Ampersand Programs

Ampersand Programs are special, multi-semester seminar programs open only to matriculating first-year students. An Ampersand Program provides a coherent, group-oriented learning experience with out-of-classroom activities, while still allowing time for electives.

Ampersand Programs change each year and have included such topics as: Missouri's Natural Heritage; The Theater as a Living Art; Women in Science; Phage Hunters; The Age of Pericles; The History, Memory, and Representation of the Holocaust; Writers as Readers; The Literary Culture of Modern Ireland; Medicine and Society (http://bulletin.wustl.edu/prior/2018-19/undergrad/artsci/medicineandsociety); Global Citizenship Program; Mind, Brain and Behavior; Text and Tradition; and Biotech Explorers Pathway. Enrollment in each Ampersand Program has limited seating to ensure closely-mentored, personalized instruction. All Ampersand Programs constitute integrations and therefore fulfill one of the requirements for the Bachelor of Arts degree. Ampersand Programs are open to all Arts & Sciences students, regardless of their intended majors, and complement any major or pre-professional curriculum.

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Faculty

Participating Faculty

Jami Ake (http://artsci.wustl.edu/faculty-staff/jami-ake)  
Assistant Dean; Senior Lecturer  
PhD, Indiana University  
(Interdisciplinary Projects in the Humanities)

David Balota (http://artsci.wustl.edu/faculty-staff/david-balota)  
Professor  
PhD, University of South Carolina  
(Psychological & Brain Sciences)

Barbara Baumgartner (http://artsci.wustl.edu/faculty-staff/barbara-baumgartner)  
Senior Lecturer  
PhD, Northwestern University  
(Women, Gender, and Sexuality Studies)

Cindy Brantmeier (http://artsci.wustl.edu/faculty-staff/cindy-brantmeier)  
Professor  
PhD, Indiana University  
(Applied Linguistics and Education)

Stan Braude (http://artsci.wustl.edu/faculty-staff/stan-braude)  
Professor of the Practice  
PhD, University of Michigan  
(Biology)

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Academic Coordinator  
PhD, Washington University  
(International and Area Studies)

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Postdoctoral Fellow  
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Professor  
PhD, University of Michigan, Ann Arbor  
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Professor of Biology  
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Associate Dean, College of Arts & Sciences  
PhD, Harvard University

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Professor of English  
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(Interdisciplinary Project in the Humanities)
Majors

Ampersand Programs are special, multi-semester seminar programs open to first-year students. There is no major available in this area.

Minors

Ampersand Programs are special, multi-semester seminar programs open to first-year students. There is no minor available in this area.

Courses

L61 FYP 116 Ampersand: Geographies of Globalization and Development

This course provides an overview to the geographies of globalization and development in the world today. We begin by engaging with a variety of theoretical perspectives, definitions, and debates in order to establish the foundations upon which students can conceptualize and understand existing patterns of inequality, social injustice and environmental conflicts. In order to further highlight the different ways in which development and globalization interventions are experienced and contested, in the second half of the course we will focus our considerations toward specific contemporary issues at the forefront of globalization and development debates, including migration and refugees, urbanization, sustainable development, tourism, and alter-globalization social movements. This course is restricted to first-years in the Global Citizenship Program.

Credit 3 units.
A&S: AMP
A&S IQ: SSC, SC, SD
BU: HUM, IS
EN: S

L61 FYP 120A Ampersand: Introduction to Study of the Mind-Brain: Psychological, Biological, & Philosophical Perspectives

