COL majors and CSS majors; for the latter, only CR/U courses taken during their sophomore year count. Of the six courses that count for the Certificate, no more than two may be lecture courses.

Courses that are not listed as SCCT courses on WesMaps or included on the certificate's website (wesleyan.edu/theory) 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 may be taken during a year abroad. With authorization from the certificate director, students may also count up to two courses transferred from another U.S. institution.

Students who wish to earn the certificate should meet with the certificate's current director, Matt Garrett (mccgarrett@wesleyan.edu), preferably in the fall of their junior year. Students will ideally have completed at least two courses before the beginning of their junior year, and will fill out an application form (available on the website). This application must be reviewed by one of the directors and then submitted to Erinn Savage (esavage@wesleyan.edu) at the Center for the Humanities, 95 Pearl Street.

Upon completing the requisite six courses, students should submit a "certificate completion form" (also available on the website) to Erinn Savage at the Center for the Humanities. This form must be completed and submitted 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 South Asia (with primary focus on India, Pakistan, and Bangladesh). The University not only enjoys the distinction of having an Indian music studies program but also a diverse group of scholars devoted to the wider region and its diaspora in fields as diverse as anthropology, art history, cultural studies, dance, history, literature, and religion. Certificate faculty will help Wesleyan students better pursue the wide range of opportunities in South Asian studies—both scholarly and artistic—as the subcontinent gains increasing global prominence.

Students will be required to take seven courses designated as appropriate for the certificate. Up to three of these may be taken away from Wesleyan (e.g., on a Study Abroad Program). Of the seven required courses:

- One must be a gateway course (i.e., a course entirely about South Asia that combines two or more of the below-listed distribution 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 William Pinch at wpinch@wesleyan.edu.

CERTIFICATE IN THE STUDY OF EDUCATION

The Certificate in the Study of Education is designed to help students look critically at educational institutions, practices, and thinking in the United States and abroad—from the elementary to the university level. The majority of the courses required for the certificate focus on the psychological and sociological dimensions of education. Courses from other parts of the University focus on the tools and skills for analyzing education and on broader contexts within the history and philosophy of knowledge. Another category of courses provides students with concrete teaching experience in a variety of instructional settings. The goal is to help students acquire a deeper understanding of education and its relationship to society.

The Certificate in the Study of Education *does not* provide the course credentials for Connecticut State Initial Educator Certification that are required for teaching positions in public schools.

CERTIFICATE IN WRITING

The Writing Certificate is designed to provide a flexible framework within which students from all majors can develop proficiency in creative writing (poetry, fiction, creative nonfiction, screenwriting, playwriting) and forms of nonfiction such as criticism, (auto)biography, science writing, political and literary journalism, and writing about academic subjects for nonspecialists.

Goals. This certificate provides opportunities for students to acquire the critical and technical vocabulary for analyzing their own and others' writing; become skilled editors; learn to write and analyze writing in a variety of genres and styles; learn to present specialized subject matter to nonspecialist audiences; explore, through practice, 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 for formal and informal readings of their work, discussions, workshops, meetings, and gatherings 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 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, 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 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. They must have taken for—a letter grade—one of the courses listed as eligible for the certificate and received a grade of B+ or better. (COL and CSS students concerned about the grade requirements should see Frequently Asked Questions.)

Interested students should contact Anne Greene, certificate coordinator, agreene@wesleyan.edu.

PRIZES

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 Chemical Society Undergraduate Award in Organic Chemistry • Awarded to a senior who has displayed a significant aptitude for organic chemistry

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 Department of German Studies to enrich educational offerings in the area of humanistic studies, or to assist a superior student in completing a project in German studies.

Boylan Award • Given by Jennifer Boylan in honor of her classmate, Annie Sonnenblick, the award recognizes an outstanding piece of creative nonfiction, journalistic work, or writing for general readers.

Bradley Prize • The gift of Stanley David Wilson, Class of 1909, in memory of Professor Walker Parke Bradley, to the senior or junior who excels in chemistry and particularly in special original work.