A consideration of three primary areas of research in cognitive science: attention, memory, and language. These topics are used to illustrate the techniques by which mental abilities are investigated and explained in psychology and neuroscience: the focus, in particular, is on the use of reaction time studies, brain imaging, and cell recordings to isolate the basic components that make up complex functions. In addition to the central concepts and theories in each area, the course will address philosophical implications of this research concerning how the mind and brain are related, how the mind-brain encodes or represents information, and the nature of consciousness. And there will be an emphasis on applying these findings to important problems, such as Alzheimer’s disease and deficits due to brain damage. The class is taught by three members of the faculty from different disciplines and combines a whole-group lecture with small discussion classes. The goal is to give students a good understanding of the interdisciplinary nature of cognitive science and to help them develop the ability to think and write critically about scientific research into the mind-brain. Prerequisite: admission to the Hewlett Program in the Study of the Mind-Brain.
L61 FYP 141 Ampersand: Medicine and Society
This course provides the basic foundation in medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The purpose of the course is to introduce students to the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspective. Topical areas include analyses of disease, illness and sickness at micro and macro levels; impact of personal and interpersonal factors on health; health effects of social, political, and economic factors; relationship of anthropology to biological and social science approaches; ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity. Note: Content for this course overlaps with and replaces Anth 160 for students enrolled in the Medicine and Society Program. Open only to students enrolled in the Medicine and Society Program.
Same as L48 Anthro 141
Credit 3 units. A&S: AMP A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L61 FYP 1503 Ampersand: Workshop for the Global Citizenship Program
This workshop, which is restricted to and required of participants in the Global Citizenship Program (GCP), is a companion to the core GCP fall course. The workshop will foster critical thinking and push students to explore the significance of cultural and social identities in a globalized society. In addition to the assigned course content, students will also examine their own mutual interests, build relationships and develop valuable skill sets as they collaborate together to plan an event of global concern for the campus community.
Credit 1 unit. A&S: AMP

L61 FYP 1504 Ampersand: Workshop for the Global Citizenship Program
This workshop, which is restricted to and required of participants in the Global Citizenship Program, is a continuation of the Fall L61 1503 workshop. Course content will foster critical thinking and push students to explore the significance of cultural and social identities in a globalized society. Students plan a second campus event, and an optional off-campus trip provides further opportunities to engage with experts at large and gain new perspectives on the topics discussed in class.
Credit 1 unit. A&S: AMP

L61 FYP 1910 Ampersand: Phage Hunters
A research-based laboratory class for first-year students. Students join a national experiment organized by HHMI, with the goal of isolating and characterizing bacteriophage viruses found in the soil in the St. Louis area. Laboratory work includes isolation and purification of your own phage, DNA isolation and restriction mapping, and EM characterization of your phage. Several WU phage are selected for genome sequencing followed by annotation and comparative analysis of the genome of a phage (bacterial virus) that was isolated fall semester at WU and sequenced over winter break. Prerequisites: high school courses in biology, chemistry, and physics, at least one at the AP or International Baccalaureate level; permission of the instructor. Limited to 40 students. One hour lecture, one hour discussion, and three hours lab per week.
Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L61 FYP 1920 Ampersand: Phage Bioinformatics
A research-based laboratory class for first-year students. Students join a national experiment organized by HHMI, with the goal of genomic characterization of a local phage. Laboratory work focuses on learning computer-based tools for genome analysis followed by annotation and comparative analysis of the genome of a phage (bacterial virus) that was isolated fall semester at WU and sequenced over winter break. Prerequisites: high school courses in biology, chemistry, and physics, at least one at the AP or International Baccalaureate level; permission of the instructor. Limited to 40 students; preference given to those completing Biol 191, Phage Hunters. One hour lecture, one hour discussion, and three hours lab per week.
Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L61 FYP 2010 Ampersand: The Science of Biotechnology
Biotechnology is truly interdisciplinary with a myriad of pieces from biology, chemistry, engineering, physics, computer sciences, management, public policy, and law that apply the scientific process to societal challenges. This course introduces topics for science and engineering majors with an interest in biotech and teaches scientific concepts to business students considering careers in biotech management and entrepreneurship. Students completing Biol 2010 understand key science concepts, how discoveries lead to applications addressing global challenges, effectively use a variety of resources to explore connections between science and biotech business, synthesize information from different fields, exhibit strong teamwork skills, and communicate information in written and oral forms. This course also provides a gateway for students interested in the two-year Biotech Explorers Program (BEP). The first two weeks of the course introduce students to the history of biotechnology, the BEP, and the use of case studies. The remainder of the course uses a series of four three-week units that combine lecture material, in-class group assignments, and readings to introduce the science and scope of biotechnology.
For each unit, student teams also develop short case studies that combine lecture material, in-class group assignments, and readings to introduce the science and scope of biotechnology. This course addresses global challenges, effectively use a variety of resources to explore connections between science and biotech business, synthesize information from different fields, exhibit strong teamwork skills, and communicate information in written and oral forms. This course also provides a gateway for students interested in the two-year Biotech Explorers Program (BEP). The first two weeks of the course introduce students to the history of biotechnology, the BEP, and the use of case studies. The remainder of the course uses a series of four three-week units that combine lecture material, in-class group assignments, and readings to introduce the science and scope of biotechnology.
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Same as L48 Anthro 141
Credit 3 units. A&S: AMP A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