Bridge Builder Award • Awarded to a student and student group who have succeeded in strengthening the relationship between Wesleyan and the greater Middletown community.

Briggs Prize • Established in 1900 by the gift of James E. Briggs, to the student who has done the most effective work in intercollegiate debating.

Professor Samuel Hugh Brockunier Prize • Awarded for the best final essay on a social studies topic by a student in the Graduate Liberal Studies Program.

Christopher Brodigan Fund Award • Established in memory of Christopher Brodigan, a Wesleyan student who died in an accident in his frosh year. The Fund pays tribute to Christopher's deep interest in Africa and to the public service he provided through teaching in Botswana prior to entering Wesleyan. Awarded to graduating seniors and recent graduates who plan to pursue public service or research in Africa.

Erness Brody Prize • Established in 2002 by Ann duCille in honor of Professor Erness Bright Brody, former chair of the African American Studies Program. Awarded annually to a senior African American Studies Program major for excellence in written expression.

Bruner Freshman Improvement Prize • The gift of William Evans Bruner, Class of 1888, to the student whose second-semester first-year record shows the greatest relative improvement over that of the first semester.

Butler Prize • The Butler Prize, established in 1991 in honor of retiring colleague Jeffrey D. Butler, is awarded for the best honors thesis in African, Asian or Latin American history.

Butterfield Prize • Established by the Class of 1967 and awarded to the graduating senior who has exemplified those qualities of character, leadership, intellectual commitment and concern for the Wesleyan community shown by Victor Lloyd Butterfield, 11th president of the University.

Camp Prize • Established in 1905 by the Board of Trustees in memory of Samuel T. Camp, trustee 1880–1903. Awarded for excellence in English literature.

Nancy Campbell/National Trust for Historic Preservation Summer Internship Program • Established by friends and admirers in honor of Nancy Campbell, wife of former Wesleyan University President Colin Campbell, in recognition of her national leadership in historic preservation, and awarded to rising juniors or rising seniors.

Frank Capra Prize • Established in 1983 to honor Frank Capra, Hon. 1981, the great American film director whose collected papers are in the Wesleyan Cinema Archives. Best film to exemplify Capra's skill in telling a human story that contains both humor and pathos.

Cardinal Crest Award • Awarded to the member of the WSA who has given honor to his/her post on the WSA or one of its committees through his/her leadership, and has selflessly served the greater interest of the Wesleyan student body.

Chadbourne Prize • The gift of George Storrs Chadbourne, Class of 1858, to that member of the first-year class outstanding in character, conduct, and scholarship.

Clark Fellowship • Established in memory of John Blanchard Clark by his parents, Mr. and Mrs. Donald L. Clark of Pittsford, New York; his sister, Catherine; relatives; and friends. Awarded annually to a qualified graduating senior of Wesleyan University for graduate study in a school of medicine. Recipients are judged by members of the Health Professions Panel on their potential for outstanding achievement and for their promise of community leadership and public-spirited citizenship and for their scholastic record at Wesleyan.

Clee Scholarship • Established by friends and associates of Gilbert Harrison Clee, Class of 1935, late president of the Board of Trustees. Awarded annually to a member of the junior 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 Deryck, Class of 1993, for the African American student who has achieved academic excellence in biology and/or molecular biology and biochemistry. This student must have completed his or her sophomore year and in that time have exemplified those qualities of character, leadership, and concern for the Wesleyan community as shown by Dr. Neil Clendeninn, Class of 1971.

Cole Prize • Established through the gift of George Henry Walker, Class of 1981, in the memory of Charles Edward Cole. Awarded to the first-year student who shows the greatest ability in fiction or nonfiction writing.

Condil Award • Given in memory of Caroline Condil, Class of 1992, and is awarded to a worthy East Asian studies major, preferably a sophomore or junior, for study in China.

Connecticut 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.

CRC Award • Awarded to an outstanding first-year chemistry student, based on grades in organic chemistry over the interval of the current academic year.

Davenport Prize • Established in 1948 by the gift of Ernest W. Davenport in honor of his brother, Frederick Morgan Davenport, Class of 1889, for excellence shown by seniors in the field of government and politics.

Dorchester Prize • Established through the gift of Daniel Dorchester IV, Class of 1874. Awarded for the best thesis submitted to the English Department.

W.E.B. DuBois Prize • Awarded annually for academic excellence to a student majoring in African American studies.

Dutcher Prize • Established by gift of Arthur A. Vanderbilt, Class of 1910, in honor of Professor George Matthew Dutcher, for highest excellence in the Department of History.

Kevin Echart Memorial Book Prize • Awarded to the graduating College of Letters senior who best exemplifies the intellectual curiosity and range, the pleasure in colloquy, the capacity for admiration and skepticism, and the moral seriousness and love of books that we honored in our late colleague Kevin Echart and seek to foster in the students of the College of Letters.

Exceptional Program Award • Awarded to the coordinator(s) of an exceptional program, cultural event, speaker or production that has had positive campus-wide impact.

William Firshein Prize • Awarded to the graduating MB&B student who has contributed the most to the interests and character of the Molecular Biology and Biochemistry Department.

First-Year Leadership Award • Awarded to a first-year student who has demonstrated outstanding leadership or involvement in the Wesleyan community.

Susan Frazer Prize • Awarded annually to the student (or students) who has done the most distinguished work in the elementary and intermediate French language sequence.

Freeman Prize • Established in 1975 by Mansfield Freeman, Class of 1916. Awarded annually to a senior for excellence in East Asian studies.

French Government Teaching Assistantship • One-year assistantship for teaching English at a lycée in France, administered by the Institute for International Education (New York).

Beulah Friedman Prize • This prize recognizes work of outstanding achievement by a student in the history of art. The prize is awarded to a member of the senior class.

Fulbright Fellowship • These grants are funded by the United States government under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) and by many foreign countries. The grants, administered by the Institute for International Education, provide for one year of study at a university abroad.

Fulbright-Hays Doctoral Dissertation Research Abroad Grant • Awarded by the United States Department of Education to fund individual doctoral students to conduct research in other countries in modern foreign languages and area studies for periods of six to twelve months.

Fulbright Teaching Assistantship • Placement abroad providing classroom assistance to English language teachers while also serving as cultural ambassadors for the United States.

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.

Glamour Top 10 College Women Award • Awarded annually by *Glamour Magazine* to 10 college juniors from across the country, in recognition of campus leadership, scholastic achievement, community involvement, and unique, inspiring goals.

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 college student 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 '81, 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.

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 Department of English 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.

Humanity in Action Fellowship • The Humanity in Action Fellowship brings together college students and recent graduates from around the world to explore various national histories of discrimination and resistance to injustice, as well as contemporary issues affecting minority groups.

Herbert H. Hyman Prize - Established by the Department of Sociology to honor Herbert H. Hyman, distinguished scholar, pioneer in survey research methodology, and Professor Emeritus in the Department of Sociology. 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 Department of Art and Art History.

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. 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—Biology and Molecular Biology & Biochemistry - 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 Department of Music.

Lebergott-Lovell Prize - In honor of Emeritus Professors of Economics Stanley Lebergott and Michael Lovell. To be awarded to the best paper written in the current academic year that uses econometric techniques to analyze an economic problem. Established in 2011 by Bruce Greenwald; first awarded in 2012.

Leonard Prize - Given in 1917 in memory of William Day Leonard, Class of 1878, by his friends. Awarded annually by the faculty to one of three undergraduates nominated by the College Body who is thought to exemplify the highest standards of character and performance in his or her campus life.

Levy-Spira Prize - Awarded for distinction in Latin American studies. Established in 1992 in memory of Eduardo Levy-Spira, Class of 1982, by his family and friends.

Limbach Prize - Established in 1966 by Russell T. Limbach, professor of art, in memory of his wife, Edna Limbach. Awarded annually to the student who has contributed the most imaginative, generous, thoughtful, and understanding social service to the people of the City of Middletown and/or the Wesleyan community.