L61 FYP 201C Ampersand: Classical to Renaissance Literature: Text and Traditions
Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the European literary tradition, texts that continue to offer invaluable insights into humanity and the world around us. Homer's Iliad is the foundation of our class. We then go on to trace ways in which later poets and dramatists engage the work of predecessors who inspire and challenge them. Readings move from translations of Greek, Latin, and Italian, to poetry and drama composed in English. In addition to Homer, we will read works of Sappho, a Greek tragedian, Plato, Vergil, Ovid, Petrarch, and Shakespeare.
Same as L93 IPH 201C
Credit 3 units. A&S: AMP A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
L61 FYP 203C Ampersand: Early Political Thought: Text and Traditions
A selected survey of the political and moral thought of Europe from the rise of Athenian democracy to the Renaissance, with emphasis on analysis and discussion of writers such as Thucydides, Plato, Aristotle, St. Augustine, Castiglione, and Machiavelli. The course aims to introduce students to basic texts in the intellectual history of Western Europe, understood both as products of a particular time and place and as self-contained arguments that strive to instruct and persuade. The texts are simultaneously used to chart the careers of such fundamental notions as liberty, virtue, and justice. Preference given to Text and Tradition and IPH students.
Same as L93 IPH 203C

L61 FYP 207C Ampersand: Modern Political Thought: Text and Traditions
What is power? Why are societies divided along lines of race, class, and gender? When did politics become split between the right and the left? Can religion be reconciled with the demands of modern life? Can democracy? These are some of the questions that will be addressed in this survey of modern political thought. Thinkers covered will include Thomas Hobbes, Immanuel Kant, Karl Marx, WEB Du Bois, Hannah Arendt, and Michel Foucault.
Same as L93 IPH 207C

L61 FYP 215 Ampersand: The Theatre as a Living Art
Moving in and out of practice and theory, this plan interweaves a traditional introductory acting course with discussions of dramatic theory and visits to rehearsals where directors and actors work to shape the play. Must be taken concurrently with Drama 228C.
Prerequisite: admission to the Theatre Ampersand program.

L61 FYP 216 Ampersand: The Theatre as a Living Art
Continuation of the Theatre as a Living Art. Topic varies by year, please consult course listings for a description of current offering. Prerequisite: admission to the Theatre as a Living Art Ampersand program.

L61 FYP 2171 Ampersand: Women in Science
Throughout the centuries, women were interested and involved in the sciences. Their scientific contributions, however, have often been overlooked and their abilities questioned. In this year-long course, we will read biographies of famous women scientists and mathematicians, in addition to scholarly articles, to examine women’s involvement in science and mathematics from the 19th century to the present. We will explore the ways in which women have pursued scientific knowledge, look at the cultural factors that affected them, and investigate the impact of scientific theory and social conditions on their opportunities and identities. In addition to reading about women in science, we will hear a variety of women talk about their careers. Faculty from chemistry, biology, engineering, earth and planetary sciences, medicine, physics, medical administration may visit, as well as female scientists who work in industry. This course is restricted to Women in Science participants who must have concurrent enrollment in Introduction to Women, Gender, and Sexuality Studies.
Credit 1.5 units. A&S: AMP A&S & IQ: HUM, SC, SD Arch: HUM Art: HUM BU: BA EN: H

L61 FYP 2172 Ampersand: Women in Science: Contemporary Issues
Following the history of women in science that we explored in the fall semester, this class will begin a discussion and analysis of current issues in gender and science. We will look at the feminist critique of science and scientific objectivity before turning to women’s careers in science. Several questions will be central to our inquiry: Do women “do” science differently? Could alternative science and mathematics education help increase women’s representation in fields that continue to be male dominated like physics, engineering, and computer science? How do social expectations of men and women effect career choices and retention? In addition to exploring these issues, we will hear from a number of women scientists. Drawing from both the Hilltop and Medical School Campuses, our visitors will include faculty members from chemistry, biology, engineering, earth and planetary sciences, medicine, physics, medical administration, among others, who will share their reflections about women and science. This course is restricted to Women in Science Ampersand program participants.
Credit 1.5 units. A&S: AMP & A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L61 FYP 223 Ampersand: The Age of Pericles
In this course, students will explore the cultural, intellectual, and political developments that shaped life in Athens from the beginning of the 5th c. to the mid-4th c. BCE. The students will study the democratization of Athenian institutions in its proper historical and intellectual context, as well as several responses to it. In addition to figuring out how Athenian democracy worked, students will be encouraged to think critically about its systemic limitations and inherent problems. In the context of exploring the types of discourses generated by this democratic regime, the students will study Pericles’ ambitious building project, selections from Plato, as well as the socio-political commentary embedded in fifth-century drama, especially in the extant comedies of Aristophanes.
Credit 3 units. A&S: AMP A&S IQ: HUM, LCD EN: H

L61 FYP 228C Ampersand: Theater Culture Studies I: Antiquity to Renaissance
A survey of ancient, medieval and Renaissance theater and performance, both in the west and in the east, both as it reflects and shapes culture. Coverage will include the following areas: ancient Greece, ancient Rome, classical Sanskrit theater, Yuan China, medieval Japan, medieval Europe, Renaissance Italy, and Renaissance England. Both scripted theater and performance practices will be examined through the lenses of dramatic literature, theater history, performance studies, and dramatic theory. A continual emphasis will be on marginal and underrepresented figures, as we will attempt to excavate forgotten histories from the theatrical past.
Same as L15 Drama 228C
Credit 3 units. A&S: AMP A&S IQ: HUM Art: HUM BU: HUM
L61 FYP 2431 Ampersand: Missouri's Natural Heritage, part 1
Missouri's Natural Heritage is a multidisciplinary two-semester First-Year Ampersand course. The first semester of the sequence will focus on Missouri geology, climate, archaeology, and native megafauna. This will provide a foundation on which to examine the ecology, restoration, and management of our diverse habitats (prairie, forest, glade and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds and mammals). We will also apply basic concepts in biodiversity and resource management with attention to resolution of conflicts of interest. In addition to weekly lecture and discussion, students in this class will visit sites across the state during three weekend camping trips and a longer camping trip during winter break. Attendance on field trips is an essential component of the course and grade. Lab fee covers transportation and meals for all field trips.
Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L61 FYP 2432 Ampersand: Missouri's Natural Heritage, part 2
Missouri's Natural Heritage is a multidisciplinary two-semester First-Year Ampersand course. The second semester of the sequence will focus on the ecology, restoration, and management of our diverse habitats (prairie, forest, glade and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds and mammals). We will also apply basic concepts in biodiversity and resource management with attention to resolution of conflicts of interest. In addition to weekly lecture and discussion, students in this class will visit sites across the state during three weekend camping trips and a trip to the prairies of western Missouri during spring break. Attendance on field trips is an essential component of the course and grade. Lab fee covers transportation and meals for all field trips. Prerequisite: successful completion of the first semester of this course.
Credit 3 units. A&S: AMP A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

L61 FYP 2811 Ampersand: Literary Culture of Modern Ireland
This course will examine the literature of Ireland from the fall of Parnell to the outbreak of the Second World War. This is the period of an emerging cultural nationalism, a great efflorescence of literature in many genres, and some of the most important political, social, and military events in modern Irish history. One of the remarkable things about the period is the close relationship between prominent figures in the literary and artistic world and those in the realm of politics and social change. The result was a rich cross-fertilization of ideas and attitudes which had enormous implications for the future of this embattled island nation. We will explore this vital and transformative exchange by close attention to some primary texts of the period. Writers to be studied will include: Yeats, Gregory, Wilde, Synge, Shaw, Joyce, O'Casey, and Bowen.
Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L61 FYP 2812 Ampersand: Literary Culture of Modern Ireland II
This course will explore the intersection of literature and culture in Ireland from the establishment of the Fianna Fail government of de Valera in 1932, through the lean years of the 40s-70s, to the economic boom of the Celtic Tiger in the 1990s and beyond. To appreciate this small nation's rocky road to a successful entrance into the European Union, economic security and national confidence, we will closely read how Ireland's rich and diverse literature casts a cold but feeling eye on its hard-earned independence and fraught nationalism. For the fiction, poetry, and drama of Ireland not only mirrors but often moves the story of this nation's growth and transformation over the decades of economic, social, and political strife.
Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