Lipsky Prize - The gift of the Reverend and Mrs. Bailey G. Lipsky in memory of their son, Francis Jules Lipsky, Class of 1931, to the member of the choir possessing in the highest degree unflinching kindness, quiet dignity, and brilliant scholarship.

Littell Prize - The gift of Franklin Bowers Littell, Class of 1891, for excellence in one or more advanced courses in astronomy.

Luce Scholarship - The Henry Luce Foundation selects 18 graduates to spend a year in an Asian country and provides an experience that will broaden the participant's perspective on his or her chosen career field.

Robert S. Lynd Award - Established by the Department of Sociology to honor Robert S. Lynd, distinguished scholar. Awarded annually to students who have written the best scholarly papers in sociology in the previous year.

Macmillan Scholar of Saint Andrew's Society of the State of New York - Awarded by the Saint Andrew's Society of the State of New York, this scholarship enables outstanding college graduates of Scottish descent to engage in a year of graduate study in Scotland.

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.

James L. McConaughy Writing Prize - Awarded for a piece of nonfiction writing, on a topic in the social sciences or sciences, that is designed to interest general readers. Funds for this award were given originally by members of the class of 1936 in honor of their classmate, James L. McConaughy, a former Governor of Connecticut and President of Wesleyan University.

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 A. Meyer, is 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 - Established by Professor Miller in 2008. It is awarded for the outstanding honors thesis in the College of Social Studies.

Richard A. Miller Summer Internship Grant - Awarded in honor of Woodhouse/Sysco Professor of Economics Richard A. Miller to students pursuing summer internships related to potential business careers.

George J. Mitchell Scholarship - Awarded annually for one year of graduate study in any discipline offered by an institution of higher learning in Ireland or Northern Ireland on the basis of superior records of academic excellence, leadership, and public service.

Monroe Prize - Established in 1985 by the Center for African American Studies in memory of John G. Monroe, director, scholar, and teacher in the Center for African American Studies and in the Department of Theater. This prize is to be awarded annually to the Wesleyan sophomore or junior who, in the opinion of the review committee, submits the best scholarly essay in the field of African American studies.

Janina Montero Prize - Awarded annually to a Latino student who has promoted the health, visibility, and participation of the Latino community at Wesleyan. The individual should best exemplify personal integrity, leadership, and motivation; a strong interest in and knowledge of his or her background; and have maintained a high level of commitment to Wesleyan's academic and intellectual enterprise.

David Morgan Prize - To be awarded annually to the senior major or majors in CSS and/or the Department of History who best demonstrated the integrity and commitment to community that characterized David's 37 years of service to his College, his Department, and to the University.

Peter Morgenstern-Clarren Social Justice Award - Awarded to a sophomore or junior with a demonstrated commitment to social justice issues.

Mosaic Award • This award recognizes the contribution(s) of a person or organization that has brought about cultural awareness and education on one or more of the following issues: race, ethnicity, culture and/or sexual orientation.

Geraldine J. Murphy Prize • Established in memory of Geraldine J. Murphy, who was 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.

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 Department of Theater, has done a significant service in the community.

Outstanding Collaboration Award • Awarded for a program which 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 Fellowship • 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 adviser 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.

The Wallace C. Pringle Prize for Research in Chemistry • Gift of Eleanor and Wallace Pringle and their family and friends. This prize is to be awarded annually by the Chemistry Department to a student for excellence in research.

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.

Michael Rice Prize in Computer Science • Endowed in 2008 by the Fernando and Appapillai families in honor of Dr. Michael D. Rice and awarded for excellence in computer science to a senior.

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 1898, by Frank D. Robins 1934, and Douglas H. Robins 1966, for excellence in history.

Steven 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 Department of Film Studies.

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 student 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 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.

Frances M. Sheng Prize • Awarded for excellence in Chinese language and excellence in Japanese Language.

Sherman Prize • Established by David Sherman, D.D., 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.

Siver Scholarship • Established by Mr. and Mrs. Chester A. Siver in memory of their son Roger Brooks Siver, who graduated from Wesleyan in 1968. Awarded to undergraduate students majoring in or demonstrating strong academic interest in physics.

Skirm Prize • Established by members of the Class of 1931 in memory of their classmate, Thomas H. Skirm, this prize is awarded to a government major early in his or her senior year, to recognize the best research or writing project done during the junior year.

Social Activist Award • Awarded to the individual or student group that best exemplifies the spirit of social activism and through his/her/their 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.

Taylor Scholarship • Awarded to a history major based on outstanding academic achievement and other qualities such as fine character, good fellowship, leadership, and service to the 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 Vermeer 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.

Elizabeth Vermeer Tishler Prize—Music • Established in 1981 by a gift from Mrs. Tishler. Expanded in 1989 for excellence in piano performance. Two prizes are given annually: one for Western classical piano performance and the other for jazz piano performance.

David A. Titus Memorial Prize • Established by family, friends, and students in memory of Professor David Titus to support the summer studies of a deserving Wesleyan junior majoring in government, East Asian studies, or the College of Social Studies.

Shu Tokita Prize • Established by friends and relatives of Shu Tokita, Class of 1984, and 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 Department of Religion.

Truman Scholarship • A national competition funded by the United States government, which provides scholarships for graduate study to juniors who have outstanding leadership potential and intend to pursue careers in public service.

Kenneth W. Underwood Prize in Social Ethics • Awarded to the College of Social Studies student selected to discuss a paper on the subject of social ethics delivered by a guest scholar at one of the two annual CSS banquets.

United States Teaching Assistantship in Austria • One-year assistantship for teaching English in Austria, funded by the Austrian government.

Karl Van Dyke Prize • Awarded each year to one or more students majoring in physical science or having a predominant interest in physical science and technology and who show outstanding achievement in academic work and a promise of productivity in a professional career.

Vanguard Prize • Established by black alumni in tribute to the black members of the Class of 1969, whose perseverance and pioneering leadership earned them designation as the Vanguard Class. The prize is awarded annually to a graduating senior who has achieved academic excellence and contributed significantly to maintaining Wesleyan's racial diversity.

Walkley Prize • Two prizes, the gift of Webster Rogers Walkley, Class of 1860, in memory of David Hart Walkley, Class of 1878, for excellence in psychology. Awarded to those juniors and seniors who present the best reports or work embodying original research.

Watson Fellowship • Awarded by the Thomas J. Watson Foundation, to enable college graduates of unusual promise to engage in an initial postgraduate year of independent study and travel abroad.

Weidenfeld Scholarship • The Weidenfeld Scholarship supports all tuition fees and living costs associated with graduate study at Oxford University. It fosters European networks and promotes the post-university careers of its Scholars through work placements, long-term mentoring, and engagement in leadership and conferences.

Weller Prize • The gift of Mrs. LeRoy Weller, in memory of her husband, LeRoy Weller, Class of 1899, to the student having the highest academic average for the sophomore year.

Wesleyan Black Alumni Council Memorial Prize • Established in 1986 by the Wesleyan Black Alumni Council in memory of deceased black alumni. The prize provides a summer stipend to support a deserving student engaged in independent study or community service related to the concerns of black people.

Wesleyan Fiction Award • A gift from Norman Mailer to the Wesleyan Writing Program, this award recognizes an outstanding piece of fiction written by a Wesleyan student.

Wesleyan Memorial Prize • The gift of undergraduates in the Class of 1943 in memory of fellow students who made the supreme sacrifice in the Second World War, to the members of the junior class outstanding in qualities of character, leadership, and scholarship.

White Prize • Established in 1942 by Horace Glenn White Jr., Class of 1933, and increased in 1943 by friends in his memory. Awarded for advanced undergraduate study in economics.

White Fellowship—Government • Awarded for excellence in government to a graduate or an advanced undergraduate in government.

White Fellowship—History • Awarded for excellence in history.

M.G. White Prize • Awarded annually for the best thesis submitted in American studies.

Wilde Prize • Established in 1963 by Frazer B. Wilde, L.L.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, D.D., Class of 1859, for excellence in the Department of Philosophy; 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 wesleyan.edu/publicsafety.

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