L61 FYP 2813 Ampersand: Literary Culture of Modern Ireland & Irish America: Irish-Amer. Writers, Fitzgerald-Kennedy
Building on students' coverage of the early days of Dublin's Abbey Theatre, this segment will focus on (mostly) living Irish playwrights whose work develops familiar themes in unfamiliar ways. Brian Friel, whose long career was recently recognized by an elite council of Irish Arts, will be represented by Translations and Dancing at Lughnasa. We will read plays by Marina Carr, the most important Irish woman playwright since Lady Gregory, often described as "Greek" for her scorching fatalism. Continuity with Synge will be evident in work by Martin McDonagh, as will his transformation of Irish stereotypes into grotesques and deep resources of dark humor. Conor McPherson's Shining City is not yet ready to banish a ghost from a psychiatrist's office. Other playwrights likely to be represented include Tom Kilroy and Christina Reid. It is notable that the work of three of these playwrights was produced in New York last year and nominated for Tony awards.
Credit 1.5 units. A&S: AMP A&S IQ: HUM BU: IS EN: H

L61 FYP 2814 Ampersand: Literary Culture of Modern Ireland and Irish America: Modern and Contemporary Irish Drama
Between 1939 and 1945, Nazi troops invaded, occupied and destroyed major parts of Europe. A central aim of the Nazi project was the destruction of European Jewry, the killing of people, and the annihilation of a cultural heritage. This course seeks to deal with questions that, some 60 years after what is now known as the Holocaust, still continue to perplex. Why did Germany turn to a dictatorship of racism, war, and mass murder? Why did the Nazis see Jews as the supreme enemy, while also targeting Poles, Ukrainians, Soviets, homosexuals, the Roma, and the disabled? The course introduces students to issues that are central to understanding Nazi occupation and extermination regimes. Students will look at survival strategies in Western Europe including emigration, resistance movements in Eastern European ghettos, local residents' reactions to the murder in their midst, and non-European governments' reactions.
Credit 1.5 units. A&S: AMP A&S IQ: HUM BU: IS EN: H

L61 FYP 2850 Ampersand: The Holocaust: A European Experience
Between 1939 and 1945, Nazi troops invaded, occupied and destroyed major parts of Europe. A central aim of the Nazi project was the destruction of European Jewry, the killing of people, and the annihilation of a cultural heritage. This course seeks to deal with questions that, some 60 years after what is now known as the Holocaust, still continue to perplex. Why did Germany turn to a dictatorship of racism, war, and mass murder? Why did the Nazis see Jews as the supreme enemy, while also targeting Poles, Ukrainians, Soviets, homosexuals, the Roma, and the disabled? The course introduces students to issues that are central to understanding Nazi occupation and extermination regimes. Students will look at survival strategies in Western Europe including emigration, resistance movements in Eastern European ghettos, local residents' reactions to the murder in their midst, and non-European governments' reactions.
L61 FYP 2851 Ampersand: Representations of the Holocaust in Literature and Film
As the Holocaust recedes into the historical past, our knowledge of the event becomes increasingly dominated by literary and cinematic representations of it. This course focuses on such depictions of the Holocaust in literature and film and raises a number of provocative questions: What does it mean to represent the horror of the Holocaust? Can one effectively depict the event in realistic terms, or do unrealistic representations work better? What happens to the history of the Holocaust when it becomes the subject of a fictional text? Who is authorized to speak for the victims? Are representations of perpetrators appropriate? What types of representations will help us to remember the Holocaust in the 21st century? We will grapple with these challenging questions by examining both literary texts by American, European and Israeli authors from a range of genres, including survivor memoirs, fictional narratives, a graphic novel, drama and poetry, and a number of films that depict the Holocaust.
Credit 3 units. A&S: AMP A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

L61 FYP 3001 Ampersand: Research in Mind, Brain, Behavior
Credit 3 units. A&S: AMP A&S IQ: NSM